

**Ministry of Higher Education & Scientific Research**

**Al-Furat Al-Awsat Technical University**

**Kufa Technical Institute**

**Department of Nursing Technology**



**Self-Assessment Report for the  
Department  
of Nursing Technology  
2024-2025**

## **Nursing Technology Department Metadata**

**Institution Name:** Department of Nursing Technology

**Type of institution:** Technical Institute - Kufa

**Name of the university to which the institution is affiliated:** Al-Furat Al-Awsat Technical University

**Geographical location:** Kufa District, opposite Imam Ali Bridge (PBUH), in Al-Bu Hadari area

**Website:** <https://iku.atu.edu.iq/>

**Name of the Ministry to which it belongs:** Ministry of Higher Education and Scientific Research/Government Education Department

**Beginning of study in the department:** academic year 1997-1998

**Duration of study for preliminary studies to obtain a technical diploma:** two years

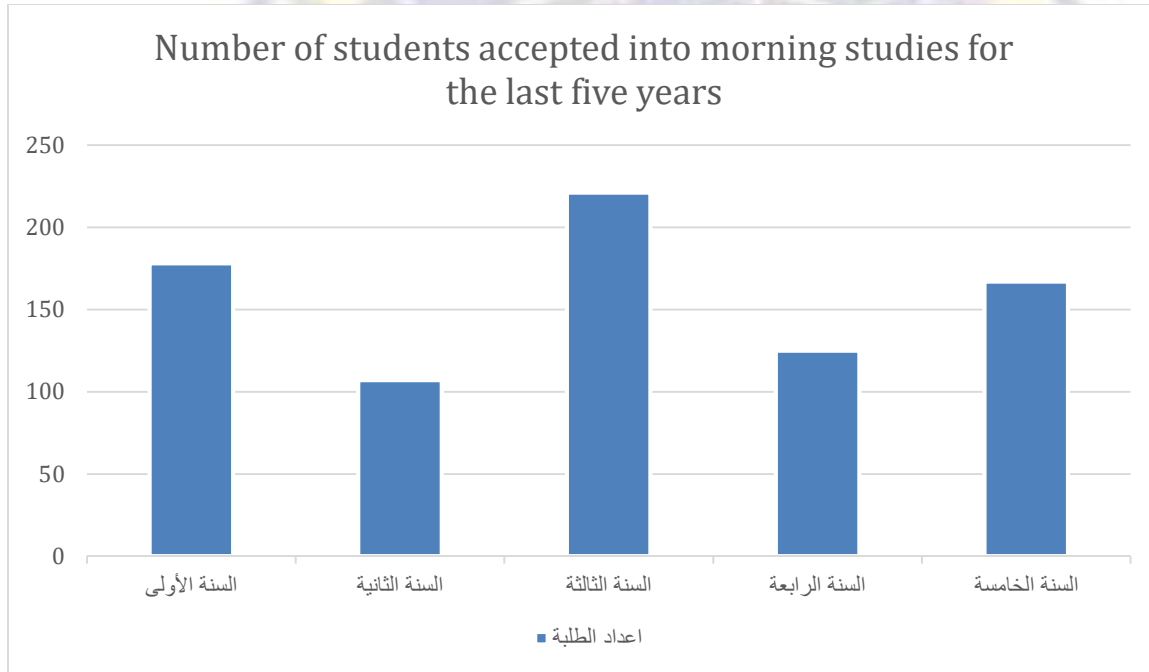
**Language of study:** English

**Acceptance outcomes:**

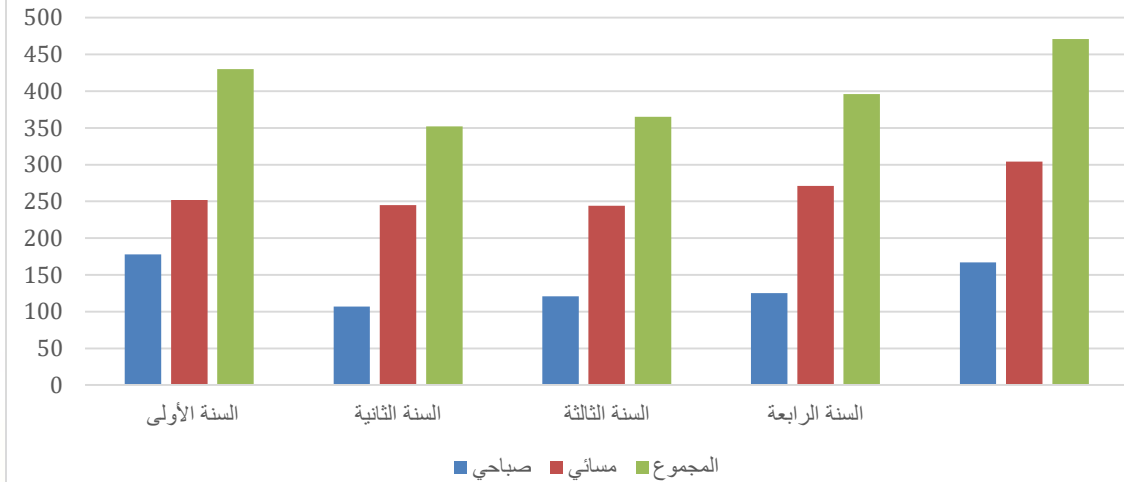
- 1. Preparatory study (scientific/biological)**
- 2. Top ten nursing school graduates**
- 3. Channel for distinguished Ministry of Health employees**

**: Table of the number of accepted students In the section for the last five years**

the total	Evening	Morning	academic year	T
430	252	178	2021-2020	-1
352	245	107	2022-2021	-2
365	244	121	2023-2022	-3
396	271	125	2024-2023	-4
471	304	167	2025-2024	-5



### Number of students accepted into the department for the last five years for morning and evening studies



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Ref :

Date :

امر اداري

العدد / ٢٠٢٤ / ١١ / ١٢  
التاريخ / ١١ / ٢٠٢٤

استناداً للصلاحيات المخولة لنا بموجب الامر الجامعي ذي العدد 9645/35/7 في 2024/8/11 تقرر ..  
تشكيل لجنة كتابة تقرير التقييم الذاتي لقسم تقنيات التمريض من الذوات المدرجة اسمائهم وعناوين وظائفهم  
اتناه.

ت	الاسم الثلاثي	اللقب العلمي	الصفة
1	د. رياض سعد عطشان	مدرس	رئيساً
2	السيدة زهرة موسى حمزة	مدرس	عضو
3	الانسة نور هادي حسن	مدرس مساعد	عضو
4	السيدة حوراء محمد حسون	مدرس مساعد	عضو

أ.د. أثير كاظم عبادي

العميد

2024/11/١٢

نسخة منه الى/

-قسم تقنيات التمريض فيما يخص الذوات رئيس واعضاء اللجنة

- شعبة الموارد البشرية / ملفه اللجان

-شعبة الموارد البشرية / الملف الشخصي

- ملفه الكتب الصادرة

- شعبة ضمان الجودة

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## Historical background of the Institute's program

The institute is located in the Kufa district, opposite the Imam Ali Bridge, peace be upon him, in the Al-Bu Hadari area, which is an agricultural area located on the eastern bank of the Euphrates River and on the main road. Leading to Babil Governorate and from there to Baghdad, it is also located on the roads leading to Al-Qadisiyah and Al-Muthanna Governorates. The Technical Institute / Kufa was established in 1980 and aims to prepare technical cadres in various medical, technological, agricultural and administrative specialties in line with the needs of the labor market. The institute awards a technical diploma after a study period of two .calendar years

## **1. Introduction:**

The self-assessment report is an important step towards implementing internationally recognized assessment programs that set standards and requirements for educational institutions, particularly technical medical institutes, to improve and develop the educational process and ensure its continuous development. This is to graduate competent nursing staff capable of interacting with healthcare institutions and the community and providing the best services that keep pace with scientific development, technical education, and its modern applications.

The aim of the report is to implement changes that contribute to raising the level of performance, supporting strengths and eliminating weaknesses through work that achieves the national institutional accreditation standards for higher education institutions accredited by the Ministry, and to provide a comprehensive view of the level of activities, services and educational programs provided by the college or institute, to know the levels of students and ways to improve the educational reality, to determine the needs of the staff and the training courses and development programs they need for faculty members, and to ensure the quality of the college or institute's outputs in a way that guarantees the effectiveness of continuous quality operations and procedures. The Nursing Department also seeks to obtain accreditation.

### **1.1. Brief description of the educational institution )university .**

It is an Iraqi public technical university established in the 2014-2015 academic year. It aims to provide distinguished technical education that keeps pace with scientific developments and contributes to building society. It includes technical colleges and institutes in several

**governorates within the Middle Euphrates region , including the city of . Najaf Ashraf**

## **1.2. Brief about the Institute**

**Institute is one of the technical institutes affiliated with Al-Furat Al-Awsat Technical University. It was established in 1980 in the Kufa district of Najaf Governorate. The institute is located in the Al-Buhadari agricultural area, on the eastern bank of the Euphrates River, opposite the Imam Ali Bridge (peace be upon him), and enjoys a strategic location linking the governorates of Babylon, Al-Qadisiyah, and Al-Muthanna**

**The institute aims to prepare qualified technical cadres in various fields, including medical, technological, agricultural, and administrative specialties, in line with the needs of the labor market. The institute awards a technical diploma after completing a two-year study period. The institute includes several scientific departments, including: medical departments and Technology departments and Agricultural departments and Administrative Departments . The institute is managed by Professor Dr. Atheer Kazim Obaidi, who serves as Dean and leads the institute toward achieving its academic and development goals .**

## **1.3. A brief history of the department**

**after completing all the necessary requirements for establishing the department, , approval was obtained from the Ministry of Higher Education and Scientific Research, where studies began during the academic year 1997-1998 . When it was first established, it consisted of 3 laboratories and 2 classrooms and received ( 20 ) students. The department receives students who are graduates of preparatory studies, science branch, and the top 10% of students from nursing preparatory schools, of both sexes. The department graduates competent nursing assistants, qualified in knowledge and skills, capable of providing the highest levels of nursing and medical services and keeping pace with scientific developments. Students are trained practically in the specialized laboratories located in the institute, in**

addition to their training in government hospitals, under the supervision of . cadres specialized medical

### **:Nursing Technology Department instructors**

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.3	salam Abbas Aliwi	Master's	teacher	Biotechnology	Biotechnology	12	<a href="mailto:Kin.slm22@atu.edu.iq">Kin.slm22@atu.edu.iq</a>
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.5	Sarah Aboud Shanan	Master's	Assistant Professor	Life Sciences	heredity	12	<a href="mailto:Sarah.shanan.iku@atu.edu.iq">Sarah.shanan.iku@atu.edu.iq</a>
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.13	Hassanein Rahim Daham	Master's		Nursing Sciences	Psychiatric and Mental Health Nursing	12	<a href="mailto:alreshawy.hassanein@gmail.com">alreshawy.hassanein@gmail.com</a>
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.21	<b>Istibraq Hassan Badr</b>	PhD	teacher	<b>Life Sciences</b>	<b>Biology</b>	12	<a href="mailto:estabraq.h.almuhanna@jmu.edu.iq">estabraq.h.almuhanna@jmu.edu.iq</a>
.22	<b>Salah Mahdi Hussein</b>	Master's		<b>sciences nursing</b>	<b>Mental health nursing</b>	12	<a href="mailto:salah.mohda1205b@conursing.uobaghdad.edu.iq">salah.mohda1205b@conursing.uobaghdad.edu.iq</a>
.23	<b>Mohammed Jabbar Massir</b>	PhD		<b>Nursing Sciences</b>	<b>Mental health nursing</b>	12	<a href="mailto:jabar593@gmail.com">jabar593@gmail.com</a>
.24	<b>Nizar Aziz Hussein</b>	Master's		<b>Nursing Sciences</b>	<b>Adult Nursing</b>	12	<a href="mailto:nazarazizfa@gmail.com">nazarazizfa@gmail.com</a>
.25	<b>Amjad Sabah Hassan</b>	Master's		<b>Nursing Sciences</b>	<b>Adult Nursing</b>	12	<a href="mailto:amjedalkhazaaly2020@gmail.com">amjedalkhazaaly2020@gmail.com</a>
.26	<b>Zahraa Karim Hassan</b>	Master's		<b>Nursing Sciences</b>	<b>Internal nursing</b>	12	<a href="mailto:zahrkarm8@gmail.com">zahrkarm8@gmail.com</a>
.27	<b>Nasr Yahya Hassan Alwan</b>	Master's		<b>Biology</b>	<b>Molecular Biologist</b>	12	<a href="mailto:nasr.yhi.hass.n@gmail.com">nasr.yhi.hass.n@gmail.com</a>
.28	<b>Kawthar Abdel-Adel Musa</b>	Master's		<b>Biological Sciences</b>	<b>genetic engineering</b>	12	<a href="mailto:kawthar.ms2@gmail.com">kawthar.ms2@gmail.com</a>

.29	Haider Sahib Sharad	Master's		Biology	Molecular Biologist	12	<a href="mailto:haidarshaheen88@gmail.com">haidarshaheen88@gmail.com</a>
.30	Zainab Hamid Abdul Hussein Khadir	Master's		Nursing Sciences	Community health	12	<a href="mailto:zh9062468@gmail.com">zh9062468@gmail.com</a>
.31	Ahmed Majeed Rashid	Master's		Biology	Molecular Biologist	12	<a href="mailto:Ahmad.078026455@gmail.com">Ahmad.078026455@gmail.com</a>
.32	Haitham Ibrahim Faris	PhD		Nursing Sciences	Internal nursing	12	<a href="mailto:Haithamangel26@gmail.com">Haithamangel26@gmail.com</a>
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### **Purpose of self-assessment:**

The aim of the report is to make changes that contribute to raising the level of performance, supporting strengths and eliminating weaknesses through work that achieves program accreditation standards. For colleges and institutes of health and medical technology in Iraq, providing a comprehensive view of the level of activities, services and educational programs provided by the college or institute, knowing the levels of students and ways to improve the educational reality, determining the needs of staff and the training courses and development programs they need for faculty and ensuring the quality of the college or institute's outputs in a way that , members guarantees the effectiveness of continuous quality processes and procedures. The .Nursing Department also seeks to obtain accreditation

## **Evaluation methodology and methods:**

- 1- **The department assigns a committee of those interested in quality affairs to conduct a self-assessment of the program according to the national standards for accreditation of programs of colleges and institutes of health and medical technology. The committee's names are proposed to the deanship of the institute . to issue an administrative order for the assignment**
- 2- **The committee shall bring tables of the ten programmatic standards, their elements and indicators, as circulated by the National Council for Accreditation of Health and Medical Technology Colleges and Institutes Programs (first .(edition 2022**
- 3- **The committee reviews the indicators and marks the fields designated for the .three options ( fully satisfied, partially satisfied, not satisfied )**
- 4- **The evaluation scores are collected and adjusted to the weights assigned to each .criterion or element**
- 5- **In light of the visas, the strengths and weaknesses of each criterion are determined.**
- 6- **.In order to overcome the weaknesses, improvement measures are proposed**

## **Department strategies in teaching and learning:**

**These are the strategies used by the department and faculty members to develop teaching and student learning. These are plans followed to achieve learning objectives. They describe all classroom and extracurricular activities to achieve the program's learning outcomes. It is done through a number of practices, :including**

- **Students are assigned to prepare reports on topics that will be covered later in the course. This is to develop their research and reading skills and enhance their ability to use reliable scientific sources, thus helping them acquire the . basic principles of scientific research**
- **Academic trips to nursing institutes and hospitals are organized to expose students to the actual work environment and familiarize them with professional practices and healthcare methods in the field. This is to enhance . practical skills and link theory to practice**

- **Using practical and applied education in laboratories, to enable students to acquire basic clinical skills in a safe educational environment.**
- **Presentation and group discussion, to develop students' communication and critical thinking skills.**
- **Collaborative learning and working in small teams, to stimulate active participation and enhance the spirit of teamwork.**
- **Use various educational media (visual, audio, interactive) to facilitate . understanding of concepts and enhance motivation towards learning**
- **Involving students in extracurricular projects and activities as part of .extended learning that instills professional values and life skills**

**Evaluation methods associated with these strategies include:**

- **.Achievement assessment through theoretical and practical tests**
- **.Evaluation of reports and research prepared by students**
- **.Observe practical performance in laboratories or during field training**
- **Continuous formative assessment through classroom activities and .participation**
- **.Evaluating presentations and teamwork within small projects**
- **.Direct feedback to correct errors and continuously improve performance**

**standard First : Strategic plan**



## **2. standard First : Strategic plan**

**The first standard of the Ministry of Higher Education's National Programmatic Accreditation Standards covers mission, vision, objectives, planning, and effectiveness. Strategic education planning helps the academic department capitalize on, develop, and enhance its strengths while mitigating weaknesses. It also guides department decision-makers toward making sound decisions that define the future of the department, facilitating the face of challenges and keeping pace with developments. A continuous planning process must be adopted to achieve the vision, mission, and objectives. This process is continually evaluated through the availability of data and information to strategic decision-makers and .department management**

**:This standard consists of three elements**

**The first element: the vision, mission and objectives of the program**

**Element Two: Program Plan Applications and Procedures**

**The third element: academic independence of the program**

### **2.1. Vision, mission and objectives of the program**

**The institute's nursing program seeks to provide high-quality technical nursing education that instills human values through the practical and scientific application of the principles and foundations of the nursing profession. This contributes to the provision of comprehensive and safe healthcare and embodies the ethics of the profession as a noble humanitarian mission . The institute's nursing program aims to prepare nursing cadres who are scientifically, practically, professionally, and ethically qualified to provide distinguished healthcare services and compete in the labor market. The program relies on a student-centered**

**educational environment that promotes interactive learning and interdisciplinary integration, contributing to the development of skills, knowledge, and values that prepare graduates for academic success and sustainable professional growth, in accordance with academic accreditation requirements**

**:The program also aims to**

- 1. Preparing a nursing staff qualified scientifically, practically, professionally and ethically**
- 2. Providing students with the knowledge, skills, and values necessary to excel in various nursing work environments**
- 3. Promote the principles of professional ethics in all educational and training practices**
- 4. Achieving academic accreditation requirements and ensuring the quality of the educational process**
- 5. Develop educational and research programs that contribute to improving the quality of nursing services provided to the community**
- 6. Empowering students to create positive change through critical thinking, teamwork, and effective leadership**
- 7. Employing modern technologies in nursing education and training to keep pace with scientific developments**
- 8. Supporting innovation in nursing practices through scientific research and applied projects**
- 9. Enhancing the spirit of belonging and social responsibility among students and graduates**
- 10. Building effective partnerships with healthcare and academic institutions to develop nursing education and training**
- 11. Preparing graduates capable of competing in the local, regional and international labor market**
- 12. Promote continuing education and professional development for faculty and students**
- 13. Encouraging multidisciplinary teamwork to improve the quality of healthcare**
- 14. Ensure a safe and supportive learning environment that is student-centered and stimulates creativity and excellence**
- 15. Raising health awareness in the community through the program's community initiatives and participation.**

## The first standard: the strategic plan

vision, mission and goals) (2.5) = 47%) The first element :1-1							
No.	Indicators	Full index score	Degree of conformity/availability of the indicator			Evaluation	Notes
			Fully completed	Partially fulfilled	Not fulfilled		
1-1-1	The program has a clear, appropriate, approved, and announced vision and mission that is consistent with the mission of the institute or college/scientific department and is in line with the needs of society and national directives	6	/			6	1.1.1.a The official website of Al-Furat Al-Awsat University <a href="https://iku.atu.edu.iq/">https://iku.atu.edu.iq/</a> 1.1.1.b Barcode with university email for the Department of Nursing Technology 1.1.1.c Bulletin Board
1.1.2	The program's objectives are linked to its mission, consistent with the goals of the college/institute, and characterized by clarity, realism, and measurability	6	/			6	1.1.2 Administrative Order No. 2/7/27/4480, dated regarding the ,2024/14/11 formation of a committee to update the vision, mission, values, and objectives of the Nursing Technology Department
1.1.3	The program's mission and objectives guide all its operations and activities e.g., planning, ) decision-making, resource	5				5	1.1.3 Administrative Order No. 2/7/27/4480 dated regarding the 2024/14/11 formation of a committee to update the vision, mission, values, and goal formulation for the Nursing Technology Department

	allocation, and curriculum .(development						
1.1.4	The program objectives and implementation needs are linked to appropriate operational plans that are consistent with the objectives of the college/institute of health and medical technologies .programs	5	/			5	1.1.4.a Administrative Order No. 2/7/27/4622 dated regarding the 2024/24/11 formation of the Employers' Workshop Preparation Committee 1.1.4.b Invitation of the Najaf Health Department/Imam Al-Sajjad Hospital/Assistant Director for Student Affairs/Mr. Nour Sahib Sharad to attend the Curriculum Development Workshop No. 2/7/27/4386 dated 11/11/2024
1.1.5	The program's administrators monitor the extent to which its objectives are being achieved through feedback on specific performance indicators and taking the necessary measures for .improvement	5	/			5	1.1.5 Employer Survey <a href="https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocq9DyfZ8OVX29-lsldBHrH8J0ihWpB_YO-5nXpebA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocq9DyfZ8OVX29-lsldBHrH8J0ihWpB_YO-5nXpebA/viewform</a>
1.1.6	The program's message and objectives are reviewed periodically with the participation of beneficiaries and developed .accordingly	5	/			5	1.1.6 Administrative Order No. dated ,4480/27/7/2 regarding the ,2024/14/11 formation of a committee to update the vision, mission, values, and objectives of the Nursing Technology .Department
1.1.7	Faculty members, students, and employers	5	/			5	1.1.7.a Administrative Order of the Curriculum Development Committee

	participate in formulating the program objectives, and any changes to them are .announced						for the Department of Nursing Technology No. dated 4/10/2025 1634/27/7 1.1.7.b Faculty members' proposals for changing curricula 1.1.7.c Minutes of the Scientific Committee Meeting Regarding Curriculum Update	
1.1.8	Each program of the Colleges and Institutes of Health and Medical Technology refers to all types of health and medical skills and .medical research	5	/			5	1.1.8 Administrative Order of the Student Research Discussion Committee No. dated 5/20/2024 1686/27/7	
1.1.9	The vision and objectives should take into account the local and global perspectives in higher education and technical education in the field of curriculum and scientific .research	5	/			5	1.1.9 The official website of Al-Furat Al-Awsat University <a href="https://iku.atu.edu.iq/">https://iku.atu.edu.iq/</a>	
Total and overall evaluation of the first element		47						
The second element: applications and procedures of the program plan (1.7) = 32% :2-								
1-2-1	The program implements a clear and documented plan for emergency and crisis .management	5	/			5	1.2.1.a electronic Tables for class links (classroom) 1.2.1.bAdministrative Order No. 7/2/1633, dated regarding the ,2025/10/4 formation of the Emergency and Crisis Committee for	

							<p><b>the Nursing Technology .Department</b></p> <p><b>1.2.1.c Administrative Order to form the e-learning operations room committee for scientific departments No. 7/27/4177 dated 2024/31/10</b></p>
1.2.2	<p><b>The program plans are in line with the resources available to the colleges and institutes of health and medical .technologies</b></p>	6	/			6	<p><b>1.2.2.a Administrative Order No. 7/18/576, dated to form a ,2025/3/2 committee for the purpose of purchasing laboratory supplies</b></p> <p><b>1.2.2.b Administrative Order No. 7/18/2366 dated regarding the 2024/21/7 formation of a committee to purchase chemicals and medical supplies</b></p> <p><b>1.2.2.c Administrative Order for the Formation of a Committee to Establish CountersMDF for laboratories in the Nursing Technology Department, No. 7/18/4748, dated 2024/28/11</b></p> <p><b>1.2.2.d Invoices and purchase lists for medical and laboratory equipment, .dolls, etc</b></p>
1.2.3	<p><b>The program's plans keep pace with local and international educational and scientific activities that serve society and the labor .market</b></p>	5	/			5	<p><b>1.2.3 Minutes of the meeting of the Strategic Plan Follow-up Committee of the Kufa Technical Institute</b></p>
1.2.4	<p><b>The program plan should implement research</b></p>	6	/			6	<p><b>1.2.4 A set of laboratory purchase</b></p>

	innovations and develop students' skills by providing all equipment and supplies for health and medical .technologies						and equipment requests
1.2.5	The programme plan is implemented in terms of its ability to allocate resources, projects, decisions and major proposals .related to it	5	/			5	1.2.5 A set of laboratory purchase and equipment requests
1.2.6	Developing program plan procedures through self-evaluation and periodic feedback for the purpose of improving and developing the educational process with high .quality	5	/			5	1.2.6 The presence of the department's self-report and improvement plan
Total and evaluation for the second item		32					
The third element is academic independence (1.1) = 21% :3-1							
1-3-1	The program provides a special policy for .management For faculty members in departments of colleges and institutes of health and medical technologies	6	/			6	1.3.1 Instructors' notes on material development

1.3.2	The program provides a high degree of freedom in designing curricula according to the labor market and allocating the necessary resources for its implementation.	5	/			5	1.3.2 Invitation of the Najaf Health Department/Imam Al-Sajjad Hospital/Assistant Director for Student Affairs/Mr. Nour Sahib Sharad to attend the Curriculum Development Workshop No. 2/7/27/4386 dated 11/11/2024	
1.3.3	The effective contribution of faculty members in developing theoretical and practical curricula and everything related to the educational process.	5	/			5	1.3.3.a Administrative Order No. 7/27//1634, dated to form the ,2025/10/4 Curriculum Development Committee for the Nursing .Technology Department  1.3.3.b Teachers' notes on material development	
1.3.4	The program provides financial independence for all global, educational, health and medical resources and activities.	5	/			5	1.3.4.a Invoices and quotations for medical devices and dolls 1.3.4.b Administrative Order No. 7/18/2366 dated regarding the 2024/21/7 formation of a committee to purchase chemicals and medical supplies	
<b>Total and evaluation for the third element</b>		<b>21</b>						
<b>Overall evaluation of the first criterion/strategic plan</b>								
<b>Total Item Rating:</b>						<b>100</b>		
<b>Number of applicable indicators:</b>						<b>19</b>		
<b>Average Standard Rating</b>								
<b>Overall assessment score for the standard</b>								

## SWOT : analysis

Weaknesses	Strengths
<ul style="list-style-type: none"> <li>● <b>Accepting large numbers of students, which reduces the actual need for the specialization in the labor market</b></li> <li>● <b>The institute's academic programs do not have international accreditation</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Having an accurate description of the courses and academic programs</b></li> <li>● <b>Applying multiple and diverse strategies in teaching and learning</b></li> <li>● <b>The labor market's need for nursing specialization</b></li> <li>● <b>Including graduates in central appointment (currently)</b></li> </ul>
Threats	Opportunities
<ul style="list-style-type: none"> <li>● <b>Cancellation of centralized recruitment: This threat poses a significant challenge to graduate students, as it leads to a decline in employment opportunities in the government sector, which could negatively impact the attractiveness of the major</b></li> <li>● <b>The annual increase in the number of graduates, while the labor market's capacity is weak, leads to a proliferation of graduates and high unemployment rates</b></li> <li>● <b>Rapid changes in the demands of the medical and healthcare labor market: This requires constant monitoring and updating of programs, which can be challenging if the resources and expertise are not available</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>The student's ability to complete academic and postgraduate studies</b></li> <li>● <b>It provides a wide range of job opportunities for graduates in private medical institutions and specialized clinics</b></li> <li>● <b>Continuous updating of curricula and syllabuses</b></li> <li>● <b>Most educational programs achieve their desired outcomes</b></li> </ul>

## Improvement plan

Aims This is amazing the plan to development performance to divide Techniques Nursing from during to treat Threats ,Current And strengthening points ,power And investment Opportunities ,available The limit from points ,weakness And that within framework development comprehensive achieves requirements Quality academy And professional.

### Improvement plan

<b>field</b>	<b>Recommendations and procedures Proposed</b>
<b>development Curricula and the decisions</b>	<ul style="list-style-type: none"> <li>• <b>Involvement The staff Instructor and graduates And masters the job in review And update . Curricula</b></li> <li>• <b>Accreditation framework National For qualifications For reference To develop Programs Academic</b></li> <li>• <b>Input Decisions flexible And modern( such as health ,psychological Technology ,Health Leadership Nursing</b></li> </ul>
<b>Partnerships and cooperation academic</b>	<ul style="list-style-type: none"> <li>• <b>signature Memoirs understanding with Universities International and organizations Medical Such as(WHO ,ICRC) .</b></li> <li>• <b>Hosting Experts from outside within Programs exchange academic . temporary</b></li> <li>• <b>to encourage sharing Students and professors in Conferences international</b></li> </ul>
<b>education Digital And open</b>	<ul style="list-style-type: none"> <li>• <b>- development platform education Electronic (LMS) and its linking In lectures And sources.</b></li> <li>• <b>Use tools education Interactive , Daily tests ) ,simulation Videos ( Training</b></li> <li>• <b>Input tools Intelligence artificial in learning like evaluation performance automated or simulation Smart</b></li> </ul>
<b>to support Students And strengthening an experience education</b>	<ul style="list-style-type: none"> <li>• <b>to provide Programs guidance academic And myself from during Guides Academics...</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>construction fund to support Students People with circumstances Economic difficult</b></li> <li>• <b>to organize Activities no methodology development Skills character and professionalism . For students</b></li> </ul>
<p><b>Sustainability Resources And improve the environment educational</b></p>	<ul style="list-style-type: none"> <li>• <b>development Plans To attract Financing via Projects development professional and institutions Donor</b></li> <li>• <b>to improve spaces educational ,lighting ) ,ventilation furniture tasty Investment in Energies Alternative And reduce Waste</b></li> </ul>
<p><b>Involvement the society Local The sector Healthy</b></p>	<ul style="list-style-type: none"> <li>• <b>to implement Campaigns healthy And awareness Supervise On it Students</b></li> <li>• <b>to organize Exhibitions healthy or days Open To connect Department In society</b></li> <li>• <b>construction council consultative from Experts market the job To follow Outputs graduates</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>to implement Surveys patrol To measure satisfaction Students and graduates And masters . the job</b></li> <li>• <b>link plans Executive With indicators performanceKPI.clear And specific</b></li> </ul>



## **The second Standard Curricula**

### 3. The second criterion: Curricula

This program accreditation standard issued by the Ministry of Higher Education focuses on several key aspects, including general requirements, planning and evaluation of technical programs, and learning resources. Curricula are the cornerstone of leading educational change, as they contribute to the preparation of qualified technical personnel capable of meeting the needs of the labor market in hospital wards and health centers, both governmental and private

The Department of Nursing Technology awards a **technical diploma** after completing two academic years, which include attending lectures, participating in classroom activities, preparing laboratory reports, summer training, and successfully completing tests and examinations administered throughout the academic year. The department applies **the semester system** in distributing its courses and curriculum

:This standard consists of the following elements

This standard includes the following axes:

#### 3.1:Curriculum Strategy

The curriculum strategy in the Department of Nursing Technology is built on scientific and professional foundations that take into account the continuous development of the profession, the needs of the health sector, and the basic skills required of graduates. The strategy relies on aligning courses with the requirements of the National Commission for Academic Accreditation and Quality Assurance, while involving stakeholders in the development process.

#### 3.2:Curriculum Content

The curriculum content includes a combination of theoretical knowledge, practical training, and clinical experiences, which enables the student to acquire basic technical and clinical skills, such as: nursing basics, medical and surgical nursing, pediatric nursing, community health nursing, and advanced clinical skills, in addition to supporting courses such as pharmacology, anatomy, and communication skills.

#### 3.3: Curriculum Organization and Design

The curriculum is organized according to a semester system comprising four semesters, in addition to summer training. Theoretical and practical hours are carefully distributed to provide a balance between knowledge and application. Courses are designed in an

integrated manner to contribute to the gradual development of students' capabilities, from basic concepts to specialized specialization.

### **3.4: Teaching Methods and Practical Experiences**

A variety of teaching methods are used, including lectures, presentations, group work, classroom discussions, case studies, and problem-based learning (PBL). Medical and clinical laboratories are also used to provide students with practical skills. Clinical training in hospitals is an essential part of the program and is under the direct supervision of the teaching staff.

### **3.5: Curriculum Implementation**

The curriculum is implemented according to a clear annual plan, and a team of qualified teaching and technical staff participates in its implementation. Implementation also ensures that staff adhere to the specifications of each course, provide appropriate educational resources, and coordinate with field training institutions to ensure the achievement of the practical objectives of the courses.

### **3.6: Curriculum Evaluation and Development**

Curricula are subject to a periodic evaluation process that includes feedback from students, faculty members, and employers. Evaluation results are used to improve content and teaching methods and update courses to align with current trends in nursing education. Recommendations are submitted to the Scientific Committee for appropriate decision-making.

### **3.7: Program duration for health and medical technology majors**

The program duration is two academic years (four semesters) accredited according to the semester system, in addition to mandatory summer training after the first academic year. Graduation requires passing all theoretical and practical courses and successfully completing clinical training.

## Standard Two / Curricula(Measure, Evidence and Documents)

The first element is the curriculum strategy 2.5 )17%( :2-1							
No.	Indicators	Full index score	Degree of conformity/availability of the indicator			Evaluation	Notes
			Full y completed	Part ially fulfilled	Not fulfilled		
2-1-1	<p>Committed The program With policies and standards and procedures In design And development And modify Curricula Colleges and institutes</p> <p>For programs Technologies Health And medical.</p>	2	/			2	<p>2- 1-1 Minutes of the Department Council meeting held on 3/9/2025, including the discussion of curricula by the Scientific Committee Number T/48 dated 3/9/2025</p>

2-1-2	The curriculum takes into account the achievement of the program's	2	/			2	<p>2-1-2a <a href="https://iku.atu.edu.ig/wp-content/uploads/2024/12/DOC-20241206-WA0053.pdf">https://iku.atu.edu.ig/wp-content/uploads/2024/12/DOC-20241206-WA0053.pdf</a></p> <p>2-1-2.b Academic description link2-1-2.b</p>
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	objectives, educational outcomes, and scientific, technical, and professional developments in the field of specialization, and is reviewed periodically						<a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81_%D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A_2025_%D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA_%D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-1.pdf">https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81_%D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A_2025_%D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA_%D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-1.pdf</a>
2-1-3	The study plan achieves a balance between general requirements and specialization requirements, and between theoretical aspects and practical skills. It also takes into account the sequence and integration of study components	2	/			2	2.1.3.a Administrative Order No. 7/47/2334/ dated 2023/15/3 2-1-3b . Vocabulary on the semester system  2-1-3c Curriculum vocabulary on the semester system
2-1-4	The program takes into account the suitability of curricula to the labor market and	2	/			2	2-1-4 Administrative Order No. 7/27/4363 dated 2024/5/11 Practical student training

	development requirements						
2-1-5	The curriculum takes into account the experience of employing the skills acquired by the student through study in the functional field and completion of postgraduate studies	2	/			2	<b>2-1-5</b> <b>Employer Survey</b> <b>Survey link</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsIdBHRH8J0ihWpB_YO-5nXpebA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsIdBHRH8J0ihWpB_YO-5nXpebA/viewform</a>
2-1-6	The curriculum includes integrated classroom and extracurricular activities that contribute to achieving learning outcomes	2	/			2	<b>2-1-6a</b> <b>Employer Survey</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsIdBHRH8J0ihWpB_YO-5nXpebA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsIdBHRH8J0ihWpB_YO-5nXpebA/viewform</a>  <b>2-1-6b</b> <b>A sample of student test results in - Hospitals for practical obstetrics and gynecology and pediatric nursing</b>
2-1-7	The teaching and learning strategies and assessment methods used are consistent with the intended learning outcomes at	1	/			1	<b>2.1.7</b> <b>presence and absence</b> <b>A copy of the student warning orders in the absence program</b>

	the program and course .levels							
2-1-8	Teaching and learning strategies are student-centered and encourage .active learning	2	/			2	2-1-8 Administrative Order No. 7/27/1686/ dated Discussing graduation research 2024/20/5	
2-1-9	The teaching and learning strategies and assessment methods in the program vary according to its nature and level, enhance the ability to conduct scientific research, and ensure that students acquire higher-order thinking and self-learning .skills	2	/			2	2-1-9.a Pictures of students during seminar discussions 2-1-9b Photos of students during clinical training 2-1-9c . Administrative Order No. 7/27/1686/ dated Discussing graduation research 2024/20/5	
<b>Total and evaluation for the first item</b>		<b>17</b>						
<b>The second element is the content of the curricula 2.8 :2-2 (%19)</b>								
2-2-1	The curriculum content	2	/			2	2-2-1a Administrative Order No. 7/47/2334/ dated 2023/3/15	

	includes all the planned teaching and learning processes from inception to graduation, which can be divided into different parts, for example, specializations, subjects, units, stages, and semesters, depending on the curriculum .structure						<b>2-2-1b</b> <b>Vocabulary on the semester system</b>
<b>2-2-2</b>	The content of the curriculum and its courses must be consistent with the program’s philosophy and techniques, the achievement of its mission and objectives, and the needs of students .and society	<b>2</b>	<b>/</b>			<b>2</b>	<b>2-2-2</b> <b>Link to the academic description with its updated courses</b> <a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81 %D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A 2025 %D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA %D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-1.pdf">https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81 %D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A 2025 %D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA %D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-1.pdf</a>
<b>2-2-3</b>	The content takes into	<b>2</b>	<b>/</b>			<b>2</b>	<b>2-2-3</b>

	account the development of the program's study plan, determining the adequate requirements for the various specializations in accordance with scientific practices and corresponding .programs						Administrative Order No. 3/9/1925 dated 2024/20/6 Summer training
2-2-4	The learning outcomes of the content in the courses are linked to the learning outcomes of the program. The distribution of the content of the program learning outcomes across the .courses	2	/			2	2.2.4 Administrative Order No. 7/47/2334/ dated 2023/15/3 Curricula
2-2-5	The curriculum content should focus on clinical sciences and skills that include the	2	/			2	2-2 5a Academic program description link  <a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81_%D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A_2025_%D8%A7%D9%84%D8%A7%D8%AE%">https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81_%D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A_2025_%D8%A7%D9%84%D8%A7%D8%AE%</a>

	<p>relevant professional knowledge and skills required for the student to assume appropriate responsibility for patient care after graduation</p>					<p><a href="#">D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA %D8%A7%D9%84%D8%AA %D9%85%D8%B1%D9%8A%D8%B6-1.pdf</a></p> <p><b>2-2-5-b</b> <b>Photos of students during practical training</b></p>
2-2-6	<p>The curriculum content focuses on health systems sciences, which includes population health and care delivery systems</p> <p>Local expertise in community health technologies, special needs healthcare technologies, physical therapy technologies, and prosthetic and orthotic technologies</p>	1	/		1	<p><b>2-2-6a</b> <b>Academic program description link</b></p> <p><a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81 %D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A 2025 %D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA %D8%A7%D9%84%D8%AA %D9%85%D8%B1%D9%8A%D8%B6-1.pdf">https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81 %D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A 2025 %D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA %D8%A7%D9%84%D8%AA %D9%85%D8%B1%D9%8A%D8%B6-1.pdf</a></p> <p><b>2-2-6b</b> <b>Photos of students during practical training on administering vaccines</b></p>

2-2-7	<p>The curriculum content is aligned with the experience .activities Fieldwork with program learning outcomes, and are identified Training, evaluation and appropriate training venues teaching ) hospitals, healthcare centres) to achieve these outcomes</p>	2	/			2	<p>2-2-7a  <b>Administrative Order No. 7/27/4263 dated regarding clinical student 2024/5/11 training in hospitals</b>  <b>2-2-7b Administrative Order No. 3/9/1925 dated 6/2/2024</b>  <b>Student training during the summer vacation</b></p>
2-2-8	<p>The program fully defines the components of the curriculum content for each course in terms of the system followed semester, ) annual, or .(course system</p>	2	/			2	<p>2-2-8  <b>Administrative Order No. 7/47/2334/ dated</b>  <b>Application of the academic 2023/15/3 system and courses</b></p>
2-2-9	<p>The curriculum content</p>	2	/			2	<p>2-2-9  <b>A copy of the Professional Ethics Curriculum</b></p>

	focuses on professional behavioral sciences relevant to the Iraqi context and culture. It includes principles of professional practice, including .ethics							
2-2-10	The ethics of the health and medical technical student must be an integral part of It is part of the .curriculum	2	/			2	2-2-10 A copy of the Professional Ethics Curriculum	
<b>Total and evaluation for the second item</b>		<b>19</b>						
<b>The third element: organizing and designing curricula 3.9 :2-3 (%26) =</b>								
2-3-1	The organization of content knowledge ) and skills), sub-specializations, and experiences within the curriculum	2	/			2	2-3-1a Description of nursing department courses with lecture links <a href="https://iku.atu.edu.iq/?page_id=14457">https://iku.atu.edu.iq/?page_id=14457</a>  2-3-1b A copy of the students' homework in the - subject of Gynecology 2-3-1c Exam papers with grading mechanism	

	<p>are linked, and there are many options, variables, and educational methods chosen, ranging from integrated models to traditional stages, including varying degrees, all of which are linked to the mission of the Health and Medical Technologies program colleges and ) institutes), its desired outcomes, and the general resources and .competition</p>						
2-3-2	<p>Linking theoretical and practical academic knowledge and practical training in the program's field of specialization</p>	2	/			2	<p>2-3-2a  Administrative Order No. 3/9/2258 dated 2024/4/7  Assigning professors to supervise summer training  2-3-2b  Administrative Order No. 3/9/1925 dated 2024/2/6  Summer training sites reservation for students</p>

2-3-3	The prescribed curricula emphasize the skills of developing scientific thinking and .self-education	1	/			1	2-3-3 Photos of students during practical training to develop skills
2-3-4	He provides The program file documentary on Vocabulary Curriculum  Academic that )Includes a description Course, student assignments, graduation projects, exam papers, grade distribution, .etc	2	/			2	2-3-4a Student Graduation Projects Link <a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A8%D8%AD%D9%88%D8%AB-%D8%B7%D9%84%D8%A8%D8%A9-%D9%82%D8%B3%D9%85-%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA-%D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-.pdf">https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A8%D8%AD%D9%88%D8%AB-%D8%B7%D9%84%D8%A8%D8%A9-%D9%82%D8%B3%D9%85-%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA-%D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-.pdf</a>  2-3-4b Summer Training Evaluation Form 2-3-4c Student exam papers  2-3-4d Distribution of grades
2-3-5	The curriculum should impart basic factual knowledge and required skills, develop analytical ability, and	2	/			2	2-3-5a Student opinion survey on the curriculum <a href="https://forms.gle/5wawFhtdrnVRzanx5">https://forms.gle/5wawFhtdrnVRzanx5</a>  2-3-5b Student opinion survey on the teacher  <a href="https://forms.gle/nwzLo2bPHdVfrfmGA">https://forms.gle/nwzLo2bPHdVfrfmGA</a>

	enhance the professional behavior and core values of the technical learner relevant to .Iraqi culture						<b>2-3-5-c</b> <b>Employer Survey</b> <a href="https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-IsldBHRh8J0ihWpB_YO-5nXpebA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-IsldBHRh8J0ihWpB_YO-5nXpebA/viewform</a>
2-3-6	The curriculum should demonstrate the units into which the curriculum is divided, providing appropriate core content to ensure that the required competencies in terms of knowledge, skills and professional behaviour are met for entry into the practice of health and medical .technologies	2	/			2	<b>2-3-6</b> <b>Vocabulary on the semester system</b>
2-3-7	The curriculum should provide opportunities	2	/			2	<b>2-3-7</b> <b>A collection of links on the department's .website that encourage self-education</b> <a href="https://iku.atu.edu.iq/?p=27869">https://iku.atu.edu.iq/?p=27869</a>

	for self-learning and exposure to a wide range of institutional and community .experiences					
2-3-8	Students should spend at least two academic years of their training in teaching hospitals, health centers, and medical laboratories, in direct contact with individuals, families, and the community, with increasing clinical responsibility under supervision. Students should become familiar with patients and the community as quickly as .possible	2	/		2	<p><b>2-3-8-a</b>  <b>Administrative Order No. 3/9/2258 dated 2024/4/7</b>  <b>Assigning professors to supervise summer training</b></p> <p><b>2-3-8-b</b>  <b>Administrative Order No. 3/9/1925 dated 2024/2/6</b>  <b>Summer training sites reservation for students</b></p> <p><b>2-3-8 -c</b>  <b>Administrative Order No. 7/27/4263 dated regarding clinical student 2024/5/11</b>  <b>training in hospitals and health centers</b></p>

2-3-9	The curriculum should enable students to acquire knowledge, skills and appropriate professional behaviour in relation to disease prevention, health promotion, community health and preparation of appropriate .analyses	2	/			2	2-3-9 Student reports after completing summer training
2-3-10	The ethics of the health and medical technician student should be an integral part of the .curriculum	2	/			2	2-3-10 Academic description of the course of professional ethics
2-3-11	must sciences be closely linked to the overall	2	/			2	2-3-11-a Course on Neonatal Jaundice, Book No. 3172/27/7 2-3-11-b

	<p>objectives of colleges and institutes of health and medical technology. This link must be clear to faculty members and students. Therefore, courses in these sciences must demonstrate the importance of the principles taught for understanding health and disease at the individual and .societal levels</p>						<p>A course entitled "Health Risks of Using X-Ray Devices Book No. 7/27/625 dated 2/4/2025</p>
2-3-12	<p>The practice of health and medical techniques should be taught in a way that promotes scientific principles and basic human .values</p>	2	/			2	2-3-12 Professional Ethics Curriculum
2-3-13	<p>There must be an</p>	1	/			1	2-3-13

	appropriate level of horizontal (synchronous) and vertical (asynchronous) interdependence in order to achieve educational objectives						Cooperation agreements between Al-Furat Al-Awsat University and public and private universities such as Diyala University and Wasit University Imam Ja'far al-Sadiq University
2-3-14	Colleges and institutes of health and medical technology must inform students, faculty members, and practical training sites of the expected and required standards of the student at the end of each year	2	/			2	2-3-14a Administrative Order No. 3/9/2258 dated 2024/4/7 Assigning professors to supervise summer training 2-314b Administrative Order No. 3/9/1925 dated 2024/2/6 reserving summer training sites for students Sending the summer training curriculum to the training centers and following up on the implementation of the training program by supervisors
<b>Total and evaluation for the third element</b>		26					
<b>The fourth element: teaching methods and scientific experiences 3.4 = )23%(</b>							
2-4-1	Educational methods and experiences include	3	/			3	2-4-1a Lectures link for study materials <a href="https://iku.atu.edu.iq/?page_id=14457">https://iku.atu.edu.iq/?page_id=14457</a>

	<p>teaching and learning techniques designed to deliver appropriate learning outcomes and support students in their learning. These experiences may be formal, informal, group, or individual and may be located within colleges and institutes of health and medical technology, in the community, or in secondary care institutions. The choice of educational experiences is determined by the curriculum, Iraqi cultural issues in education, and the human and material</p>						<p>2-4-1b  <b>Link to educational bags for academic materials</b>  <a href="https://iku.atu.edu.iq/?page_id=14221">https://iku.atu.edu.iq/?page_id=14221</a></p>
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	resources .available						
2-4-2	Teaching methods should be used in different settings ,lectures) and ,lessons and ,field visits (and training) strategies that promote student-centered rather than teacher-centered learning, encourage active student inquiry, stimulate analytical thinking and knowledge organization, and promote lifelong .learning skills	2	/			2	<p><b>2-4-2a</b> <b>Photos of students during laboratory training</b></p> <p><b>2-4-2b</b> <b>Photos of students during clinical lessons in hospitals and specialized centers</b></p>
2-4-3	Colleges and institutes should emphasize educating students about the importance	2	/			2	<p><b>2-4-3a</b> <b>Administrative Order No. 7/27/60 dated 2025/8/1</b> <b>Volunteer work</b></p> <p><b>2-4-3-b</b> <b>Administrative Order No. 7/27/1182 dated 2025/10/3</b></p>

	of information technology and health informatics and provide opportunities for their learning and .practice						<b>Volunteer work</b>
244	learning , or e- can (learning be considered presented , and advocated as an alternative or complementar y educational approach under appropriate crisis conditions, including community .emergencies	1	/			1	<b>2-4-4 Administrative Order No. 7/27/1686/ dated 2024/20/5 Discussion of graduation research</b>
245	Professional health and medical technology skills should be introduced early in the curriculum and integrated with basic technical sciences. Skills laboratories	2	/			2	<b>2-4-5 Including the subject of computer science and artificial intelligence within a curriculum specified by the Ministry, according to Book No. 7/47/16265 On 2/15/2024</b>

	should be developed and used to prepare students for their first day .in practice					
246	During the program, students should be exposed to a range of settings where health care is provided and health promotion is 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, and in centers designated for	1	/		1	<p><b>2-4-6a</b>  <b>By administrative order No. 4247/27/7</b></p> <p><b>By contacting the Najaf Health 2024/11/4 Department to approve the training of students in hospitals and specialized centers</b></p>

	professional health care .professionals						
2-4-7	It is recommended that students be given the opportunity to undertake supervised elective studies in areas such as social or environmental service and community service with specific objectives and for a limited period of time, which are assessed by the college/institut .e	2	/			2	2-4-7 A scientific visit to the College of Science, University of Kufa, No. 7/27/654 On 2/5/2025
2-4-8	The student must submit at least one research project during the study period. Students must be exposed to issues and concerns related to	2	/			2	2-4-8 Administrative Order No. 7/27/1686/ dated 2024/20/5 Discussion of graduation research

	ethics in health and medical technology research and be guided in developing ethical professional conduct in research by .supervisors					
249	The program applies mechanisms to support and stimulate excellence in teaching and encourage innovation among faculty .members	2	/		2	2-4-9 Acknowledgment and thanks for publishing the research in the Scopus database by order number 2/7/467 dated 2025/12/1
24-10	At the beginning of each course, students are provided with comprehensive information about it, including learning ) outcomes, teaching and learning strategy, learning methods,	2	/		2	2-4-10 Course description for the Department of Nursing Technology with lecture links <a href="https://iku.atu.edu.iq/?page_id=14457">https://iku.atu.edu.iq/?page_id=14457</a>

	dates, and what is expected from studying the .(course						
2-4-11	Providing students with timely feedback on their performance and assessment results so they can improve their .performance	2	/			2	2-4-11 Student satisfaction survey on the quality - of teaching <a href="https://forms.gle/paY1x7VKhoQdGP21A">https://forms.gle/paY1x7VKhoQdGP21A</a>
2-4-12	The program applies clear and announced procedures to verify the quality and reliability of assessment .methods For ) example: specifications, diversity, comprehensive ness of learning outcomes, grade distribution and accuracy of correction) to ensure the	2	/			2	2-4-12 Announcing the grades of the extension and the grades of the annual endeavor on the bulletin board for students

	level of student .achievement						
<b>Total and evaluation for the fourth element</b>		23					
<b>The fifth element (implementation of curricula) 0.8 = )6%( 2-5</b>							
2-5-1	The program should provide implementation mechanisms that allow for the overall content and balance of the curriculum to be defined and evaluated in relation to the stated objectives of the colleges and institutes of health and medical .technology	2	/			2	2-5-1 Amradari No. 7/27/1634 dated 4/10/2024 Curriculum Development Committee
2-5-2	A curriculum committee must exist and be given the authority to plan and oversee the overall curriculum. It must also have	2	/			2	2-5-2 Amradari No. 7/27/1634 dated 4/10/2024 Curriculum Development Committee

	the ability to demonstrate sufficient control over the curriculum to secure its objectives and .development						
2-5-3	Periodically evaluate the curriculum's curriculum content to verify its effective implementation within teaching and learning strategies and assessment methods, and report on .them	2	/			2	2-5-3 Amradari No. 7/27/1634 dated 4/10/2024 Curriculum Development Committee
<b>Total and evaluation for the fifth element</b>		<b>6</b>					
<b>The sixth element (curriculum evaluation and :2-6 development) 0.8 = (6%(</b>							
2-6-1	The curriculum takes into account the latest developments and trends related to the	2	/			2	2-6-1 Order appointing the Ministerial Committee to update the curriculum Amradari No. 7/27/1634 dated 4/10/2024 Curriculum Development Committee

	field of specialization of each program (for health and medical .(technologies							
2-6-2	There should be periodic follow-up by curriculum development .committees	2	/			2	2-6-2 Order appointing the Ministerial Committee to update the curriculum commander Administrative No. 7/27/1634 dated 4/10/2024 Curriculum Development Committee	
2-6-3	The existence of advisory committees linked to ministerial bodies whose role is to develop and review curricula to keep pace with local and global developments and provide advice to the program, with the aim of review and .evaluation	2	/			2	2-6-3 Amradari No. 7/27/1634 dated 4/10/2024 Curriculum Development Committee	
<b>Total and evaluation for the sixth element</b>		<b>6</b>						

**The seventh element (the duration of the programs to study 2-7 health and medical technology specializations) 0.6 = (4%(**

2-7-1	The duration of the program in Iraq for studying the technical health and medical diploma in technical health and medical institutes is two years equivalent to ) weeks). It 64 depends on meeting common theoretical and practical needs, and application or training in teaching hospitals and healthcare .centers	3	/			3	<p><b>2-7-1</b>  <b>Academic description link on the department's website</b></p> <p><a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81_%D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A_2025_%D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA_%D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-1.pdf">https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81_%D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A_2025_%D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA_%D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-1.pdf</a></p>
2-7-2	The duration of the program in Iraq for studying the Bachelor of Health and Medical Technology in	3	/			3	<p><b>2-7-2</b>  <b>Vocabulary With the number of units on the semester system</b></p>

	<p>the health and medical technical colleges is four years equivalent to) weeks) 128 and depends on meeting the common needs in theory and practice and application in teaching hospitals and health care The . centers institute (64 (weeks</p>						
<p><b>Total and evaluation for seventh element the</b></p>	<p><b>6</b></p>						
<p><b>Overall assessment of the second standard/curriculum</b></p>							
<p><b>:Total Item Rating</b></p>				<p><b>100</b></p>			
<p><b>:Number of applicable indicators</b></p>				<p><b>53</b></p>			
<p><b>Average Standard Rating</b></p>				<p><b>1.8</b></p>			
<p><b>Overall assessment score for the standard</b></p>				<p><b>0.2</b></p>			

## SWOT analysis

Weaknesses	Strengths
<ul style="list-style-type: none"> <li>• The density of the study materials in the first stage affects the students' comprehension.</li> <li>• Delaying the commencement of first-year students leads to additional academic pressure.</li> <li>• The program does not have international academic accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity of specialized study materials and clinical practical training.</li> <li>• Support clinical practical training in hospitals and implement summer training after completing the first phase.</li> <li>• The presence of an accurate description of the academic courses and programs.</li> <li>• Applying multiple and diverse educational strategies.</li> <li>• A teaching staff with distinguished academic and practical experience.</li> <li>• Balance between theoretical and practical education.</li> <li>• Skill laboratories equipped for basic and advanced nursing education.</li> <li>• Focus on critical thinking and clinical decision making.</li> <li>• The presence of supportive scientific and cultural student activities.</li> <li>• Cooperate with health institutions in practical training.</li> <li>• Commitment to implementing quality standards and periodic evaluation.</li> <li>• Involving students in program evaluation and improvement.</li> <li>• Relative flexibility in updating curricula.</li> <li>• Clear and effective administrative support for the program.</li> </ul>
Threats	Opportunities
<ul style="list-style-type: none"> <li>• The program's competitiveness is weak due to the absence of</li> </ul>	<ul style="list-style-type: none"> <li>• The diversity of clinical subjects supports students' familiarity with multiple medical specialties while achieving time balance.</li> </ul>

<p><b>international academic accreditation</b></p> <ul style="list-style-type: none"> <li>• <b>Rapid changes in the requirements of the healthcare labor market may outpace the speed of curriculum updates.</b></li> <li>• <b>Increasing student numbers without a parallel expansion of academic staff and educational facilities.</b></li> <li>• <b>Difficulty in attracting specialized academic competencies due to administrative and financial restrictions</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuous updating of curricula to keep pace with scientific developments and labor market requirements.</b></li> <li>• <b>Most educational programs achieve the specified learning outcomes.</b></li> <li>• <b>There is a national trend to support the health sector and technical education.</b></li> <li>• <b>Possibility of obtaining partnerships with health institutions to develop practical training.</b></li> <li>• <b>Increased demand for nursing graduates in the local and international labor market.</b></li> <li>• <b>Provides a regulatory environment that encourages quality assurance and academic accreditation.</b></li> <li>• <b>The possibility of investing in modern technologies (such as virtual simulation) to enhance the efficiency of clinical education.</b></li> </ul>
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### **:Improvement plan**

**The goal of this improvement plan is to develop the academic program and enhance the quality of education and training to ensure high-level learning outcomes that meet the needs of the healthcare labor market and local and international academic accreditation requirements. The plan includes curriculum improvements, enhanced practical training, academic staff development, infrastructure upgrades, and student support, in addition to strengthening partnerships and communication with healthcare and academic institution.**

<b>field</b>	<b>Recommendations and proposed actions</b>
academic	<p>Redistributing academic subjects between stages to reduce the burden on the first stage. Continuously updating curricula to keep pace with scientific developments and the labor market. Preparing to obtain international academic accreditation. Involving students in developing courses through periodic questionnaires</p>
Educational/Training	<p>Expanding clinical training opportunities through new agreements with teaching hospitals. Introducing modern technologies such as virtual simulation to teach clinical skills. Organizing training courses for teaching staff to develop teaching skills</p>
administrative	<p>Improving the early admission mechanism to reduce the delay in first-year students starting their studies. Demanding the appointment of specialized academic staff to cope with the expansion in student numbers. Allocating a budget to modernize laboratories and educational facilities</p>
quality assurance	<p>Forming an internal committee for academic accreditation, preparing self-assessment reports and monitoring strengths and weaknesses, and implementing performance indicators to measure the achievement of learning outcomes</p>
Relationships and partnerships	<p>Establishing partnerships with local and international universities and health institutions to exchange expertise and organize joint scientific workshops and conferences</p>
Student support	<p>Providing an educational environment that takes into account the needs of students with disabilities. Providing psychological and academic support to new students to ensure adaptation to the program</p>



**The third standard:  
Students**

#### **4. standard Three: Students**

**This criterion is considered one of the most important criteria for evaluating the educational process, as it focuses on the student as the focus and primary goal of the process. It aims to comprehensively prepare students to meet the challenges of present and future life with competence and skill.**

##### **Aspects covered by the standard:**

- **Comprehensive student services that support academic, psychological and social aspects.**
- **Follow up on graduates and measure their impact on society and the labor market**
- **Psychological counseling and educational guidance services to help students overcome academic and personal challenges.**
- **Student activities and events that contribute to developing students' personal and social skills.**
- **Enhancing student participation in decision-making to ensure their effective representation in educational institutions.**

##### **Educational and behavioral objectives:**

- **Providing students with the knowledge and skills necessary for the requirements of the era.**
- **Developing their critical and systematic thinking skills.**
- **Formulating ethical and social values in line with local and global citizenship standards.**

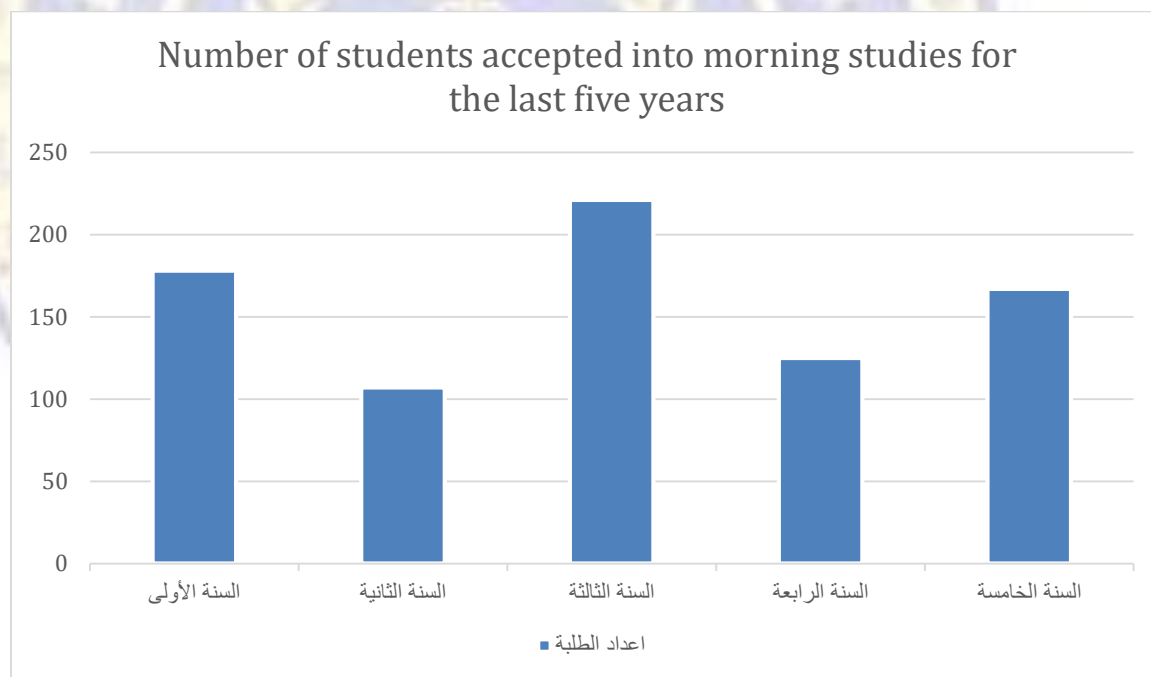
##### **Important note:**

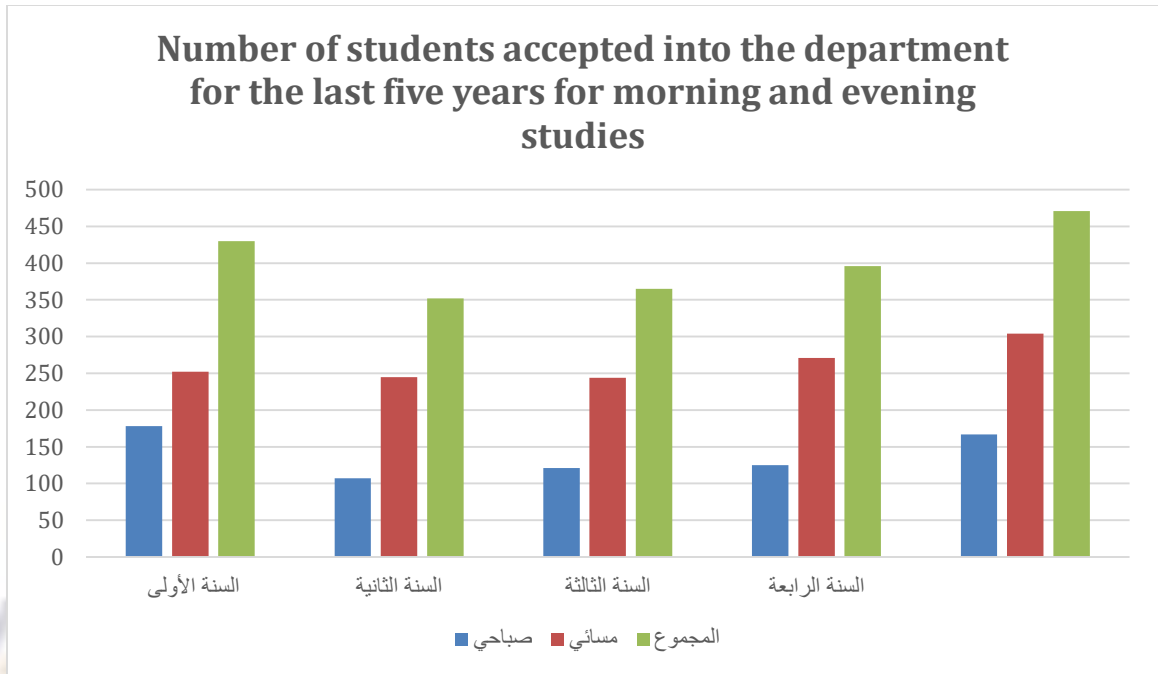
**In the academic year 2010-2011 , the evening study system was introduced in the Department of Nursing Technology, where 110 students were accepted , reflecting the**

department's response to the needs of the community in providing flexible and integrated educational opportunities

Table of student numbers for morning and evening studies For the :previous five years

No	academic year	Morning	Evening	the total
-1	2021-2020	178	252	430
-2	2022-2021	107	245	352
-3	2023-2022	121	244	365
-4	2024-2023	125	271	396
-5	2025-2024	167	304	471





**:This standard consists of the following elements**

- 1- .Student Admission and Selection Policy**
- 2- .Student capacity**
- 3- .Support and guidance for students**
- 4- .Student representation and participation in decision-making**
- 5- .Student activities**
- 6- . Student Services**
- 7- .Graduates**

**Third Caliber: Students Scale and Evidence and documents**

<b>Student Admission and Selection Policy :3-1</b>							
<b>No</b>	<b>Indicators</b>	<b>Full index score</b>	<b>Degree of conformity/availability of the indicator</b>			<b>Evaluation</b>	<b>Notes</b>
			<b>Fully completed</b>	<b>Partially fulfilled</b>	<b>Not fulfilled</b>		
3-1-1	The Health and Medical Technologies Program adopts the admission criteria and conditions announced to the student upon .registration	3	/			3	<b>3-1-1 Student Affairs Procedures and Admission Regulations Guide 2024-2025</b>
3-1-2	It is compatible with the nature of the program and its fair application and is .updated periodically	3	/			3	<b>3-1-2 Student Affairs Procedures and Admission Regulations Guide 2024-2025</b>
3-1-3	Accepting students according to the approved plan of the program to ensure the integrity of the educational process and provide good educational .opportunities	2	/			2	<b>3-1-3 One of the conditions for accepting a student is to undergo a medical .examination</b>
3-1-4	Conducting a medical examination for students to ensure their academic and .mental readiness	2	/			2	<b>3-1-4 Students are required to undergo a medical examination .during registration</b>
3-1-5	The program applies fair and approved policies and procedures for transferring to it and equivalency of what students have .previously learned	2	/			2	<b>3-1-5 Student Affairs cedures and Admission lations Guide 2024-2025</b>
3-1-6	Commitment to issues of bargaining and diversity when accepting and selecting students	2	/			2	<b>3-1-6 Admission plan</b>

3-1-7	Establishing re-admission and registration policies for students from other courses	2	/			2	3-1-7 Student Affairs Procedures Admission Regulations Guide 2024-2025
3-1-8	Developing appropriate solutions to emerging problems in selecting and accepting students, such as selection requirements, stages of the admission and selection process, mechanisms for submitting offers, and mechanisms for submitting and accepting .complaints	2	/			2	3-1-8 Sample of the order for students registered in the Department of Pathological Analysis, /No. 3/11 dated 4/12/2025, noting 1203 that There are no registered students for the Nursing .Technology Department

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Total and evaluation for the first item

<b>3-2 : Student capacity</b>							
3-2-1	The relationship between accepting the number of students in the program according to the market's needs and the available resources such as the teaching staff, classrooms, available equipment, laboratories and the	3	/			3	3-2-1 Availability of halls and 2-1 laboratories according to the number of accepted students

	infrastructure .available for learning						
3-2-2	The size of student intake must be determined through continuous review with the labor market concerned with the program to meet the needs of society in a .balanced manner	2	/			2	3-2-2 The largest number of student who have graduated from mid school are accepted, according the admission plan sent to the .Ministry
3-2-3	Regular meetings with employers to ensure proper planning of inputs into student intake, human resource development, facilitating training, and conducting graduation research in .the public health sector	2	/			2	3-2-3 Holding workshop book number 21/7/7/4386 on 2024/11/11

<b>Total and evaluation for the second item</b>						<b>7</b>	
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<b>Student support and guidance 3-3</b>							
3-3-1	The program provides a comprehensive guide to support and guide students, including support for developing academic skills, health, physical and mental problems, well-being, career guidance, and managing the	2	/			2	3-3-1 Assigning teachers to guide students No. 3581/35/7 On10/17/2024

	disabilities they .face						
3-3-2	The program provides comprehensive preparation for students in Jeddah, ensuring their full understanding of the types of services and capabilities .available to them	2	/			2	3-3-2 Administrative Order No. 1543/11/3 On 11/7/2024
3-3-3	The program informs students of their rights, duties, rules of conduct, and grievance and complaint procedures through various means, and applies them fairly through the suggestions and complaints box and announcing them on the student bulletin .board	3	/			3	3-3-3 Administrative Order No. 1195/27/7 On 11/3/2025
3-3-4	The sweet program puts Suitable for students who need support and guidance in emergency situations or the limits of personal shock and specific crises or personal guidance, taking into account how	3	/			3	3-3-4 Administrative Order No. dated 10/17/2024 3581/35/71

	to announce these matters and access them in complete .confidentiality						
3-3-5	Support and guidance services are provided to students by qualified and .adequate staff	2	/			2	3-3-5 Administrative Order No. 71/35 dated 10/17/2024
3-3-6	The existence of effective follow-up mechanisms to ensure student care and evaluate the quality of services provided .to them	2	/			2	3-3-6 Photocopying offices, gardens and .gym are available
3-3-7	Develop support and guidance services periodically in consultation with student .representatives	2	/			2	3-3-7 Hold a meeting with student representatives

third element Total and evaluation for the

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**Student representation and participation in decision-making 3-4**

3-4-1	Attendance of the appropriate student representative in department and college councils and relevant .committees	3	/			3	3-4-1a commander Administrative T/2 on 2024/2/10  3-4-1b  Administrative Order No. 39 of 2024/26/11
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3-4-2	Student 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 phase of continuous learning.	2	/			2	3-4-2 Publishing On social media platforms, there are job opportunities in companies
3-4-3	Encourage students to participate and make decisions through student organizations	2	/			2	3-4-3 Hold meetings with students learn about their problems and suggestions
fourth element Total and evaluation for the						7	
- Student Activities3-5							
3-5-1	Appropriate mechanisms are applied to identify gifted, creative, distinguished and struggling students in the program, and appropriate programs are available to care for, motivate and support them	3	/			3	3-5-1 Honoring the top students at the graduation ceremony
3-5-2	The program provides students with	2	/			2	3-5-2 .a University Order No. dated 2/16/2025 2206/11/3

	extracurricular activities in many social, recreational and educational areas, such as visiting schools and holding health-related events to develop their abilities and skills. The program takes appropriate measures to support and motivate their .participation						3-5-2 .b Scientific visit No. dated 2/5/2025 654/27/71
3-5-3	The program provides students with additional activities for professional development in line with the targeted learning outcomes and labor market .developments	2	/			2	3-5-3-a Administrative Order No. on 11/17/2024 4514/27/7 Administrative Order No. on 2/9/2025 704/27/7 )c Administrative ( Order No. 7/27/837 dated 2025/18/2 )d Administrative ( Order No. 7/27/979 dated 2025/26/2 )E University Order ( No. 3/11/2201 dated 2025/16/2
3-5-4	Students are encouraged to participate in volunteer trips within the program's specialization that serves the .community	2	/			2	3-5-4-a University Order No. dated 1/27/2025 2199/11/3 3-5-4-b University Order No. on 2/16/2025 2201/11/3 3-5-4-c University Order No. dated 1/29/2025 1266/11/3

<b>Total and evaluation for the fifth element</b>	<b>9</b>
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<b>Student Services3-6</b>							
<b>3-6-1</b>	<b>The program applies effective mechanisms to ensure regular student attendance and active participation in co-curricular activities and field experience</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>3-6-1</b> <b>minars were held regarding the updated curricula and its .development</b>
<b>3-6-2</b>	<b>The program implements effective procedures to monitor students' progress and verify that they meet their graduation .requirements</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>3-6-2</b> <b>Preparatory study document students</b>
<b>3-6-3</b>	<b>The program takes into account the special needs of students, such as those with special needs and foreign .students</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>3-6-3</b> <b>Administrative Order No. 56 ( dated 4/15/2025</b> <b>Information Book for People ( with Special Needs No. 7/47/841</b> <b>On 1/22/2024</b>
<b>3-6-4</b>	<b>There is a complete file for each student that contains their academic and .behavioral level</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>3-6-4</b> <b>There is a special file for each student in the Graduate .Student Affairs Department</b>
<b>3-6-5</b>	<b>The presence of guidance guides for students to familiarize them with the department and its general .facilities</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-5</b> <b>Photo certified by the department</b>
<b>3-6-6</b>	<b>The presence of special services for students, such as a student club, sports</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-6</b> <b>There is a contract for the .student club and copying</b>

	<b>halls, and adequate .equipment</b>						
<b>3-6-7</b>	<b>The program seeks students' opinions in evaluating the .educational process</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-7 Student opinion questionnaire on teacher performance</b>
<b>3-6-8</b>	<b>The program surveys students' opinions on the quality of teaching .and learning</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-8 Holding a seminar to encourage students to learn history 2025/4/12 Administrative Order No. 1999/27/7</b>
<b>3-6-9</b>	<b>Student exams are consistent with the .curriculum content</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-9 )a Administrative Order ( on Curriculum Development No. 7/27/1634 dated 4/10/2025 Administrative Order No. 53 ( dated 4/8/2025</b>
<b>3-6-10</b>	<b>Conducting various tests for students, not limited to .written tests</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-10 Practical tests Certified photo during the practical exam</b>
<b>3-6-11</b>	<b>There is an announced and implemented mechanism for dealing with student complaints about exam results through the Objections .Committee</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-11 Objection forms Student Objection Committee</b>
<b>3-6-12</b>	<b>Implementing a penalty system on students in cases of behavioral violations</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-12 Administrative Order No. dated 6/27/2024 1103/11/3</b>
<b>3-6-13</b>	<b>The existence of appropriate administrative systems to respond to student inquiries</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-13 The presence of groups on social media platforms for students to answer their inquiries</b>
<b>3-6-14</b>	<b>The existence of effective mechanisms to evaluate the</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>3-6-14 Conduct an electronic questionnaire Certified photo</b>

efficiency and quality of services provided to students, measure their satisfaction, and benefit from the results in developing and improving the program through .surveys							
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sixth element Total and evaluation for the	32
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**3-7 Graduates**

3-7-1	The program applies an effective mechanism for communicating with graduates, involving them in events and activities, surveying their opinions, benefiting from their experiences and supporting them, and providing updated and comprehensive .databases for them	3	/			3	3-7-1 Communicate via social media platforms
3-7-2	The presence of an organizational unit for graduates in each scientific department that contains a comprehensive .database for them	3				3	3-7-2 Data is available in the .Student Affairs Department
3-7-3	Determine the percentage of graduates who obtained jobs compared to the total number for the evaluation year	2	/			2	3-7-3 Total number of graduates 2024-2023( 1424 Administrative Order dated 10/23/2024 1381/11/3 They have not been included .in the appointment yet
3-7-4	The Graduates Unit conducts field studies	2	/			2	3-7-4

	that provide indications of potential job opportunities						Not included because the department is covered by central appointment
3-7-5	The Graduates Unit organizes training courses for graduates who are not working in the field of professional development	2	/			2	3-7-5 Not included because the department is covered by central appointment

Total and evaluation for seventh element the	12
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Overall assessment of the third criterion/students	
:Total Item Rating	100
:Number of applicable indicators	44
Average Standard Rating	2.2
Overall assessment score for the standard	0.3

### SWOT analysis

Weaknesses	Strengths
<ul style="list-style-type: none"> <li>• Low student participation in decision-making</li> <li>• Lack of services for students with special needs</li> <li>• Poor student administrative representation</li> </ul>	<ul style="list-style-type: none"> <li>• The existence of an effective and continuous communication system between professors and students within the institution and through the department's official electronic platforms, which enhances academic and social communication.</li> <li>• The Institute's ability to discover students' individual talents and abilities, and to provide a stimulating environment that supports the organization of events and activities that develop these abilities.</li> <li>• Encouraging and channeling youth energy into voluntary and awareness-raising initiatives that serve the community, thus</li> </ul>



	<p>enhancing the spirit of teamwork and cooperation among students.</p> <ul style="list-style-type: none"> <li>• The existence of a clear and organized admission policy that ensures transparency and fairness in the admission and enrollment process in the program.</li> <li>• Providing a safe educational environment that includes comfortable and advanced facilities for students, contributing to improving their educational experience.</li> <li>• The existence of a periodic evaluation system that includes centralized examinations that provide accurate feedback that helps raise the level of academic performance.</li> <li>• The presence of diverse student programs and activities, including scientific, cultural, and social activities, which enhances the development of students' personal and social skills.</li> <li>• Providing a qualified and interactive academic staff that provides academic and psychological support to students on an ongoing basis.</li> <li>• Collaborating with health and medical institutions to provide intensive and diverse clinical training opportunities that enhance students' practical skills.</li> <li>• Implementing mechanisms for regularly evaluating and monitoring student progress contributes to identifying difficulties and working to address them in a timely manner.</li> </ul>
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<b>Threats</b>	<b>Opportunities</b>
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- Poor student representation in institutional decision-making
- Absence of support units for students with special needs

- The abundance of youthful energies that can be invested in developing students' leadership and volunteer skills
- Providing appropriate infrastructure (such as playgrounds, squares, halls) that

- **Declining motivation among low-income students**
- **The demands of the healthcare labor market are changing rapidly, making some skills and programs irrelevant or .outdated**
- **Inadequate rehabilitation and training programs for students with special needs, which limits their effective .participation**

- **can be activated to support various .student activities**
- **The possibility of introducing modern technologies (e-learning platforms, guidance applications) to enhance .communication and academic support**
- **Providing grants and financial aid to low-income students to support their .continued education**
- **The possibility of establishing specialized units for psychological and educational .guidance within current resources**
- **An opportunity to activate student exchange programs or scientific delegations in coordination with internal .and external academic institutions**
- **The ability to create an electronic database to follow up on graduates and .communicate with them**
- **There is growing national interest in developing health education outcomes, which supports the development of .student programs and services**
- **It creates a desire among students to participate in volunteer and community work, which can be invested in an organized manner within institutional .initiatives**
- **Benefiting from higher education institutions' trends towards involving students in performance evaluation and .decision-making**

## plan To improve:

The goal of this improvement plan is to enhance students' educational and personal experience at the institute by developing curricula, improving administrative support, providing a modern and comprehensive educational and training environment, offering psychosocial support, and strengthening communication and partnerships with academic and healthcare institutions. All of this is aimed at raising students' academic and professional performance, increasing their active participation in decision-making, and ensuring they are better prepared for the job market and community needs.

### Improvement plan

field	Recommendations and proposed actions
Student participation in decision-making	- Establishing an official student council to represent students on administrative and academic committees. - Holding workshops to develop leadership and communication skills. - Conducting regular surveys to gather student opinions.
Supporting students with special needs	- Establishing a specialized support unit for academic and psychological support. - Equipping halls and laboratories with appropriate equipment. - Training teaching and administrative staff to deal with them.
Financial support for students	- .Increasing grants and financial aid in cooperation with donors Establishing a mechanism for emergency support for students - in difficult circumstances. - Awareness campaigns on financial support opportunities.
Skills development and educational programs	- Introducing modern educational technologies such as simulation and interactive platforms. - Organizing workshops and practical training courses. - Updating curricula to keep pace with the labor market.
Improving infrastructure and communication	- Updating hall and laboratory equipment. - Developing electronic platforms. - Training professors on modern digital tools.

<b>Support Psychological and social</b>	<ul style="list-style-type: none"> <li>- Launching regular counseling and psychological programs.-</li> <li>Organizing social events to strengthen ties.-</li> <li>Awareness courses on stress management and adaptation.</li> </ul>
<b>Follower Graduates and linking them to the labor market</b>	<ul style="list-style-type: none"> <li>- Establishing an electronic database for follow-up. -</li> <li>Holding periodic meetings for graduates. -</li> <li>Building partnerships with health institutions for employment.</li> </ul>



The logo of Al-Tarbiyah University is a circular emblem. It features a central shield with a book and a quill, surrounded by a laurel wreath. The shield is set against a blue background. The emblem is encircled by a yellow border containing the university's name in Arabic and English. The text in Arabic is 'جامعة التربية' and the text in English is 'AL-TARBIYAH UNIVERSITY'.

**Four standard  
Faculty members**

## 5. Four standard: Faculty Members

**This standard addresses the mechanisms for selecting, appointing, developing, and evaluating faculty members within higher education institutions. Educational institutions face multiple challenges in attracting highly qualified and competent faculty, making quality faculty selection a crucial factor in the success and effectiveness of the educational process. Therefore, the educational institution must have a sufficient number of academically and practically .qualified faculty members to achieve its mission and strategic objectives**

**This standard consists of the following basic elements:**

- 1. Faculty recruitment policy:**  
This policy addresses the procedures and standards followed in attracting and appointing faculty members in accordance with the needs of the academic program.
- 2. The percentage of faculty members to students:**  
which reflects the degree of balance in distributing teaching loads and ensuring the quality of education and academic interaction.
- 3. Academic activities of faculty members:**  
These include research, conference participation, academic supervision, and other academic activities that support the development of knowledge and skills.
- 4. Faculty development:**  
through training programs, workshops, and continuous professional development aimed at raising their efficiency and improving their performance in education, research, and community service.

### 5.1. Academic map and quota of faculty members and their assistants

The three-part name	Certificate	Academic title	General specialization	Subspecialty	Number of hours	Email address
Riyadh Saad Atshan	PhD	teacher	nursing	pediatric nursing	4	<a href="mailto:riyadh.atshan.iku@atu.edu.iq">riyadh.atshan.iku@atu.edu.iq</a>
Zahra Musa Hamza	Master's	teacher	X-rays and ultrasound	Medical Physics	10	<a href="mailto:kin.zhr@atu.edu.iq">kin.zhr@atu.edu.iq</a>
Peace be upon you Abbas Aliwi	Master's	teacher	Biotechnology	Biotechnology	12	<a href="mailto:Kin.slm22@atu.edu.iq">Kin.slm22@atu.edu.iq</a>
Nour Hadi Hassan	Master's	Assistant Professor	Life Sciences	Physiology	8	<a href="mailto:noor.hassan@atu.edu.iq">noor.hassan@atu.edu.iq</a>
Sarah Aboud Shanan	Master's	Assistant Professor	Life Sciences	heredity	12	<a href="mailto:Sarah.shanan.iku@atu.edu.iq">Sarah.shanan.iku@atu.edu.iq</a>
Hawra Mohammed Hassoun	Master's	Assistant Professor	Life Sciences	parasites	12	<a href="mailto:hawraa.mohammed.iku@atu.edu.iq">hawraa.mohammed.iku@atu.edu.iq</a>
Zahraa Jawad Abdul Amir	Master's	Assistant Professor	Life Sciences	zoology	12	<a href="mailto:zahraa.jawad.iku@atu.edu.iq">zahraa.jawad.iku@atu.edu.iq</a>
Farah Khaled Hussein	Master's	Assistant Professor	Life Sciences	molecular biology	12	<a href="mailto:farah.hussein@atu.edu.iq">farah.hussein@atu.edu.iq</a>
Zainab Mohammed Hamid	Bachelor's		Communications	Communications	18	<a href="mailto:zainab.hamed@atu.edu.iq">zainab.hamed@atu.edu.iq</a>

			<b>Engineering</b>	<b>Engineering</b>		
<b>Ali Salman Kareem</b>	<b>Bachelor's</b>		<b>Chemistry</b>	<b>Chemistry</b>	<b>18</b>	<a href="mailto:ali.salmankareem@atu.edu.iq">ali.salmankareem@atu.edu.iq</a>
<b>Nouf Jabbar Yasser</b>	<b>Higher Diploma</b>		<b>Physiology and management of laboratory animals</b>	<b>Physiology and management of laboratory animals</b>	<b>18</b>	<a href="mailto:Nouf.yasir@atu.edu.iq">Nouf.yasir@atu.edu.iq</a>
<b>Abdul Sahib Shanit Obstinacy</b>	<b>diplo ma</b>		<b>nursing</b>	<b>nursing</b>	<b>18</b>	<a href="mailto:abd.anaad@atu.edu.iq">abd.anaad@atu.edu.iq</a>

## 5.2. Assignments of external lecturers assigned to deliver morning lectures for the academic year 2024/2025

<b>Name</b>	<b>Certificate</b>	<b>Subspecialty</b>	<b>Assigned lessons</b>	<b>Academic stage</b>
<b>Dr. Hassan Ali Farman</b>	<b>PhD</b>	<b>Physiology</b>	<b>Professional Ethics / Second / First Course</b>	<b>Second</b>
			<b>First Member Jobs/Second Course</b>	<b>First</b>
<b>Dr. Muhammad Jabbar Musair</b>	<b>PhD</b>	<b>Mental Health Nursing</b>	<b>Principles of Psychiatric Nursing / First Course</b>	<b>Second</b>
<b>Kazem Abdel Halim Kazem</b>	<b>Master's</b>	<b>Psychiatric and Mental Health Nursing</b>	<b>Principles of Psychiatric Nursing / First Course + Research Procedures / Second Stage</b>	<b>Second</b>
			<b>Psychiatric and Mental Health Nursing / Second</b>	

			<b>Course + Research Project / Second Stage</b>	
<b>Salah Mahdi Hussein</b>	<b>Master's</b>	<b>Psychiatric and Mental Health Nursing</b>	<b>Principles of Psychiatric Nursing / First Course + Research Procedures / Second Stage</b>	<b>Second</b>
			<b>Psychiatric and Mental Health Nursing / Second Course + Research Project / Second Stage</b>	
<b>Hassanein Rahim Daham</b>	<b>Graduate</b>	<b>Psychiatric and Mental Health Nursing</b>	<b>Psychiatric and Mental Health Nursing / Second Course + Research Project / Second Stage</b>	<b>Second</b>
<b>Sun Mohi Majed</b>	<b>Bachelor's</b>		<b>Primary Health Care / Second Stage / First Course</b>	<b>Second</b>
			<b>Community Health Services / Second Phase / Second Course</b>	
<b>Hawra Ali Rahim</b>	<b>Bachelor's</b>		<b>Primary Health Care/Second Stage/First Course</b>	<b>Second</b>
			<b>Community Health Services / Second Phase / Second Course</b>	
<b>Haider Hilal Mahdi</b>	<b>Master's</b>	<b>University nurse specialist</b>	<b>Child Growth and Development / Second Stage / First Course</b>	<b>Second</b>
			<b>Pediatric Nursing / Second Stage / Second Course</b>	
<b>Amjad Ali Mohammed</b>	<b>Bachelor's</b>	<b>University nurse specialist</b>	<b>Child Growth and Development / Second Stage / First Course</b>	<b>Second</b>
			<b>Pediatric Nursing / Second Stage / Second Course</b>	
<b>Munir Zaki Hadi</b>	<b>Bachelor's</b>	<b>University nurse</b>	<b>Child Growth and Development / Second Stage / First Course</b>	<b>Second</b>
			<b>Pediatric Nursing / Second Stage / Second Course</b>	

<b>Marwa Maged Sultan</b>	<b>Bachelor's</b>	<b>University nurse</b>	<b>Gynecology Nursing / Second Stage / First Course</b>	<b>Second</b>
			<b>Obstetric Nursing / Second Stage / Second Course</b>	
<b>Ibtihal Salem Fadel</b>	<b>Bachelor's</b>	<b>University nurse</b>	<b>Gynecology Nursing / Second Stage / First Course</b>	<b>Second</b>
			<b>Obstetric Nursing / Second Stage / Second Course</b>	
<b>Safaa Ali Ibrahim</b>	<b>Bachelor's</b>	<b>Clinical Pharmacist</b>	<b>Pharmaceuticals / Second Stage / Second Course</b>	<b>Second</b>
<b>Ahmed Latif Abdel</b>	<b>Master's</b>	<b>Adult Nursing</b>	<b>Nursing Basics / First / First Course</b>	<b>First</b>
			<b>Health Assessment / First Second Course /</b>	
<b>Amjad Sabah Hassan</b>	<b>Master's</b>	<b>Adult Nursing</b>	<b>Nursing Basics / First / First Course</b>	<b>First</b>
			<b>Health Assessment / First Second Course /</b>	
<b>Zain Al-Abidin Taher Joda</b>	<b>Bachelor's</b>	<b>University nurse</b>	<b>Nursing Basics / First / First Course</b>	<b>First</b>
			<b>Health Assessment / First Second Course /</b>	
<b>Furqan Hadi Muslim</b>	<b>Master's</b>	<b>nursing</b>	<b>Internal Nursing / First / First Course</b>	<b>First</b>
			<b>Surgical Nursing / First / Second Course</b>	
<b>Nizar Aziz Hussein</b>	<b>Master's</b>	<b>Internal nursing</b>	<b>Internal Nursing / First / First Course</b>	<b>First</b>
			<b>Surgical Nursing / First / Second Course</b>	
<b>Zahraa Hassan Raheef</b>	<b>Master's</b>	<b>Nursing Sciences</b>	<b>Internal Nursing / First / First Course</b>	<b>First</b>
			<b>Surgical Nursing / First / Second Course</b>	
<b>Zahraa Karim Hassan</b>	<b>Master's</b>	<b>nursing</b>	<b>Internal Nursing / First / First Course</b>	<b>First</b>
			<b>Surgical Nursing / First / Second Course</b>	
<b>Abbas Amir Abdul Abbas</b>	<b>Bachelor's</b>	<b>nursing</b>	<b>Internal Nursing / First / First Course</b>	<b>First</b>

			<b>Surgical Nursing / First / Second Course</b>	
<b>Dr. Abbas Sahib Fakher</b>	<b>PhD</b>	<b>Clinical Chemistry</b>	<b>Biochemistry / First / First Course</b>	<b>First</b>
			<b>Clinical Chemistry / First Second Course /</b>	
<b>Reham Raqi Hadi</b>	<b>Bachelor's</b>	<b>Analyses</b>	<b>Biochemistry / First / First Course</b>	<b>First</b>
			<b>Clinical Chemistry / First Second Course /</b>	
<b>Zeina Aqil Jawad</b>	<b>Bachelor's</b>	<b>Analyses</b>	<b>Biochemistry / First / First Course</b>	<b>First</b>
			<b>Clinical Chemistry / First Second Course /</b>	
<b>Haider Sahib Sharad</b>	<b>Master's</b>	<b>molecular biology</b>	<b>Microbiology / First / First Course</b>	<b>First</b>
			<b>Member Functions / First Second Course /</b>	<b>First</b>
<b>Abdel Nasser Ahmed El-Sayed</b>	<b>Bachelor's</b>	<b>engineering</b>	<b>Vital statistics</b>	<b>First</b>
<b>Rawaa Munther Abdul Hussein</b>	<b>Bachelor's</b>	<b>Bachelor's</b>	<b>Biochemistry / First / First Course</b>	<b>First</b>
			<b>Clinical Chemistry / First Second Course /</b>	<b>First</b>
<b>Ali Muthanna Abdul Karim</b>	<b>Bachelor's</b>	<b>Najaf Open Heart Center</b>	<b>Community Health Services Second Course</b>	<b>Second</b>
<b>Israa Younis Rashid Hamad</b>	<b>Master's</b>	<b>Master's</b>	<b>Microbiology / First / First Course</b>	<b>First</b>
<b>Effects of generous commitment</b>	<b>Bachelor's</b>	<b>Najaf Open Heart Center</b>	<b>Community Health Services Second Course</b>	<b>Second</b>
<b>Nasrihi Hassan</b>	<b>Master's</b>	<b>Middle Euphrates</b>	<b>Second course member jobs</b>	<b>First</b>
<b>Amir Haider Jawad</b>	<b>Master's</b>	<b>M. Veterinary Medicine</b>	<b>Second course member jobs</b>	<b>First</b>
<b>Istibraq Hassan Badr</b>	<b>Master's</b>	<b>Jabir Ibn Hayyan University</b>	<b>Second course member jobs</b>	<b>First</b>

<b>Israa Younis Arshad</b>	<b>Master's</b>	<b>Jabir Ibn Hayyan University</b>	<b>Second course member jobs</b>	<b>First</b>
<b>Zainab Hamid Abdul Hussein</b>	<b>Master's</b>	<b>Najaf Health Department</b>	<b>Second course member jobs</b>	<b>First</b>

### 5.3. :Professional development and job stability

**Professional development and job stability for the institute's members, particularly in the Nursing Technology Department, represent essential pillars for ensuring continued academic and technical competencies and improving the quality of educational and service performance. This stability depends on creating a stimulating, fair, and transparent work environment that provides members with a sense of security and professional support.**

**In this context, the focus is on the following axes:**

- 1. Supporting senior management**  
by adopting participatory leadership styles that contribute to raising the morale of members, enhancing their desire to work and achieve within the team, and achieving the Institute's mission.
- 2. Clarifying the institute's objectives and mission**  
in a manner consistent with the values and professional aspirations of its members, and creating a state of harmony between the institution's objectives and the needs of its employees.
- 3. Providing opportunities for professional development and career advancement**  
through training courses, workshops, and conferences, which reflects the management's appreciation for the efforts of academic and administrative staff and enhances their sense of belonging.
- 4. Establishing fairness and transparency in administrative regulations**  
to guarantee the rights of all employees, provide them with a sense of job security and confidence in the organization, and reduce feelings of discrimination or marginalization.
- 5. Promoting a culture of mutual respect and appreciation**  
by involving members in decision-making and recognizing the role of each individual in the success of the department and the institute, which supports a positive work environment.

6. **Adopting an objective and fair performance evaluation**  
according to clear and announced standards, ensuring a balance between effort and reward, and motivating members to continuously improve their performance.
7. **Clearly define job roles**  
while avoiding overlap in tasks, and ensure that reasonable and achievable professional goals are set that take into account available capabilities and resources and reduce psychological stress.
8. **Providing social services and benefits**  
such as health insurance, financial support funds, housing associations, and other benefits that contribute to improving the quality of life of members and enhancing their stability.

#### 5.4 .Faculty activit

**The scientific and professional activity of the members of the Nursing Technology Department (faculty members) is an essential factor in enhancing the quality of education and scientific research within the department. It also contributes to achieving the Institute's goals of serving the community and raising the level of educational outcomes.**

**The most prominent areas of academic activity for the department's members are as follows:**

1. **:Organizing and participating in training courses**  
Department members are keen to organize and participate in specialized training courses aimed at developing technical and scientific skills, and keeping pace with ongoing updates in the field of nursing technology.
2. **,Active participation in scientific seminars and workshops**  
whether at the department level or in cooperation with academic and healthcare entities. These activities discuss contemporary topics and advanced nursing practices, contributing to building a stimulating educational environment.
3. **.Contributing to scientific conferences inside and outside Iraq**  
A number of department members participate in national and international conferences with research and scientific papers, which reflects the department's scientific presence and contributes to building a broad research network.
4. **.Preparing and implementing scientific research**  
Department members engage in individual or group research projects within nursing specialties. The results of this research are published in peer-reviewed scientific journals, which supports the department's scientific classification and provides the educational process with modern scientific content.

**5. :Supervision of graduate students**

Some faculty members provide academic supervision to graduate students in nursing specialties and participate in the discussion of university theses, highlighting the department's academic competence and its ability to support higher education.

**Criterion Four: Faculty Members(scale, evidence and documents)**

Faculty recruitment policy :1-4							
No	Indicators	Full index score	Degree of conformity/availability of the indicator			Evaluation	Notes
			Fully completed	Partially fulfilled	Not fulfilled		
4-1-1	The program must implement appropriate policies and procedures for selecting faculty members in the program and retaining distinguished ones. There must also be a balance between the academic staff and the students and defining their responsibilities	5	/			5	<p><b>4-1-1</b>  <b>Administrative order to assign teachers, technicians, administrators and lecturers for the two semesters</b>  <b>A. 2024/12/12</b>  <b>Date</b>  <b>Issue No. 7/27/238</b>  <b>B. Date:</b>  <b>2025/3/20</b>  <b>Issue No. 49/27/7</b>  <b>.AD</b></p>
4-1-2	The academic program has a sufficient number of faculty members in all the precise specializations	5	/			5	<p><b>4-1-2</b>  <b>Administrative order to assign teachers and technicians</b>  <b>Administrators and lecturers for the two semesters</b></p>

	for each program of the colleges and institutes of health and medical .technology						<b>A. 2024/12/12</b> <b>Date</b> <b>Issue No.</b> <b>7/27/238</b> <b>B. Date:</b> <b>2025/3/20</b> <b>Issue No. 49/27/7</b> <b>.AD</b>
4-1-3	The recruitment policy should include a sufficient number of academic experts with a high scientific rank to present and develop the curricula within the precise specialization and a sufficient number of high-quality researchers in the various specializations .of the program	4	/			4	<b>4-1-3</b> <b>Administrative order to assign teachers and technicians Administrators and lecturers for the two semesters</b> <b>A. 2024/12/12</b> <b>Date</b> <b>Issue No.</b> <b>7/27/238</b> <b>B. Date:</b> <b>2025/3/20</b> <b>Issue No. 49/27/7</b> <b>.AD</b>
4-1-4	Faculty members must have the necessary qualifications, such as academic certificates, qualifications, necessary experience, teaching effectiveness, and the application of appropriate	4	/			4	<b>4-1-4</b> <b>Administrative order to assign teachers and technicians Administrators and lecturers for the two semesters</b> <b>A. 2024/12/12</b> <b>Date</b> <b>Issue No.</b> <b>7/27/238</b> <b>B. Date:</b> <b>2025/3/20</b> <b>Issue No. 49/27/7</b> <b>.AD</b>

	mechanisms to .achieve them						
4-1-5	Circulating a unified ministerial employment contract form from the Private University Education Department and the Ministry of Higher Education and Scientific Research to all private college programs, ensuring the rights and duties of faculty members, the academic quota, vacations, and everything that applies to faculty members in accordance with the University Service Law, as is the case in government .colleges	4	/			4	4-1-5 Not included as Exclusive to Al-Ahly

Total and evaluation for the first item	22
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**Determine the percentage of faculty members to students4-2**

4-2-1	The percentage of faculty members to students is determined as one to 20 doctoral	4	/			4	4-2-1 Determine it and attach it to the achievement and improvement plan (attach the plan)
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	faculty members and one to 20 students within the precise specialization of the programs, colleges and institutes of health and .medical technology					
4-2-2	Providing documented statistics on faculty members according to academic ranks: Associate Professor, Professor, Assistant Professor, Lecturer, Doctor, Assistant Lecturer, in accordance with the needs of the academic rank and precise specialization of the .program	4	/		4	4-2-2 Administrative order to assign teachers, technicians, administrators and lecturers for the two semesters A. Date 2024/12/12 Issue No. 238/27/7 B. Date: 20/3/2025 .Issue No. 49/27/7 AD
4-2-3	The number of faculty members for the permanent staff of the academic program or scientific department shall not be less than five doctoral lecturers exclusively within the precise specialization of the program and shall be at the rank of professor or assistant professor as a .minimum	4	/		4	4-2-3 Administrative order to assign teachers, technicians, administrators and lecturers for the two semesters A. Date 2024/12/12 Issue No. 238/27/7 B. Date: 20/3/2025 .Issue No. 49/27/7 AD
4-2-4	Providing at least one faculty member for each of the specific specializations within the academic program, determined by the specialization of the scientific department, taking into account the overlap of	4	/		4	4-2-4 Administrative order to assign teachers, technicians, administrators and lecturers for the two semesters A. Date 2024/12/12 Issue No. 238/27/7 B. Date: 20/3/2025 .Issue No. 49/27/7 AD

	specializations between .two or more fields						
4-2-5	Balance between faculty members who have shared responsibilities in basic sciences and other disciplines across all health and medical facilities and faculty members who have dual appointments or other administrative .duties	4	/			4	4-2-5 A. /3613/27/ 2024/21/10 Islamic University / Lectures / Ms. Zahra Musa B. Dr. Hassan Ali Farman Scientific Committee 4664/27/7/2 .2025/25/11
4-2-6	Determining the academic quota for faculty members according to academic rank: Associate Professor, Professor, Assistant Professor, Lecturer, Doctor, Assistant Lecturer, and the number of hours for theoretical and practical lectures, supervision hours for graduation projects, and office hours. This must be equal in the academic programs of both government and private colleges and .institutes	4	/			4	4-2-6  Administrative order to assign teachers, technicians, administrators and lecturers for the two semesters A. Date 2024/12/12 Issue No. 238/27/7 B. Date: 20/3/2025 .Issue No. 49/27/7 AD
<b>Total and evaluation of the second element</b>						<b>24</b>	
<b>Academic activities of faculty members4-3</b>							
4-3-1	The faculty regularly participates in academic activities, such as participating in scientific	4	/			4	4-3-1 Administrative order /312/7/7 2025/21/1 Follow-up Committee

	conferences, discussion groups, research projects, dissertation and thesis committees, and evaluating scientific research according to their academic ranks, competence, and field of specialization. Their participation in these activities and their scientific production are among the foundations for their evaluation and .academic promotion						.And supervision
4-3-2	Faculty members actively participate in research, patents, and scientific production activities. Their participation in these activities is one of the foundations for their annual performance evaluation and .academic promotion	5	/			5	4-3-2 Administrative order Holding workshops and seminars to .raise awareness among participants 5160/27/7 2024/26/12
4-3-3	Faculty members participate in community service activities, and their participation in these activities is one of the foundations for their annual performance evaluation and .academic promotions	5	/			5	A. 4-3-3 Administrative order, volunteer work/scientific visit And entertainment for orphanage children 610/7/7 .2025/2/4 B. Administrative order for volunteer work to visit the nursing home 650/7/7 .2025/2/5
4-3-4	Faculty members participate in the activities of evaluating and developing the	4	/			4	4-3-4 630/7/7 .2025/2/4 .Scientific symposium

	academic program of the college and .institute							
4-3-5	Awarding and honoring distinguished faculty members with commendations, promotions, and letters of thanks and appreciation for their academic activities and efforts in the college/institute's .academic program	4	/			4	4-3-5 19/35/7 2025/1/7 Thanks and appreciation Dr. Riad Saad Atshan	
Total and evaluation of the third element							22	
<b>Developing faculty members 4-4</b>								
4-4-1	The program of colleges and institutes of health and medical technology should have a work policy that addresses the balance between educational capabilities and research and .development	5	/			5	4-4-1 Academic Program Description Form For the Department of Nursing Technology	
4-4-2	The program development policy should include the ratio of the number of faculty members to the number of students, and take into account the representation of faculty members in bodies related to the specializations of the academic health and .medical program	5	/			5	4-4-2 The student-to-faculty ratio in the .science department is 25% Student to faculty ratio = number of students / number of faculty = 421 / 41 = 10.26 The student to faculty ratio is 1/10.26 The desired result of 25/25% was .achieved	

4-4-3	The program provides appropriate preparation for new and collaborating faculty members, within their understanding of the nature of the program, their rights, duties, responsibilities, and .workload	4	/		4	4-4-3 9453 2025/3/9 Holding courses Validity test Or teaching methods	
4-4-4	Faculty members receive all academic and professional development programs according to a plan that meets their needs and contributes to developing their .performance	4	/		4	4-4-4 4021/2/7 2025/3/19 Awarding a scientific title After passing the course .Teaching methods	
5-4-4	Effective mechanisms are applied to evaluate the adequacy and quality of services provided to the teaching staff and measure their .satisfaction with them	4	/		4	5-4-4 A survey of the institute's faculty members' opinions on the university's .vision, mission and goals <a href="https://docs.google.com/forms/d/1Jgup7b_OWw59nu_wspe6SesGs7_twOXgFaNMMz8BVOiTc/edit">https://docs.google.com/forms/d/1Jgup7b_OWw59nu_wspe6SesGs7_twOXgFaNMMz8BVOiTc/edit</a>	
4-4-6	Faculty members are regularly evaluated according to the specified and announced evaluation criteria, feedback is provided to them, and the results are used to improve their .performance	4	/		4	4-4-6 Student opinion survey on the institute's teaching staff in the Department of Nursing Technology <a href="https://docs.google.com/forms/d/e/1FAIpQLSe-U2Q5r1fC-f8RadMQUMCCA-DI1Roa3gJOVA54nQi3v-PmWeA/viewform">:https://docs.google.com/forms-d/e/1FAIpQLSe-U2Q5r1fC-f8RadMQUMCCA-DI1Roa3gJOVA54nQi3v-PmWeA/viewform</a>	
4-4-7	Providing advanced methods and techniques in teaching, training and evaluation	4	/		4	4-4-7 Smart board, electronic visual aids such as smart devices and dolls for the .Nursing Technology Department	
Total and evaluation of the fourth element							32

<b>Overall Evaluation of Criterion Four / Faculty Members</b>	
<b>:Total Item Rating</b>	<b>100</b>
<b>:Number of applicable indicators</b>	<b>3 2</b>
<b>Average Standard Rating</b>	<b>4.2</b>
<b>Overall assessment score for the standard</b>	<b>1</b>

## SWOT analysis

Weaknesses	Strengths
<ul style="list-style-type: none"> <li>● <b>The multiplicity of tasks assigned to the teaching staff due to the limited number of faculty members, which may sometimes limit the availability of time for scientific research or other .academic activities</b></li> <li>● <b>The limited availability of some research resources and teaching supplies, which could be enhanced to support faculty activities in the areas of research and scientific .publishing</b></li> <li>● <b>The allocation of adequate and well-equipped work spaces for faculty members still needs improvement to ensure a comfortable and stimulating work .environment</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Faculty experience and competence: Although the faculty is small in number compared to the number of students, they possess extensive academic and professional experience that qualifies them to teach the specialization efficiently and effectively.</b></li> <li>● <b>Digital Skills Proficiency: The staff possesses strong capabilities in the field of IT and the use of electronic programs, which directly contributes to raising the level of students and enabling them to acquire modern skills.</b></li> <li>● <b>Accurate identification of teaching needs: The institute/department identifies its needs for faculty members and their academic specializations, based on its strategic vision and academic objectives, ensuring that human resources are optimally allocated.</b></li> <li>● <b>Professional mechanism for selecting staff: There are specialized scientific committees with experience that undertake the process of selecting faculty members for tasks and activities, according to precise criteria that include qualifications and teaching abilities.</b></li> <li>● <b>Training programs to develop performance: The institute/department provides regular plans for training programs aimed at</b></li> </ul>

	<p>developing the skills and capabilities of faculty members, enhancing their efficiency and keeping pace with developments in technical education.</p> <ul style="list-style-type: none"> <li>• <b>Providing a database for the teaching staff:</b> The department maintains an updated database that includes detailed information on the academic qualifications and academic and practical experiences of the teaching staff, which contributes to planning and making appropriate decisions.</li> </ul>
<b>Threats</b>	<b>Opportunities</b>
<ul style="list-style-type: none"> <li>• <b>Weak financial incentives :</b> Faculty members' monthly incomes remain below the desired level, which can impact professional stability and job satisfaction, especially in light of increasing academic burdens</li> <li>• <b>The need to expand participation in joint research activities :</b> Staff participation in multidisciplinary research teams remains limited, despite the availability of a supportive environment, which reduces opportunities for innovation and joint scientific publication</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continuous institutional support for professional development:</b> The Institute and University administrations adopt policies that support the development of teaching staff by funding participation in training programs and scientific conferences, which provides opportunities for continuous learning and academic communication.</li> <li>• <b>Possibility of expanding joint scientific research:</b> The academic environment provides opportunities for collaboration with research departments and institutions inside and outside the university, which enhances research production and enables publication in prestigious scientific journals.</li> <li>• <b>Provides e-learning and digital training programs:</b> The digital transformation in education provides opportunities for teaching staff to develop their technological skills and implement innovative teaching methods that keep pace with the requirements of contemporary education.</li> </ul>

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- **Cooperation programs with health institutions and teaching hospitals:**  
The existence of cooperative relationships with health authorities opens the way for faculty members to participate in practical training and benefit from real-life cases to support the practical aspect.
  - **Opportunities for career advancement and academic progression:**  
The university provides clear paths for academic advancement based on standards of publication and scholarly participation, which encourages staff to continuously develop themselves.
  - **Encouraging individual initiatives and community participation:**  
The institutional environment is open to initiatives presented by staff, especially those that contribute to serving the community or improving the quality of education, which enhances the feeling of professional empowerment.
  - **Possibility of obtaining internal or external research funding:**  
Some government agencies or sponsoring institutions provide research funding opportunities, enabling faculty members to implement development or experimental projects within their specializations.
  - **Support in the field of scientific publishing and peer-reviewed journals:**  
The university encourages publication in indexed scientific journals and provides technical and advisory support in preparing

research papers, which enhances the academic standing of the staff and the .department

## Improvement plan

Based on the results of theSWOT analysis an integrated improvement plan can be , developed to enhance the academic performance of the teaching staff and ensure a stimulating and effective work environment within the Nursing Technology Department, according to the following axes:

field	Recommendations and proposed actions
<b>First: Maximizing the use of strengths</b>	<ul style="list-style-type: none"> <li>• Working to invest in the efficiency of the teaching staff and their specialized expertise in developing curricula and training new cadres.</li> <li>• Encouraging teaching staff to utilize their skills in information technology and electronic programs to modernize teaching methods and diversify teaching methods to suit students' needs.</li> <li>• Activating the role of professional committees in selecting and assigning instructors to educational and research activities according to their qualifications, to ensure optimal utilization of energies.</li> <li>• Support the implementation of pre-prepared training plans to develop staff skills, and link them to performance evaluation indicators and academic promotion.</li> <li>• Using databases of faculty qualifications and experience to distribute tasks, determine the actual needs of specializations, and facilitate future planning.</li> </ul>
<b>Second: Addressing weaknesses</b>	<ul style="list-style-type: none"> <li>• Review the distribution of teaching loads and scheduling tasks to ensure a balance between education, research, and community service.</li> </ul>

<p><b>Third: Investing opportunities</b></p>	<ul style="list-style-type: none"> <li>• <b>Benefit from the university's support for participation in conferences, workshops, and development courses by developing an annual plan for staff participation and linking this participation to academic evaluation and recognition.</b></li> <li>• <b>Promoting a culture of professional responsibility among teaching staff by involving them in decision-making and program development, which enhances their sense of belonging and increases their productivity.</b></li> </ul> <p><b>Expanding the scope of encouraging scientific publishing and contributing to scientific events by providing financial incentives and official recognition of outstanding efforts.</b></p>
<p><b>Fourth: Reducing the impact of threats</b></p>	<ul style="list-style-type: none"> <li>• <b>Address the imbalance between disciplines by reviewing the distribution of teaching staff and accurately identifying the department's needs, while submitting hiring proposals based on real data.</b></li> <li>• <b>Negotiating with senior management to improve monthly income and provide appropriate incentives, ensuring staff stability and job satisfaction.</b></li> <li>• <b>Providing appropriate infrastructure, including equipped offices and workrooms, dedicated to faculty members, to ensure a stimulating educational and research environment.</b></li> <li>• <b>Working to provide research resources and supplies in cooperation with the Scientific Research Unit at the Institute, to encourage research projects and raise the level of scientific production.</b></li> </ul>

# **Standard Five**

## **Learning resources and equipment**



## **.6 .Standard Five: Learning Resources and Equipment**

The fifth standard of the program accreditation standards issued by the Ministry of Higher Education and Scientific Research covers all learning resources and equipment, and their importance in achieving the intended learning outcomes. This standard also addresses the extent to which faculty members and students participate .in identifying and developing the educational process's needs

Modern teaching methods, particularly e-learning and interactive learning, are effective tools for improving the quality of educational outcomes. Libraries play a pivotal role in supporting learning and academic research, while continuously developing and improving learning resources to keep pace with scientific and .technological developments

**This standard includes the following axes:**

- **Physical equipment and facilities for teaching and learning** including classrooms, group discussion areas, and a suitable classroom , environment.
- **E-learning and IT resources** include educational platforms, academic software, and digital databases.
- **Libraries** including paper books, electronic resources, and lending and research , services.
- **Develop and improve educational resources** by updating content, adopting active learning strategies, and providing multiple and diverse resources.

- **Laboratories**

that provide students with practical and applied knowledge, and are a fundamental pillar of technical and scientific programs.

**Standard Fifth: Learning resources and equipment (scale, evidence and documents)**

<b>5-1 Physical equipment and facilities for teaching and learning</b>							
<b>T</b>	<b>Indicators</b>	<b>Full index score</b>	<b>Degree of conformity/availability of the indicator</b>			<b>Evaluation</b>	<b>Notes</b>
			<b>Fully completed</b>	<b>Partially fulfilled</b>	<b>Not fulfilled</b>		
<b>5-1-1</b>	<b>The program applies clear policies and procedures that ensure the adequacy of learning resources and services provided for . student learning</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5-1-1a</b> <b>Telegram and Google Meet images</b>
<b>5-1-2</b>	<b>The program applies effective procedures for managing sources and reference materials. necessary to support teaching and learning processes</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5-1-2</b> <b>Electronic classes</b>
<b>5-1-3</b>	<b>The program has laboratories and computer equipment. Technology and materials appropriate</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.1.3 Images of smart screens and laptops</b>

	to the specialty and sufficient To conduct scientific research and studies in accordance with its objectives and apply appropriate mechanisms for its maintenance and .modernization					
5-1-4	Faculty , students and staff in the program are provided with appropriate technical preparation and support for the effective use of learning .resources and tools	2	/		2	5.1.4 Pictures of learning tools
5-1-5	The program has classrooms and facilities suitable for its .needs	2	/		2	5.1.5 Hall pictures Academic
5-1-6	All health requirements are available Peace be upon you Public Professionalism in equipment and activities Educational and research	2	/		2	5.1.6 Availability of purchase receipt images
5-1-7	Safety controls are applied , environmental preservation and hazardous waste disposal is maintained. efficiently High	2	/		2	5.1.7 Presence of images of the Holocaust Institute 's
5-1-8	The program has a sufficient and qualified number of technicians and specialists to operate and prepare all technical resources and .laboratories	2	/		2	5.1.8 Administrative Order on Assignments M7/27/238 12/12/2024

5-1-9	The program has the appropriate resources, equipment and services for those with care , especially students, employees and the faculty. The teacher	2	/			2	5.1.9 Administrative Order of the Committee for People with Special Needs  T56  4/15/2025
5-1-10	The program evaluates the effectiveness and efficiency of learning sources, resources and equipment of all kinds, and this is used for development and .improvement	2	/			2	5.1.10  Existence of purchase receipts
Total and evaluation of the first item		20					
<b>E-learning and IT resources 5-2</b>							
5-2-1	specialized e-learning resources, such as digital references , multimedia , .software, databases, etc	2	/			2	Google 5.2.1 Meet link <a href="https://classroom.google.com/c/MjQyODI5MjYxMzla">https://classroom.google.com/c/MjQyODI5MjYxMzla</a>
5-2-2	Providing appropriate electronic systems that allow users easy access to information, research, and scientific journals , whether from within the college or .institute or outside it	2	/			2	5.2.2  QR link  <a href="https://meqr.com/GVtHntit">https://meqr.com/GVtHntit</a>
5-2-3	The program has the technologies, services and environment. Suitable for courses offered electronically or	2	/			2	5.2.3  Electronic Services Link

	remotely, according to .their own standards						<a href="https://iku.atu.edu.iq/?page_id=27835">https://iku.atu.edu.iq/?page_id=27835</a>
5-2-4	The program has a sufficient number of technicians and IT .specialists	2	/			2	5.2.4 Computer Specialization Assignment Order M7/27/238 12/12/2024
5-2-5	The program has a specialized digital .library	2	/			2	5.2.5 Electronic Library Link <a href="https://iku.atu.edu.iq/?page_id=11895">https://iku.atu.edu.iq/?page_id=11895</a>
5-2-6	The program offers a design for both synchronous and asynchronous learning . courses	2	/			2	5-2-6 Classes link Electronic <a href="https://iku.atu.edu.iq/?page_id=27835">https://iku.atu.edu.iq/?page_id=27835</a>
5-2-7	The program provides a procedural guide on how to use the learning platform, the learning management system, and how to handle .digital content	2	/			2	5.2.7 Administrative Order of the Committee 7/27/4177 10/31/2024
<b>Total and evaluation of the second element</b>		<b>14</b>					
<b>Libraries 5-3</b>							

5-3-1	There must be a specialized library within the academic program or scientific department in a special building or separate floor	2	/			2	5.3.1 Central Library photos
5-3-2	The library has a sufficient number of diverse and easily accessible resources to suit the needs of the program and the number of students. These resources are available to all students at appropriate and sufficient times and are updated periodically	2	/			2	5.3.2 Electronic library images
5-3-3	The library has a fully integrated and specialized staff in library management, in addition to technical staff	2	/			2	5.3.3 Librarian assignment order 7/35/2721 8/11/2022
5-3-4	Provide sufficient library space for students and if the equipment is suitable for library activity	2	/			2	5.3.4 Library photos
5-3-5	Providing good lighting and ventilation in the library halls	2	/			2	5.3.5 Library photos
5-3-6	Providing audio-visual aids and computers in the library halls	2	/			2	5.3.6 Library photos
5-3-7	Providing internet and information technology services within the library	2	/			2	5.3.7 Pictures of the library

5-3-8	Providing paper and digital records for the library to determine the percentage of library beneficiaries	2	/			2	5.3.8 Office photos
5-3-9	Providing educational resources for the curriculum of the program within the library	2	/			2	5.3.9 Library photos
<b>Total and evaluation of the third element</b>		<b>18</b>					
<b>Developing and improving educational resources : 4-5</b>							
5-4-1	The existence of a system to receive student and faculty complaints about the services provided for the purpose of .improving them	2	/			2	5-4-1 Complaints Box Order 7/7/1195 11/3/2025
5-4-2	Implementing a self-evaluation process to ensure continuous improvement of all learning resources and .services	2	/			2	5-4-2 Student Evaluation Form
5-4-3	Students and faculty members participate in evaluating the services provided in the .program	2	/			2	5-4-3 Evaluation form
5-4-4	Periodic maintenance of all learning resources according to a specific, announced schedule and with advanced .foundations	2	/			2	5.4.4 Purchase receipts

<b>Total and evaluation of the fourth element</b>		<b>8</b>					
<b>Laboratories 5-5</b>							
<b>5-5-1</b>	<b>Health and medical laboratories must be characterized by high quality leadership, management, and commitment according to the specialty of each laboratory and each .academic program</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.5.1 Laboratory images</b>
<b>5-5-2</b>	<b>Each laboratory must be distinguished by the presence of specialized staff, starting with the laboratory supervisor, who must be within the laboratory's specialization, hold a higher degree, and have an academic title of professor, assistant professor, lecturer, or doctor, in addition to the presence of a laboratory manager, lecturer, or assistant lecturer, and the workers in it within the .specialization</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.5.2 Orders of laboratory officials and supervisors</b>
<b>5-5-3</b>	<b>Each laboratory should have a specialized technical officer among .the laboratory staff</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.5.3 Orders of laboratory officials and supervisors</b>
<b>5-5-4</b>	<b>The laboratory must contain protection systems and guidance signs for workers,</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.5.4 Pictures of protection signs and instructions</b>

	students and faculty .members						inside the laboratory
5-5-5	The program provides an early warning system for each high-quality laboratory to notify workers of any potential danger to the .laboratory	2	/			2	5.5.5 Early warning images in the laboratory
5-5-6	The program provides a ventilation system represented by the presence of air vents, cooling and heating for .each laboratory	2	/			2	5.5.6 Images of the dumps
5-5-7	The program provides a microscopic suction system for vacuum hood and microscopic sterilization in medical laboratories such as microbiology .laboratories	1		/		0	Images of 5.5.7 the empties
5-5-8	The program provides the Autoclave system, a pressure and heat sterilization and destruction system for .medical laboratories	2	/			2	5.5.8 Autoclave image
5-5-9	The program provides a fire-fighting system, represented by the presence of fire extinguishers according to the specialty of each :laboratoryCO2 fire extinguishers, powder fire extinguishers, foam .fire extinguishers	2	/			2	5.5.9 Fire Department Photos
5-5-10	The program provides warning signs that oblige every laboratory to provide warning	2	/			2	5.5.10 Warning Sign Images

	signs with globally and internationally agreed symbols that indicate the type of danger and .how to avoid it						
5-5-11	The program provides directional signs. Each laboratory is required to provide directional signs to the work site and identification signs for laboratory .addresses	2	/			2	5.5.11 Presence of guidance signs
5-5-12	The laboratory should have sufficient space to accommodate no more than 25 students and a standard design according to the laboratory map, which is characterized by a standard three-room division into a general laboratory room with a large space for the movement of students, their education, and conducting their experiments and workers in it, and the presence of a room for managing the laboratory in addition to the internal room for preparing laboratory experiment models, with the provision of emergency exits to .avoid risks	2	/			2	5.5.12A Photos of laboratories The presence of an emergency door and also an internal room for preparing samples 5.5.12b List of student numbers in one . lab
5-5-13	The laboratory must have all the necessary equipment, instruments, medical laboratory models and medical models	2	/			2	5.5.13 Availability of coding system images in laboratories

	<p>according to the specialty of each laboratory. They all contain the unified coding program for public and private universities and colleges with a special code or number according to the laboratory, for example: anatomy laboratory, general chemistry laboratory, blood laboratory, molecular biology laboratory, microbiology laboratory, medical technology laboratory, histology and medical .physiology laboratory</p>						
5-5-14	<p>Providing medical supplies for laboratory experiments, detergents to ensure cleanliness and sterilization of the laboratory, laboratory containers, and a first .aid kit</p>	2	/			2	<p><b>5.5.14</b> <b>Image of a first aid kit</b></p>
5-5-15	<p>Each laboratory shall have the necessary procedural equipment, records and documents, an integrated work environment, preventive measures, and procedures for implementing internal audits. These procedures shall be implemented in all laboratories and each laboratory shall be .specialized</p>	2	/			2	<p><b>5.5.15</b> <b>Availability of complete records for each laboratory</b></p>

<b>5-5-16</b>	<b>The availability of specialized scientific supplies for each laboratory, such as a smart board, smart screens, laboratory .vest, or work suit</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.5.16 Picture of the board</b>
<b>5-5-17</b>	<b>Availability of protective medical supplies for students and laboratory workers, such as gloves, masks, goggles, and protective masks, depending on the .specialty</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.5.17 Availability of a picture of protective equipment</b>
<b>5-5-18</b>	<b>Providing calibration programs for laboratory equipment according to the specialty</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5-5-18 Internal Order of the Laboratory Equipment Calibration Committee  Issue No. T_72, dated 6/30/2025</b>
<b>5-5-19</b>	<b>Providing periodic maintenance programs and check-ups according to the specialty</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.5.19 Laboratory Maintenance Orders  7/18/3611  10/23/2023</b>
<b>5-5-20</b>	<b>There are plans to train laboratory workers and improve their capabilities through specialized training courses and workshops, such as internal auditor courses, ISO courses, GLP courses according to the laboratory's</b>	<b>2</b>	<b>/</b>			<b>2</b>	<b>5.5.20 Cancer Gene Therapy Course Order  7/27/4341  7/11/2024</b>

	specialization, and specialized courses according to the specialization of each laboratory						
<b>Total and evaluation of the fifth element</b>		<b>39</b>					
<b>Overall Assessment of Standard 5/Learning Resources and Equipment</b>							
<b>:Total Item Rating</b>				<b>99</b>			
<b>:Number of applicable indicators</b>				<b>50</b>			
<b>Average Standard Rating</b>				<b>1.98</b>			
<b>Overall assessment score for the standard</b>							

### SWOT analysis

Weaknesses	Strengths
<ul style="list-style-type: none"> <li>• <b>Lack of informal learning spaces : This affects the learning environment but does not directly affect the essence of the educational process. It can be addressed by allocating simple or flexible spaces ) open classrooms not designated for specific lectures , equipped student lounges that allow for studying or academic communication , educational cafes equipped</b></li> </ul>	<ol style="list-style-type: none"> <li><b>1. Faculty offices:</b> <ul style="list-style-type: none"> <li>• <b>Providing a sufficient number of offices for faculty members (full-time and part-time) with the necessary equipment, ensuring a suitable educational environment that enables them to perform their duties efficiently.</b></li> <li>• <b>Performance indicators:</b></li> <li>• <b>The offices are fully furnished to meet the requirements of academic and administrative work.</b></li> <li>• <b>The educational environment is suitable and supportive for faculty members and students</b></li> </ul> </li> <li><b>2. Classrooms:</b></li> </ol>

<p>with internet and .( electricity sources</p> <ul style="list-style-type: none"> <li>• <b>Lack of student participation in evaluating learning resources : a procedural problem that can be solved through periodic surveys or facilitated mechanisms for . collecting feedback</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The availability of sufficient halls to accommodate the number of students without exceeding the capacity.</b></li> <li>• <b>The halls are equipped with the necessary educational tools (chairs, whiteboards, data projectors.</b></li> </ul> <p><b>3. Laboratories:</b></p> <ul style="list-style-type: none"> <li>• <b>It provides various specialized laboratories that meet the requirements of scientific and practical specializations.</b></li> <li>• <b>The laboratories are equipped with the necessary equipment and tools to support the educational and research process.</b></li> </ul> <p><b>4. Library:</b></p> <ul style="list-style-type: none"> <li>• <b>The presence of a comprehensive library containing important scientific references (books, periodicals, electronic sources).</b></li> <li>• <b>Helps students and faculty members access information easily.</b></li> </ul> <p><b>5. Educational techniques and methods:</b></p> <ul style="list-style-type: none"> <li>• <b>Provides multiple learning devices and modern educational means that support the teaching and learning processes.</b></li> </ul> <p><b>6. Field training:</b></p> <ul style="list-style-type: none"> <li>• <b>The existence of a systematic field training plan for students in hospitals, with clear partnership agreements.</b></li> <li>• <b>Provides accurate strategies for assessing students during clinical education.</b></li> </ul> <p><b>7. Public facilities:</b></p> <ul style="list-style-type: none"> <li>• <b>It provides playgrounds, gyms, and green spaces suitable for supporting student activities.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• Providing adequate parking spaces and water tanks to support the continuity of services.</li> </ul> <p><b>8. Worship:</b></p> <ul style="list-style-type: none"> <li>• The presence of mosques and prayer rooms within the institution, with a separate prayer room allocated for female students.</li> </ul> <p><b>9. Health and hygiene services:</b></p> <ul style="list-style-type: none"> <li>• Providing suitable restrooms for faculty members, administrators and students.</li> <li>• There are separate bathrooms for female students to ensure privacy.</li> </ul>
<b>Threats</b>	<b>Opportunities</b>
<ul style="list-style-type: none"> <li>• <b>The continuous rise in the costs of educational devices and equipment: It is difficult to update laboratories or expand the library with modern .resources</b></li> <li>• <b>Weak internet or power outage: It threatens the continuity of e-learning and affects the efficiency of using technology in .education</b></li> <li>• <b>International requirements for academic accreditation are changing rapidly: It may make existing facilities inadequate or non-conforming to updated .standards</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Ministry of Higher Education's support for digital transformation:</b> Provides opportunities to benefit from national initiatives to modernize e-learning and connect universities to digital learning platforms.</li> <li>• <b>Rapid development in educational technology :</b> The possibility of adopting smart and interactive tools such as virtual reality(VR) and digital simulation to support laboratories and practical education.</li> <li>• <b>Possibility of obtaining external financing:</b> Through partnerships with international educational institutions or support and funding programs dedicated to developing academic infrastructure.</li> <li>• <b>Increasing access to open educational resources(OER):</b></li> </ul>

<ul style="list-style-type: none"> <li>• <b>Cybersecurity and hacking risks: Threatens the security of educational information and data stored on digital platforms</b></li> </ul>	<p><b>Provides free global scientific content that can be integrated into curricula and e-libraries to enhance learning resources.</b></p> <ul style="list-style-type: none"> <li>• <b>Partnerships with hospitals and health institutions:</b></li> </ul> <p><b>Expanding student field training in advanced clinical environments through long-term formal agreements.</b></p> <ul style="list-style-type: none"> <li>• <b>Benefiting from students' orientation towards self-learning and technology:</b></li> </ul> <p><b>The possibility of developing self-learning paths through digital platforms, which enhances the use of libraries and electronic resources.</b></p> <ul style="list-style-type: none"> <li>• <b>Community support and alumni engagement:</b></li> </ul> <p><b>Involving program graduates in donations or contributions to develop laboratories and libraries as community initiatives.</b></p> <ul style="list-style-type: none"> <li>• <b>Local and international academic accreditation trends:</b></li> </ul> <p><b>An opportunity to update the learning resources infrastructure with the aim of achieving accreditation, which prompts the administration to provide more support and funding.</b></p> <ul style="list-style-type: none"> <li>• <b>Shifting to a hybrid learning environment:</b></li> </ul> <p><b>Combining in-person and digital learning opens up opportunities to expand access to resources.</b></p>
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## **Improvement plan :**

**The strategic plan for improving the "Learning Resources and Equipment" standard aims to develop the educational infrastructure and the physical and technical environment, which are essential pillars for achieving quality education :and learning, through the following objectives**

- 1. Improving the efficiency of the physical educational environment, including developing classrooms, laboratories, and service facilities, to provide a comfortable, safe, and appropriate educational environment that supports .effective educational practices**
- 2. Promoting the use of e-learning and modern technologies in the educational process by developing the digital infrastructure and training faculty members .on digital education tools**
- 3. Updating and developing paper and electronic learning resources by enriching the library with modern references and scientific periodicals, and expanding .subscriptions to global electronic databases**
- 4. Developing specialized laboratories and enhancing their operational efficiency to meet the needs of academic programs and support applied and research .activities for students and faculty members**
- 5. Improving the quality of field and clinical training by expanding partnerships with hospitals and relevant institutions, and developing practical assessment mechanisms for students to ensure that training aligns with labor market .requirements**
- 6. Providing informal learning spaces that are stimulating and supportive of self-learning and group work, by creating study corners and discussion halls .outside of traditional classrooms**
- 7. Strengthening the technical infrastructure and ensuring the stability of digital services by developing the internet, providing ongoing technical support, and .implementing cybersecurity standards to protect educational information**
- 8. Increase student and faculty satisfaction with learning resources and equipment by involving them in evaluation and feedback processes and making .development decisions based on them**

**9. Achieving compliance with local and international academic accreditation requirements by improving the institution's equipment and developing learning resources to meet national and international quality standards**

**Strategic plan to improve the standard of learning resources and equipment**

field	Improvement goal	Recommendations and proposed actions
<p><b>1. Classrooms and educational facilities</b></p>	<p><b>Updating classrooms and raising their technical readiness</b></p>	<ul style="list-style-type: none"> <li>• Equipping the halls with modern projectors and smart screens</li> <li>• Improve lighting and ventilation</li> <li>• Reviewing the capacity and distribution of students</li> </ul> <p>Responsible Authority: Administrative Affairs, Maintenance Unit, Deanship of the Institute</p> <p>Timeframe: 6 months</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> <li>• Increase the number of technically qualified halls</li> <li>• Student satisfaction in the questionnaires is not less than 80%</li> </ul>
<p><b>2.Laboratories</b></p>	<p><b>Developing laboratories and equipping them with modern equipment</b></p>	<ul style="list-style-type: none"> <li>• List missing or old devices</li> <li>• Providing specialized tools for each specialty</li> <li>• Developing a periodic maintenance plan</li> </ul> <p>Responsible Authority:</p>

		<p>Laboratory Committee,          .Financial Affairs          Timeframe: 9 .months          Success Indicators:</p> <ul style="list-style-type: none"> <li>• The devices provide at least of the need %90</li> </ul> <p>Regular maintenance reports</p>
<b>3.E-learning</b>	<b>Promoting digital and . interactive education</b>	<ul style="list-style-type: none"> <li>• Training teaching staff on the use of e-learning platforms</li> <li>• Linking courses to e-learning platforms</li> <li>• Providing the necessary .technical support</li> </ul> <p>Responsible Authority: E-Learning Unit, Computer .Center          Timeframe: 4 .months          Success Indicators:</p> <ul style="list-style-type: none"> <li>• of materials activated %100 electronically</li> <li>• Student participation rate is not less than 80%</li> </ul>
<b>4.Library</b>	<b>Updating library resources and expanding . digital subscriptions</b>	<ul style="list-style-type: none"> <li>• Subscription to international scientific databases</li> <li>• Developing the electronic loan system</li> <li>• . Updating paper references</li> </ul> <p>Responsible authority: Library Administration, Academic .Affairs          Time frame: 6 .months          Success indicators:</p> <ul style="list-style-type: none"> <li>• Increase the number of electronic resources</li> <li>• High rate of use of the electronic library</li> </ul>

<b>5. Field training</b>	<b>Enhancing clinical and . professional training</b>	<ul style="list-style-type: none"> <li>• Signing new agreements with hospitals and health centers outside the country</li> <li>• Develop a clear clinical assessment plan</li> <li>• Monitoring student attendance in training</li> </ul> <p>Responsible Authority: Training Division, Department Head</p> <p>Timeframe: Annually</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> <li>• Signing three new partnerships annually</li> </ul> <p>Clinical evaluation results exceeding 85%</p>
<b>6.Informal spaces</b>	<b>Providing a supportive learning environment . outside the classroom</b>	<ul style="list-style-type: none"> <li>• Create open discussion rooms</li> <li>• Equipping branch libraries and study corners</li> <li>• Promoting the use of green spaces for learning</li> </ul> <p>Responsible Authority: Student Services Unit, Engineering Unit</p> <p>Timeframe: 8 months</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> <li>• Providing three new spaces</li> <li>• Student satisfaction rate is not less than 75%</li> </ul>
<b>7.Confronting technical threats</b>	<b>Strengthening the digital infrastructure and . enhancing cybersecurity</b>	<ul style="list-style-type: none"> <li>• Intranet development</li> <li>• Create an effective data protection policy</li> </ul>

		<ul style="list-style-type: none"> <li>• Staff awareness on cybersecurity</li> <li>• Responsible entity: Information Technology Center</li> <li>• Timeframe: 6 months</li> <li>• Success indicators: <ul style="list-style-type: none"> <li>• Reports of no security breaches</li> <li>• Network stability of at least 95 %</li> </ul> </li> </ul>
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**Standard Six**  
**Scientific research**

## **7. Standard Six: Scientific Research**

**The sixth standard of the program accreditation standards issued by the Ministry of Higher Education and Scientific Research focuses on scientific research, innovation, and creativity, as one of the essential indicators that reflect the level of academic excellence of any scientific department**

**This standard represents a fundamental pillar for developing the performance of an educational institution. It is a key factor in building a knowledge economy and enhancing the department's position among similar departments locally and internationally**

**Enhancing this standard contributes to developing the skills of faculty members and students, raising their research efficiency, and stimulating critical and creative thinking, which leads to improving the quality of education and academic outcomes in the Department of Nursing Technology**

**This standard includes the following elements:**

**1. Scientific research policy:**

**It is related to the existence of a clear vision and an approved strategic plan for scientific research within the department, consistent with the priorities of the educational institution, and supporting nursing specializations.**

**2. Scientific research environment:**

**This includes providing the conditions and infrastructure that motivate faculty members and students to conduct research, through technical support, the provision of databases, and specialized research centers.**

**3. Publishing scientific research and scientific resources:**

**This element measures the department's commitment to publishing scientific research in local and international peer-reviewed journals and prestigious scientific conferences, and the extent to which these publications are classified in approved resources( such asScopus andClarivate).**

**4. Scientific research services:**

**These include administrative, technical, and logistical support provided to researchers, such as assistance in preparing research, providing analysis tools, assistance in publishing and translation, and funding research projects.**

**5. Developing scientific research:**

**This includes building the capacity of faculty and students in the fields of research and innovation, through training workshops, encouraging interdisciplinary and multidisciplinary research, and supporting innovation in health and nursing solutions.**

**Standard Six: Scientific Research((Measure, Evidence, and Documents)**

1-6Scientific Research Policy							
1-6Scientific Research Policy							
No	Indicators	Full index score	Degree of conformity/availability of the indicator			Evaluation	Notes
			Fully completed	Partially fulfilled	Not fulfilled		
6-1-1	The program adopts a clear and announced strategy in the department to follow up .on the research plan	3	/			3	6.1.1 Administrative order for the research plan 7/27/5231 12/29/2024
6-1-2	is compatible with the material and human .capabilities	3	/			3	6.1.2 Administrative order for the research plan 7/27/5231 12/29/2024
6-1-3	The program documents its research plan and approves it at department council .meetings	3	/			3	6.1.3 Administrative order for the research plan 7/27/5231 12/29/2024
6-1-4	The program creates a central database for .scientific research	3	/			3	6.1.4 Link to add research

							<a href="https://forms.atu.edu.iq/planning/form.php">https://forms.atu.edu.iq/planning/form.php</a>
6-1-5	Active participation of faculty members and students in the field of scientific research and supervision of graduation project research	4	/			4	6.1.5 Administrative order to discuss research 7/27/2624 2/6/2025
6-1-6	The program encourages innovative research that opens new scientific and .applied horizons	3	/			3	6.1.6 Acknowledgment 2/7/6399 20/5/2024
6-1-7	The program provides an annual evaluation of scientific research achievements within the college or institute and .the extent of their benefit	3	/			3	6.1.7 Annual Research Achievement Percentage Book Image for generalization
6-1-8	Full documentation of laboratories, equipment, and teaching and student .activities	3	/			3	6.1.8a Laboratory photos and assignment orders Assignments M7/27/238 12/12/2024 .b Voluntary work for teachers and students in the laboratory, book No. 1355/27/7 On 3/20/2025.
6-1-9	The program provides a periodic evaluation of	3	/			3	6.1.9

	applied research and the extent to which it is used in serving the .community						Research published in Scopus repository
<b>Total and evaluation of the first item</b>		<b>28</b>					
<b>6-2 Scientific research environment</b>							
<b>6-2-1</b>	<b>The program provides a suitable environment for scientific research by encouraging faculty members to conduct research that serves society and the labor .market</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.2.1</b> <b>Order to honor researchers</b> <b>7/27/705</b> <b>9/2/2025</b>
<b>6-2-2</b>	<b>The program provides laboratories with sufficient space for the equipment , devices and technologies needed according to the .program's specialization</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.2.2</b> <b>Microbiology lab pictures</b>
<b>6-2-3</b>	<b>The program provides research centers that serve the requirements of the body's members. The teacher And the students</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.2.3</b> <b>Service order Research</b> <b>T 55 on 4/15/2025</b>
<b>6-2-4</b>	<b>The program provides incentives for members. The Authority The teacher And students and supports and sponsors them in the field of scientific research</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.2.4</b> <b>Order of thanks and appreciation to researchers</b> <b>in 6399/25/7/2</b> <b>20/5/2024</b>

6-2-5	Encouraging research innovations , discoveries and patents	3	/		3	6.2.5 Patent book 7/47/11130 18/9/2024
6-2-6	Encouraging students to conduct scientific research by submitting solid applied graduation .projects	3	/		3	6.2.6 Link to student graduation research for the year 2024-2025 <a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A8%D8%AD%D9%88%D8%AB-%D8%B7%D9%84%D8%A8%D8%A9-%D9%82%D8%B3%D9%85-%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA-%D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-.pdf">https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A8%D8%AD%D9%88%D8%AB-%D8%B7%D9%84%D8%A8%D8%A9-%D9%82%D8%B3%D9%85-%D8%AA%D9%82%D9%86%D9%8A%D8%A7%D8%AA-%D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-.pdf</a>
6-2-7	The program provides security systems to ensure the health and safety of researchers and their activities within the scientific research . environment	3	/		3	6.2.7 Ventilation pictures Fire extinguishers in laboratories
6-2-8	Maintenance is available Periodic inspection of laboratories , devices and equipment to ensure a conducive environment . for scientific research	3	/		3	6.2.8 Laboratory Equipment Order 312 10/15/2024

<b>Total and evaluation of the second element</b>		<b>24</b>					
<b>6-3 Publishing scientific research and global containers</b>							
<b>6-3-1</b>	<b>The program encourages researchers to publish research in global repositories. Sober</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.3.1 Research published in Scopus repository</b>
<b>6-3-2</b>	<b>Encouraging researchers to conduct joint research with local and international researchers</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.3.2 International Research Cooperation Book 1416/27/7 3/24/2025</b>
<b>6-3-3</b>	<b>Participation Research in international conferences, seminars and workshops And the world to develop the capabilities of teachers and to keep abreast of the latest developments through scientific research</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.3.3 Administrative order in session 7/27/3172 6/10/2024 seminar 7/27/1179 10/3/2025</b>
<b>6-3-4</b>	<b>The program provides financial support for publishing the research of faculty members. The teacher And students in global containers</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.3.4 Thanks and appreciation 7/2/12265 10/13/2024</b>
<b>Total and evaluation of the third element</b>		<b>12</b>					
<b>Scientific Research Services-6-4</b>							
<b>6-4-1</b>	<b>The program gives priority For research Field work with scientific, material and economic returns for the</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.4.1 Scopus published research</b>

	researcher , college or institute						
6-4-2	Creating a competitive spirit among researchers through research competitions Scientific Applied with solid scientific quality	3	/			3	6.4.2 and published research plan
6-4-3	Recognizing the achievements of faculty members and students in distinguished research by rewarding them with prizes and awards. Promotion	3	/			3	6-4-3 Order to honor researchers 7/27/705 9/2/2025 Reward order 7/27/1577 4/7/2025
6-4-4	The program signs cooperation agreements with similar institutions and other ministries, such as the Ministry of Health, to facilitate the conduct and application .of scientific research	3	/			3	6.4.4 Facilitating the task 7/27/5071 12/22/2024
6-4-5	The program provides the necessary support for researchers to solve important issues. Community service related	3				3	6.4.5 Faculty and students conduct awareness campaigns dedicated to educating about the importance of quitting smoking and drugs to serve the community. Book No. 7/27/1178 On 10/3/2025
6-4-6	Providing development services to the	3	/			3	6.4.6

	<b>community and other institutions in the field of .scientific research</b>						<b>University order to establish a medical tent for early detection of blood pressure and diabetes</b> <b>3/11/937</b> <b>1/23/2025</b>
<b>Total and evaluation of the fourth element</b>		<b>18</b>					
<b>Developing scientific research 5-6</b>							
<b>6-5-1</b>	<b>The program benefits from the results of scientific research in developing curricula and . syllabuses</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.5.1</b> <b>Administrative Order Curriculum Development Committee</b> <b>7/27/1634</b> <b>10/4/2025</b>
<b>6-5-2</b>	<b>The program offers annual training courses, seminars and workshops to develop the capabilities of the Authority’s members. The teacher And students in the field of scientific research</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.5.2</b> <b>Cycle order</b> <b>7/27/3172</b> <b>6/10/2024</b>
<b>6-5-3</b>	<b>The program provides consultations to public and private community institutions in the field of .scientific research</b>	<b>3</b>			<b>/</b>	<b>3</b>	<b>6-5-3</b> <b>Research Cooperation Letter with the Ministry of Health to Conduct Research</b> <b>No. 6721</b> <b>Dated 7,9 ,2025</b>
<b>6-5-4</b>	<b>The program develops a future improvement and development plan to reduce crises and</b>	<b>3</b>	<b>/</b>			<b>3</b>	<b>6.5.4</b>

	emergencies in the field .of scientific research						Administrative Order of and the Emergency Crisis Committee  7/27/1633  10/4/2025	
6-5-5	Faculty members are encouraged to include a portion of their research in their courses. In addition to important developments in their field of specialization	3	/			3	6.5.5  Curriculum Development Committee  7/27/1634  10/4/2025	
6-5-6	international colleges or universities in the field of .scientific research	3	/			3	6.5.6  Memorandum of Understanding with Iranian Universities  7/17/4445  3/27/2025	
<b>Total and evaluation of the fifth element</b>							<b>18</b>	
<b>Overall assessment of the sixth standard/scientific research</b>								
<b>Total Item Rating:</b>						<b>100</b>		
<b>Number of applicable indicators:</b>						<b>33</b>		
<b>Average Standard Rating</b>						<b>3</b>		
<b>Overall assessment score for the standard</b>						<b>0.6</b>		

### SWOT analysis


Weaknesses	Strengths
<ul style="list-style-type: none"> <li>Lack of a specialized scientific research unit within the department</li> </ul>	<ul style="list-style-type: none"> <li>The existence of an approved research plan for the department It was prepared in coordination with</li> </ul>

**Coordinates, follows up, and provides technical and administrative support for .research activities**

- **Limited international or joint research cooperation with international universities and research centers Which reduces the opportunities for developing research towards modern global trends.**

**the department head and faculty members, and includes clear research themes that serve nursing specialties and the local community**

- **Active participation of faculty members in scientific conferences At the local and international levels, which enhances academic communication and keeps pace with developments in research in the fields of nursing.**
- **Published a number of scientific researches in peer-reviewed and classified journals. By faculty members in reliable containers such asScopus andClarivate , which contributes to raising the classification of the department and the institution.**
- **Encouraging applied research directly related to the health field Which aims to improve the quality of nursing care and community service.**
- **Provides administrative support from the department to facilitate research procedures. Such as granting consent letters, providing ethics forms, and facilitating internal transactions related to publishing and sharing.**
- **There is research cooperation between the department and local health and educational institutions. This supports the application of**

	<p>research results on the ground and provides greater opportunities for researchers to collect data and conduct field studies.</p> <ul style="list-style-type: none"> <li>• Participation of a number of faculty members in scientific committees and peer-reviewed journals This reflects their academic competence and increases the chances of evaluating research on recognized scientific foundations.</li> <li>• The department organizes scientific workshops and training courses related to scientific research. In the fields of research methodology, statistical analysis, and academic writing methods.</li> <li>• Involving students in research projects under direct faculty supervision This contributes to developing their research capabilities and motivating them to adopt scientific thinking from the early stages of their studies.</li> </ul>
<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Increasing publishing requirements in global containers In terms of quality, language, and publishing fees, this represents an .obstacle for most researchers</li> <li>• Low level of research culture among some students and new faculty members Which leads to a decrease in initiative and effective .participation in scientific activities</li> <li>• Weak culture of innovation among some academic and student groups As a result of the lack of early training in critical thinking skills</li> </ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Increased ministerial support for scientific research and innovation projects Through the initiatives of the Ministry of Higher Education and funding funds allocated for priority community and medical research.</li> <li>• There is an urgent field need for applied research in the health and nursing sector. This opens the way for the department to provide applicable scientific solutions that contribute to the development of health services.</li> </ul>

**and problem solving using  
.research methods**

- **Digital transformation in education and scientific research**  
Provides access to scientific resources, international platforms, and online workshops that support researchers.
- **Possibility of signing memoranda of understanding with local and international hospitals and research centers** To enhance research cooperation, exchange of expertise, and improve funding and data opportunities.
- **Growing global interest in nursing and healthcare after the pandemic**  
This enhances opportunities for publishing nursing research and attracting support for health and humanities research.
- **Provides free or supported publishing platforms from Arab and international academic institutions.** It allows researchers to publish in open access journals under encouraging academic conditions.
- **The possibility of involving outstanding students interested in scientific research in early research training programs.** Which contributes to the formation of a new generation of researchers within the department.
- **The presence of annual local scientific conferences that provide opportunities for scientific publishing and communication.**  
The department can benefit from it

	<p>to display its products and increase its academic presence.</p> <ul style="list-style-type: none"> <li>• <b>Opportunities to benefit from academic and research capacity building programs Provided by international donors or educational organizations(UNESCO ,WHO , DAAD (.etc ,</b></li> </ul>
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**Strategic plan to improve the standard of scientific research, innovation and creativity:**

<b>field</b>	<b>Improvement goal</b>	<b>Suggested Actions</b>
<b>1.Research : policies</b>	<b>Building and activating a clear and announced research policy in the department</b>	<ul style="list-style-type: none"> <li>• <b>Forming a permanent scientific research committee within the department</b></li> <li>• <b>Preparing a research plan compatible with the needs of the local community and the nursing specialty</b></li> <li>• <b>Publishing the research policy on the department’s website and electronic platforms</b></li> </ul> <p><b>Responsible Authority: Department Head, Committee Scientific</b></p> <p><b>Timeframe: 6 months</b></p> <ul style="list-style-type: none"> <li>• <b>Success indicators:</b></li> <li>• <b>Officially document the research plan</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Post the policy on the official .website</b></li> <li>• <b>Plan approval by the Deanship</b></li> </ul>
<b>2.Scientific research : environment</b>	<b>Providing a stimulating and supportive research environment for faculty . members and students</b>	<ul style="list-style-type: none"> <li>• <b>Preparing a hall dedicated to scientific research within the department</b></li> <li>• <b>Providing data analysis tools and statistical software</b></li> <li>• <b>Allocate time in the weekly .schedule for research activities</b></li> </ul> <p><b>Responsible Authority: Computer Unit, Administrative Affairs, Department Head</b></p> <p><b>Timeframe: 8 months</b></p> <ul style="list-style-type: none"> <li>• <b>Success indicators:</b></li> <li>• <b>Availability of research space and equipment within the department</b></li> <li>• <b>Number of available statistical tools</b></li> </ul> <p><b>Staff and student participation rate in research activity</b></p>
<b>3.Scientific : publishing</b>	<b>Increase the number of research papers published in peer-reviewed and classified . journals</b>	<p><b>Conducting training courses on publishing inScopus andClarivate</b></p> <ul style="list-style-type: none"> <li>• <b>Stimulating scientific publishing through incentive points or financial .support</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Providing written guidelines for academic publishing within an internal .manual</b></li> </ul> <p><b>Responsible Authority: Academic Affairs, Promotions Committee, Quality Unit</b></p> <p><b>Time frame: Annually</b></p> <ul style="list-style-type: none"> <li>• <b>Success indicators:</b></li> <li>• <b>Number of research papers published annually</b></li> <li>• <b>Number of training workshops implemented</b></li> <li>• <b>Number of participants in the workshops</b></li> </ul>
<p><b>4.Involving students in : research</b></p>	<p><b>Enhancing student involvement in research projects under faculty . supervision</b></p>	<p><b>Allocating research-based graduation projects</b></p> <ul style="list-style-type: none"> <li>• <b>Establishing a student scientific .research club within the department</b></li> <li>• <b>Organizing internal research competitions and external participation</b></li> </ul> <p><b>Responsible Authority: Department Head, Activities Division, Student Research Unit</b></p> <p><b>Time frame: Annually</b></p> <ul style="list-style-type: none"> <li>• <b>Success indicators:</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Number of student research projects</b></li> <li>• <b>Number of student research activities implemented</b></li> <li>• <b>Student satisfaction level with their research participation</b></li> </ul>
<b>5.External : cooperation</b>	<b>Enhancing research cooperation with local and . international institutions</b>	<p><b>Signing memoranda of understanding . with other hospitals and universities</b></p> <ul style="list-style-type: none"> <li>• <b>Organizing joint scientific conferences or seminars</b></li> <li>• <b>Encouraging collaborative publishing with researchers outside the .institution</b></li> </ul> <p><b>Cultural Relations Unit</b></p> <p><b>Time frame: Annually</b></p> <ul style="list-style-type: none"> <li>• <b>Success indicators:</b></li> <li>• <b>Number of signed agreements</b></li> <li>• <b>Number of joint research activities</b></li> <li>• <b>Number of research papers published in external cooperation</b></li> </ul>



## **Standard Seven Community service**

## **8. Standard Seven Community service**

**The seventh standard of the National Programmatic Accreditation Standards issued by the Ministry of Higher Education includes important elements, including planning to serve the local community and interaction with institutions and the public and private sectors.**

**Community service is one of the fundamental standards upon which an educational institution is based. It enables faculty members, staff, and students to interact effectively with local and national community institutions, with the aim of contributing to their economic, cultural, and social development, and achieving integration between the educational institution and the community.**

**In this context, the Department of Nursing Technology plays an active role in improving the quality of life for the community. The department's faculty members have supervised numerous volunteer campaigns and activities implemented by students, including**

- We organize a visit to the nursing home, provide a meal, and meet some of their needs.**
- Organizing a scientific and recreational visit for the children of Dar Al-Dawla for the Care of Buds.**
- Setting up a medical tent in the corridors of Al-Furat Al-Awsat University for early detection of high blood pressure and diabetes.**

**These activities contribute to consolidating the concept of social responsibility among students and enhance the building of a healthy and sustainable society**

**This standard consists of the following elements:**

- Department and program policy on community relations.**
- The program interacts with the community.**
- Social responsibility.**
- Services**

## Standard Seven: Community Service

The first element ( the program’s policy on community relations) 1.7 = )35%( 1-7							
No.	Indicators	Full indicator score	Degree of conformity/availability of the indicator			Evaluation	Notes
			Fully completed	Partially fulfilled	Not fulfilled		
7.1.1	must service be clearly defined and consistent with the college or institute's policy and the experience and skills of faculty members and students	6	/			6	<p><b>7.1.1.a</b> Administrative Order No. 2/7/27/1458 dated regarding the 2025/25/3 formation of a community service committee</p> <p><b>7.1.1.b</b> There is a community service plan created by the .Community Service Committee</p>
7.1.2	Preparing periodic reports on community service activities implemented	6	/			6	<b>7.1.2</b> Minutes of the Community Service Committee for the Nursing Technology Department, No. T/54, dated 2025/14/4

	in the program						
<b>7.1.3</b>	The program defines the services it is committed to providing to the community in a manner that takes into account the needs of the community and reflects the skills of the body's members. Instructor in the program	<b>6</b>	/			<b>6</b>	<b>7.1.3</b> There is a community service plan created by the .Community Service Committee
<b>7.4.1</b>	The program prepares annual reports on the services it provides to the .community	<b>5</b>		/		<b>5</b>	<b>7.4.1</b> Minutes of the Community Service Committee for the Nursing Technology Department, No. T/54, dated 2025/14/4
<b>7.1.5</b>	The program coordinates with the relevant units and departments in the college or institute regarding community service . initiatives	<b>6</b>	/			<b>6</b>	<b>7.1.5</b> Administrative Order No. dated 11/28/2024 4734/27/7 regarding the activities of the Global Entrepreneurship Week
<b>7.1.6</b>	Providing community service includes criteria for	<b>6</b>	/			<b>6</b>	<b>7.1.6</b> Administrative Order No. dated 2/4/2025 610/27/7 regarding organizing a scientific and recreational visit for the

	promoting faculty members and evaluating their performance in this service						children of the orphanage (the State House for the Care of Buds) in the corridors of the Middle Euphrates Technical University
Total and evaluation for the first item		35					
The second element (program interaction with the community) 1.1 = )24%( 2-7							
<b>7.2.1</b>	The program encourages faculty members , staff , and students in the final stages of graduation to participate in seminars that discuss important issues in society and review development plans	<b>6</b>	/			<b>6</b>	<p><b>7.2.1.a</b> Administrative Order No. dated 3/10/2025, ,1178/27/7 regarding the awareness campaign dedicated to importance the educating about of quitting smoking and .avoiding drug use or trafficking</p> <p><b>7.2.1.b</b> Administrative Order for the Educational Guidance Seminar (Urging Youth to Stay Away from Drugs or Drug Trafficking) No. 7/27/1179 dated 3/10/2025</p>
<b>7.2.2</b>	The program establishes relationships with the local sector and employers to assist in the delivery of community service programs. This may be achieved in part by identifying	<b>6</b>	/			<b>6</b>	<p><b>7.2.2.a</b> Administrative Order for the Scientific Symposium on Maternal Care Services During Pregnancy and Childbirth in Cooperation with the Public Health Department, Maternal, Child and Reproductive Health Division, No. 10030, dated 2024/7/11</p> <p><b>7.2.2.b</b> Administrative Order for the Scientific Symposium on Ma’s Tests Before marriage, a step to reduce thalassemia and other diseases, in cooperation with the Public Health</p>

	issues that need analysis through student projects, employing students in part, or enrolling students in experience-providing programs						Department, Maternal, Child and Reproductive Health Division, No. 10335, dated 2024/14/11
<b>7.2.3</b>	The program invites employers and professionals associated with the program to join the advisory committees. Occasion in the program	<b>6</b>	/			<b>6</b>	<p><b>7.2.3.a</b> Administrative Order No. 2/7/27/4622 dated regarding the 2024/24/11 formation of the Employers' Workshop Preparation Committee</p> <p><b>7.2.3.b</b> Invitation of the Najaf Health Department/Imam Al-Sajjad Hospital/Assistant Director for Student Affairs/Mr. Nour Sahib Sharad to attend the Curriculum Development Workshop No. 2/7/27/4386 dated 11/11/2024</p>
<b>7.2.4.</b>	Support the program held in the college or institute that serves the community, financially or morally, by forming committees called the Community Service	<b>6</b>	/			<b>6</b>	<p><b>7.2.4.a</b> Administrative Order No. dated 3/25/2025 1458/27/7/2 regarding the formation of a community service committee</p> <p><b>7.2.4.b</b> Administrative Order No. 7/2//1633 dated 4/10/2025 regarding the formation of the Emergency and Crisis Committee for the Nursing Technology Department</p>

	Committee to facilitate the program's mission						
Total and evaluation for the second item		24					
The third element (social responsibility) 0.3 )6%( 3-7							
<b>7.3.1</b>	program (services) of colleges and institutes of health and medical technology in all its specializations must adhere to the principle of social issues And ethics . in carrying out all its functions, education, services and .research	6	/			6	<b>7.3.1</b> Graduation research by a ) group of students entitled Evaluation of the knowledge and attitudes of Middle Euphrates University students towards acquired immunodeficiency syndrome (AIDS)
Total and evaluation for the third element		6					
The fourth element (services) 1.7 = )35%( 4-7							
<b>7.4.1</b>	ongoing links with other institutions that need to provide services, such as health. Environmental schools, nursing homes or community organizations	6	/			6	<b>7.4.1.a</b> Administrative Order No. of 11/7/2024 regarding 10030 the scientific symposium on maternal care services during pregnancy and childbirth, in cooperation with the Public Health Department, Maternal, Child and Reproductive Health .Division <b>7.4.1.b</b> Administrative Order for the Scientific Symposium on Ma's Tests Before marriage, a

	and provide them with assistance. Support in areas of specialization, provides information and organizes activities. Health						step to reduce thalassemia and other diseases, in cooperation with the Public Health Department, Maternal, Child and Reproductive Health Division, No. 10335, dated 2024/14/11
<b>7.4.2</b>	The program maintains communication with graduates, informs them of program developments, invites them to participate in its activities, and encourages them to provide all forms of support to development .processes	5			/	5	<b>7.4.2</b> Administrative Order No. dated 11/28/2024 4734/27/7 regarding the activities of the Global Entrepreneurship Week
<b>7.4.3</b>	available opportunities to request support from individuals and community organizations for scientific research and development . purposes	6	/			6	<b>7.4.3</b> A book to facilitate the task of completing the research of second-year students at Al-Najaf Al-Ashraf Teaching Hospital, No. 6782, dated 2025/19/2
<b>7.4.4</b>	Maintaining a central database that includes	6	/			6	<b>7.4.4</b> There is a record of the services provided and the date of completion within the .department

	records of community services provided by program members and affiliated units							
<b>7.4.5</b>	The program develops an emergency plan in terms of the services it provides to the community, for example, to treat ... The scourge of drugs, smoking, epidemics , etc	6	/			6	<b>7.4.5</b> Administrative Order No. dated 1/20/2025 264/27/7 regarding a symposium entitled "The Most Important Strategies " Followed for Prevention and Treatment to Reduce Drugs to ".Achieve a Safe Society	
<b>7.4.6</b>	Cooperation with the Ministry of Health Ministry Education in early detection campaigns for diseases and other social ills	6	/			6	<b>7.4.6.a</b> Administrative Order No. of 11/7/2024 regarding 10030 the scientific symposium on maternal care services during pregnancy and childbirth, in cooperation with the Public Health Department, Maternal, Child and Reproductive Health Division <b>7.4.6.b</b> Administrative Order for the Scientific Symposium on Ma's Tests Before marriage, a step to reduce thalassemia and other diseases, in cooperation with the Public Health Department, Maternal, Child and Reproductive Health Division, No. 10335, dated 2024/14/11	
Total and evaluation for the fourth element		35						
<b>Overall Evaluation of Standard Seven / Community Service</b>								
<b>:Total Item Rating</b>						<b>100</b>		
<b>:Number of applicable indicators</b>						<b>17</b>		

<b>Average Standard Rating</b>	<b>5.8</b>
<b>Overall assessment score for the standard</b>	<b>1.4</b>

## SWOT analysis

Weaknesses	Strengths
<ul style="list-style-type: none"> <li>● <b>Community service is not systematically included in the curriculum:</b> Community service is not included as part of course requirements or as formally integrated activities within the .academic program</li> <li>● <b>Lack of financial resources:</b> This may affect the department’s ability to implement community programs effectively.</li> <li>● <b>Insufficient awareness:</b> The community does not have sufficient knowledge of the services available .from the department</li> <li>● <b>Lack of motivation and support for participating students:</b> The lack of incentives or moral and material support for participating students may lead to a decline in .participation over time</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Availability of awareness brochures and guidance videos:</b> Awareness materials have been prepared and distributed to correct some of the wrong behaviors and habits in society, such as smoking and combating drug abuse, thus contributing to enhancing health .and social awareness</li> <li>● <b>Clear Community Relations Policy:</b> The department has a specific and clear policy for relations with the local community, which includes mechanisms for planning, implementation, and follow-up, which enhances the effectiveness and sustainability of community .interaction</li> <li>● <b>The program's effective engagement with the community:</b> The program demonstrates outstanding participation in community activities and initiatives, through volunteer campaigns, field visits, and health events, which strengthens the relationship between students and the educational institution on the</li> </ul>

one hand, and the local community on the other.

- **Effective teaching supervision of community activities:** Faculty members play a clear supervisory and guiding role in organizing and monitoring community activities, ensuring quality performance and achieving the desired educational and pedagogical goals
- **Diverse community activities:** Community engagement includes a variety of activities that combine health, awareness, and entertainment, providing students with community communication skills and enhancing the program's impact on the surrounding environment
- **Integration between education and community service:** The program's academic outcomes are used to serve the community through early detection and health education campaigns, contributing to the integration of academic and practical aspects
- **Existing community partnerships:** Collaborative relationships and partnerships exist with local institutions such as nursing homes and health centers, which expand the scope of community service and enhance the effectiveness of community activities
- **Leveraging the institution's infrastructure:** University facilities such as halls, laboratories, and activity spaces) are used to implement community activities,

	<p>facilitating access for beneficiaries and strengthening the university's connection to the community</p>
<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>● Lack of community awareness of the role of academic institutions in serving the community: This may lead to reduced interaction or cooperation by some parties or individuals outside the university</li> <li>● Lack of governmental or institutional support for community activities: such as limited funding or lack of facilities to implement campaigns and events in external locations</li> <li>● Overcrowded academic agendas for students and faculty members: This may reduce their opportunities to actively participate in voluntary community activities outside the academic schedule.</li> <li>● Competition from other institutions or organizations providing similar services: This may reduce the visibility of the department's efforts or weaken the level of community interaction with them</li> </ul>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>● Establish strategic partnerships with community organizations: Collaborative agreements can be developed with hospitals, NGOs, schools, and care centers to expand the scope and impact of community activities</li> <li>● Designing sustainable awareness programs: Ongoing awareness campaigns on public health, first aid, and nutrition can be launched, targeting different segments of society and implemented periodically</li> <li>● Integrating community service into the curriculum: An opportunity to include community service projects within the requirements of some courses, with the aim of linking the academic aspect with practical reality and developing a sense of responsibility among students.</li> <li>● Leveraging technology to spread community awareness: Using social media, awareness videos, and health apps to increase audience reach and achieve broader impact</li> <li>● Building a database of community activities: An electronic system can be created to document activities, containing details of participation, reports, photos, and performance indicators</li> <li>● Activating the role of graduates in community service: Involving department graduates in</li> </ul>

	<p>community activities as volunteers or implementation partners can enhance continuity and connection .to the department</p> <ul style="list-style-type: none"> <li>● <b>Holding open community conferences or seminars: An opportunity to hold scientific and educational events targeting the general community, highlighting the department’s role in health and social leadership.</b></li> </ul>
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### **:Improvement plan**

**In light of the analysis of the community service standard according to theSWOT model which included strengths, weaknesses, opportunities, and threats, and the , department's keenness to enhance its community role in line with the university's vision and mission, a comprehensive improvement plan was prepared, based on scientific foundations and measurable performance indicators.**

**The plan aims to raise the efficiency of community activities, expand their impact, strengthen partnerships with local community institutions, and ensure their sustainability through integration with the educational process and optimal use of available technical and human resources.**

**: through**

<b>field</b>	<b>Recommendations and proposed actions</b>
<p><b>1.Strengthening documentation and evaluation of community activities</b></p>	<p><b>An electronic database will be created to document all activities implemented by the department, including detailed information about participants, activity type, beneficiary, and a final evaluation report for each event. A standardized activity reporting form will also be adopted, to be completed after each activity to ensure continuous follow-up and improvement.</b></p>

<p><b>2.Expanding community partnerships</b></p>	<p>The department seeks to build and activate strategic partnerships with health, educational, and charitable institutions in the local community by signing memoranda of understanding and holding periodic meetings to coordinate efforts and determine priorities for joint cooperation.</p>
<p><b>3.Diversifying target groups</b></p>	<p>Activities will be designed to serve new segments of society, such as school students, people of determination, and workers in professional sectors, to expand the scope of community impact and enhance the comprehensiveness of the service.</p>
<p><b>4.Integrating community service into the curriculum</b></p>	<p>It is planned to include a community project within one of the academic courses or as a stand-alone course, whereby students are assigned applied projects that serve the community as part of their academic assessment, thus enhancing the integration of theoretical and practical aspects.</p>
<p><b>5.Motivating students to participate</b></p>	<p>To enhance student participation, certificates of participation, awards of appreciation, and publication of student achievements will be provided on honor boards and official department pages, contributing to stimulating the spirit of initiative and .belonging among students</p>
<p><b>6.Promoting the use of technology in .community awareness</b></p>	<p>The department will produce educational digital content (such as short videos and infographics). Bulletins are published across social media platforms to expand community awareness in an innovative and . engaging way</p>
<p><b>7.Confronting threats and emergencies</b></p>	<p>Alternative plans(Plan B) will be developed to enable the department to implement activities remotely or in different environments when facing crises or emergency situations, while communicating with supporting parties to ensure the sustainability of the necessary resources.</p>

The logo of Al-Farooq International University is a circular emblem. It features a central shield with a caduceus (a staff with two snakes) and a crown on top, surrounded by a laurel wreath. The shield is set against a blue background. The emblem is encircled by a yellow border containing Arabic text. The text at the top reads 'جامعة الفرق الدولية' (Al-Farooq International University) and at the bottom 'جامعة الفرق الدولية' (Al-Farooq International University).

## **Standard Eight Program Management**

## **9. Standard Eight: Program Management:**

**The Department of Nursing Technology offers a specialized technical education program in one of the areas of applied medical practice, with a clear focus on integrating theoretical knowledge with practical application using the latest technologies relevant to healthcare. The program aims to prepare academically and professionally qualified graduates capable of providing safe and comprehensive healthcare based on scientific evidence and best nursing practices.**

**The academic program is based on a flexible educational methodology based on competency-based education ensuring the development of the clinical and technical , skills necessary to meet the changing challenges of the modern healthcare environment.**

**The educational and training program is designed based on a precise and documented analysis of the educational needs of nursing practitioners, taking into account the available financial and human resources, ensuring that the program's outcomes are aligned with the requirements of the labor market and local and international professional standards.**

**The program includes ongoing educational and training strategies to promote lifelong learning and periodically update specialized knowledge and skills, contributing to .improving the efficiency and quality of healthcare services provided nationwide**

**Standard 8: Program Management (Measure, Evidence, and Documentation)**

**Program Management, Leadership and Governance 8-1**

No.	Indicators	Full index score	Degree of conformity/availability of the indicator			Evaluation	Notes
			Fully completed	Partially fulfilled	Not fulfilled		
8-1-1	There is a description of the leadership and decision-making model for the program and a structure for both sides, including membership, responsibilities, and reporting lines, with clarification of the powers of each.	2	/			2	8-1-1 - a - <b>Administrative Order \No. 7\352 dated 322 appointing 2024\7\10 department heads</b>
8-1-2	Develop a policy to ensure administrative and staff support with an appropriate budget for all administrative activities of the program and review it periodically.	1	/			1	2-1-8 <b>Administrative Order on Academic Skills and Ethics of the Teaching Profession Issue No. dated 2/14/2024 500/27/7</b>
8-1-3	The program is managed by specialized councils: the department council, the institute council, and the college council, with limited tasks and powers.	2	/			2	8-1-3 <b>Administrative Order No. 2717/49 of 3/20/2025 appointing external instructors and lecturers</b>

<p><b>8-1-4</b></p>	<p>There is a guide to policies, powers, regulations, electronic systems, laws, controls, guidelines and related documents, all of which are available to program employees with periodic review and .updating</p>	<p>1</p>	<p>/</p>		<p>1</p>	<p><b>8-1-4</b> <b>Annual Plan Administrative Order dated 5251\27\No. 7 Training Plan 2024/30/12 for the Academic Year 2024</b></p>
<p><b>8-1-5</b></p>	<p>The program management has the appropriate academic and administrative experience to achieve its mission and .objectives</p>	<p>2</p>	<p>/</p>		<p>2</p>	<p><b>8-1-5</b> <b>Amradari was assigned to the Scientific Promotions Sub-Committee No. 7\27\4680 dated 11\26\2024</b> <b>- b</b> <b>Minutes of Meeting No. dated 4/7/2025 51</b> <b>C</b> <b>Administrative order to - form an extraction committee for the purpose of examining research No. 7\27\1692</b></p>

8-1-6	The program contains a comprehensive database with detailed statistics and a sufficient number of qualified administrative, academic, technical and technological cadres to carry out administrative, professional and technical tasks and have specific tasks .and powers	2	/		2	<p><b>8-1-6a</b></p> <p><b>Student Discipline Instructions Manual</b></p> <p><a href="https://atu.edu.iq/wp-content/uploads/2025/03/%D8%A7%D9%86%D8%B6%D8%A8%D8%A7%D8%B7-%D8%A7%D9%84%D8%B7%D9%84%D8%A8%D8%A9.pdf">https://atu.edu.iq/wp-content/uploads/2025/03/%D8%A7%D9%86%D8%B6%D8%A8%D8%A7%D8%B7-%D8%A7%D9%84%D8%B7%D9%84%D8%A8%D8%A9.pdf</a></p> <p><b>8-1-6b</b></p> <p><b>Administrative order to dismiss a student No. 1424/2/2</b></p> <p><b>On 3/24/2025</b></p>
8-1-7	The program administration works on a supportive organizational climate and academic environment that documents the decisions issued by the committees concerned with procedural and .academic matters	2	/		2	<p><b>8-1-7 -a-</b></p> <p><b>Administrative Order No. 7/18/4133 dated to form a 2024/30/10 committee to evaluate the status of laboratories</b></p> <p><b>8-1-7b</b></p> <p><b>Laboratory Health and Safety Guide</b></p>
8-1-8	Providing appropriate mechanisms for integration and effective participation between the different branches of the same .program	1	/		1	<p><b>8-1-8</b></p> <p><b>Administrative Order No. 7\18\2690 dated 2024\5\9</b></p>

<p><b>8-1-9</b></p>	<p>The program is committed to applying educational and research controls to ensure the quality of all aspects, including the curricula, educational materials, teaching mechanisms, student improvement and , standards .services provided</p>	<p>2</p>	<p>/</p>		<p>2</p>	<p><b>8-1-9a</b>  <b>Student opinion survey on the teacher</b>  <a href="https://forms.gle/nwzLo2bPHdVfrfmGA">https://forms.gle/nwzLo2bPHdVfrfmGA</a>  <b>8-1-9b</b>  <b>Student opinion survey on the curriculum</b>  <a href="https://forms.gle/5wawFhtdrnVRzanx5">https://forms.gle/5wawFhtdrnVRzanx5</a>  <b>8-1-9c</b>  <b>Employer Survey</b>  <a href="https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsIdBHrH8J0ihWpB_YO-5nXpebA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsIdBHrH8J0ihWpB_YO-5nXpebA/viewform</a></p>
<p><b>8-1-10</b></p>	<p>The program develops an appropriate plan for managing cemeteries and emergency crises, and it is .updated periodically</p>	<p>2</p>	<p>/</p>		<p>2</p>	<p><b>8-1-10</b>  <b>Administrative Order No. 7/27/1633 to form the Crisis and Emergency Committee</b>  <b>On 4/10/2025</b></p>

8-1-11	The program management evaluates the effectiveness of educational and research partnerships and makes appropriate decisions regarding .them	1	/		1	8-1-11 Joint research by faculty members with other universities  <a href="https://www.noveltyjournals.com/upload/paper/Effect%20of%20Radon%20and%20Uranium%20Concentrations-24032025-1.pdf">https://www.noveltyjournals.com/upload/paper/Effect%20of%20Radon%20and%20Uranium%20Concentrations-24032025-1.pdf</a>
8-1-12	The program administration continues its commitment to implementing its role in the scientific research plan in light of the specified .indicators	2	/		2	8-1-12 Link to add research <a href="https://forms.atu.edu.iq/planning/form.php">https://forms.atu.edu.iq/planning/form.php</a>
8-1-13	The program management follows up on its commitment to implementing its role in serving the community in light of the specified .indicators	1	/		1	8-1-13 Administrative Order No. 2/27/1458 to form the Community Service Committee  On 3/25/2025
8-1-14	The presence of sufficient flexibility and authority that allows program leaders to carry out the necessary development and change in response to developments and the periodic evaluation process of the program and its .curricula	1	/		1	8-1-14 Minutes of the Nursing Technology Department meeting No. T 42 dated 2025/22/5

<b>8-1-15</b>	The program management implements ethics assessment mechanisms that ensure integrity, fairness, and equality in all its academic and administrative practices	2	/		2	<b>8-1-15 -a</b> <b>Administrative Order No. 7/35/9645 to form the Vision and Mission Update Committee</b> <b>On 11/8/2024</b>
<b>8-1-16</b>	The code of professional conduct is available in the program	2	/		2	<b>8-1-16</b> <b>Professional Ethics Approach</b>
<b>8-1-17</b>	Follow up on the implementation of the approved systems and procedures for managing the university ministerial program, including grievances, complaints, and various program issues	2	/		2	<b>8-1-17</b> <b>Administrative Order to establish a Student and Faculty Complaints Box dated 3\11\2025 1195\27\7</b>
<b>8-1-18</b>	Program management implements effective systems to ensure and manage quality	2	/		2	<b>8-1-18</b> <b>Administrative order assigning the Quality Assurance Unit official No. 2\7\27\ 399 dated 1 \ 2025 \ 23</b>
<b>Total rating of the first item</b>		<b>30</b>				
<b>8-2 Program Planning</b>						

8-2-1	The program develops strategic plans that are characterized by the development and appropriate sequence of each task in the program as a whole and a reality that includes the internal and external environmental factors that affect the graduating students .and their skills	2	/			2	8-2-1 A seminar entitled Social Media: An “ Important Tool for Administrative ”Reform 1636\27\Order No. 7 2025\dated 4\13
8-2-2	The planning process allows stakeholders to participate, including experienced employers, faculty members, and students, to exchange views on appropriate .spaces	1	/			1	8-2-2 Employer Survey <a href="https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsldBHRh8J0ihWpB_YO-5nXpebA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsldBHRh8J0ihWpB_YO-5nXpebA/viewform</a>
8-2-3	Planning processes include risk management plans as they are an essential element of the program, along with the selection of appropriate mechanisms to assess and reduce their .effects	2	/			2	8-2-3a Formation of the Industrial Advisory Council Committee, Administrative Order No. 7\18\601 dated 2025\3\2  8-2-3b Administrative Order Forming the Crisis and Emergency Management Committee 7/27/1633  On 4/10/2025

<b>8-2-4</b>	The implementation of all plans, the extent to which their and medium- short-term objectives are achieved, the percentage of achievement, and the .results are evaluated	2	/			2	<b>8-2-4</b> Annual Plan for the year 2025-2024 Administrative Order dated 2713\No. 7\27 2024\8\9
<b>8-2-5</b>	Preparing periodic reports on key performance indicators and measuring the progress of the program's senior .leadership	1	/			1	<b>8-2-5</b> Administrative Order No. 7/27/5160 dated to form the 2024/26/12 International Bioethics Committee
<b>8-2-6</b>	Review plans , respond to developments in implementation, and evaluate program .results	2	/			2	<b>8-2-6</b> Improvement and achievement plan
<b>Total rating of the second item</b>		<b>10</b>					
<b>8-3 Material and financial resources</b>							
<b>8-3-1</b>	There is a declared and documented financial system for the program regarding resources, expenditures, grants and incentives, and it is reviewed .periodically	2	/			2	<b>8-3-1</b> Order No. 7/18/2690 dated 9/5/2024 to form inventory committees and compliance committees for the fiscal year

8-3-2	All financial authorities are documented in the financial expenditure aspects according to the program's organizational structure	2	/		2	8-3-2 Administrative Order No. 7/18/2690 dated to form 2024/5/9 inventory and compliance committees for the fiscal year
8-3-3	Develop a publicly available and documented financial budget for the program improvement plan	2	/		2	8-3-3a Administrative order to form a committee for the purpose of purchasing laboratory and medical supplies 7/18/576 On 2/3/2025 8-3-3b Administrative Order No. 7\18\2690 dated to form 2024\5\9 inventory and compliance committees for the fiscal year 2024-2025
8-3-4	Annual financial audits are conducted by independent government financial oversight bodies	2	/		2	8-3-4 Administrative order Administrative to form inventory committees and compliance committees for the fiscal year 2024-2025 No. dated 5\9\2024 2690\18\7

8-3-5	The program provides a database of material resources .and their needs	2	/		2	8-3-5 Administrative order to form inventory committees and compliance committees for the fiscal year 2024- dated 2690\No. 7\18 2025 2024\9\5
8-3-6	The program provides the appropriate infrastructure and environment that is well maintained and all of which is documented with records, especially for the inventory of .public property	2	/		2	8-3-6 Administrative order to form inventory committees and compliance committees for the fiscal year 2024- No. 7\18\2690 dated 2025 2024\9\5
8-3-7	Quality standards are applied to the infrastructure and its establishment, especially classrooms, laboratories, faculty and staff rooms, modern equipment and supplies necessary for the .program	1	/		1	8-3-7a Laboratory Supplies Request Form No. T/43 On 12/3/2024 8-3-7b Administrative order for voluntary work for the department’s teaching staff for the purpose of maintaining school chairs, No. 7/27/60 On 01/08/2025
8-3-8	The program provides safety and public health measures for students .and faculty	2	/		2	8-3-8 Administrative Order No. 7\27\62 dated appointing the 2025\1\8 members of the Technology Incubator

8-3-9	The program provides technical resources, smart halls, smart laboratories, computers, and advanced technologies sufficient in terms of number, quality, and .sustainability	1	/			1	9-3-8 Administrative order to form a committee for the purpose of establishing laboratory counters dated 7/18/4747 dated 2024/28/11
8-3-10	The program provides technical support in the field of communications and information .technology	1	/			1	8-3-10 Administrative order to form a committee to monitor and supervise the Student Information System(SIS) No. 7\27\312 dated 2025\21\1
<b>Total rating of the third item</b>							<b>17</b>
<b>Capacity Building and Development for the Program 4-8</b>							
8-4-1	The program forms specialized committees to build, develop and train administrative cadres from faculty members, professional experts in the program's specialization, and employees with distinguished administrative competence to contribute to developing and improving performance, as well as preparing a .development plan	1	/			1	8-4-1a for Administrative order data analysis course usingSSP No. 7/27/2284 dated 2025/18/5

<b>8-4-2</b>	<b>Holding training courses, workshops and seminars on quality assurance for program employees on a regular basis to develop their .knowledge</b>	<b>2</b>	<b>/</b>		<b>2</b>	<b>8-4-2</b> <b>Administrative Order No. 7/27/2283 on Iraqi Laboratory Quality Standards</b> <b>On 5/18/2025</b>
<b>8-4-3</b>	<b>The program provides appropriate electronic systems and services to meet the basic needs for capacity .development</b>	<b>2</b>	<b>/</b>		<b>2</b>	<b>8-4-3</b> <b>The Institute's Electronic Computer Center</b>
<b>8-4-4</b>	<b>Develop appropriate plans to attract experts and specialized workers in the program to benefit from their experience in developing and .building capacities</b>	<b>2</b>	<b>/</b>		<b>2</b>	<b>8-4-4</b> <b>Administrative order for training students with a number 7/27/4263</b> <b>on the date</b> <b>5/ 11/ 2024</b>
<b>8-4-5</b>	<b>The existence of documented and previously announced controls for contracting with an external agency concerned with training and capacity development as .needed</b>	<b>1</b>	<b>/</b>		<b>1</b>	<b>8-4-5</b> <b>Administrative order for training students with a number 7/27/4263</b> <b>on the date</b> <b>5/ 11/ 2024</b>

<b>8-4-6</b>	The program administration is committed to activating the values of academic integrity, protecting intellectual property rights, and the rules of ethical practices and professional conduct in all academic, administrative, research and service fields and activities	<b>2</b>	<b>/</b>		<b>2</b>	<b>8-4-6</b> <b>Administrative Order for Training Program dated 5030\No. 7\27 2024\17\12</b>
<b>8-4-7</b>	Providing a system for receiving suggestions and complaints from the administrative, academic and service cadres of the program and how to cooperate with them	<b>1</b>	<b>/</b>		<b>1</b>	<b>8-4-7</b> <b>Administrative Order to establish a complaints box for teachers and students 7\27\1195 dated 2025\11\3</b>
<b>Total rating of the fourth item</b>		<b>11</b>				
<b>Representing students 5-8, faculty members and employers involved in the program</b>						
<b>8-5-1</b>	Develop general policies and procedures for the participation of faculty, staff, students, and employers in key aspects of program management, quality assessment, and scholarly activities	<b>1</b>	<b>/</b>		<b>1</b>	<b>8-5-1</b> <b>Administrative Order Forming the Preparatory Committee for the Employers' Workshop No. 2\7\27\4622 dated 2024\24\11</b>

8-5-2	Determine the mechanisms for organizing the participation of faculty members and students in program management according to the .economy	1	/		1	8-5-2 Administrative Order No. 27/961 dated 2025/25/2
8-5-3	Attendance of students, faculty and technical representatives in council meetings and obtaining their opinions on issues of .concern to them	2	/		2	8-5-3 Administrative order for students to participate in our institute's football team No. T/42 dated 5/22/2024
8-5-4	The program management encourages development initiatives and proposals from .beneficiaries	2	/		2	8-5-4 Administrative order to invite the Assistant Director for Student Affairs at Imam Al-Sajjad Hospital to participate in the employers' workshop. The number 2/7/27/4386 dated 11/11/2024
<b>Fifth Element Score</b>		<b>6</b>				
<b>Program Evaluation and Feedback 6-8</b>						
8-6-1	The program applies an internal system to ensure quality and self-evaluation of all its academic, administrative, educational, scientific and service activities, and to document the results .for feedback	2	/		2	8-6-1 Administrative order to form a committee to write the self-report No. dated 4477\27\7\2 2024\14\11

8-6-2	Comparing the program's performance with similar, respectable local and international programs	2	/			2	8-6-2 Administrative order to form a committee to write the improvement 4479\27\7\plan No. 2 2024\dated 11\14
8-6-3	Attracting specialized employers and external parties to evaluate the program's performance and achieve integrity and transparency in .work	1	/			1	8-6-3 Administrative Order to form a preparatory committee for the employers' workshop No. 2\7\27\4622 dated 2024\24\11
8-6-4	Conduct a self-assessment to determine the progress of administrative and leadership capabilities, identify their achievements during the evaluation year, and utilize their results in feedback, while documenting the development of appropriate solutions to their .weaknesses	2	/			2	8-6-4 Administrative Order to form a committee to write the self-report No. dated 4477 27\7\2 2024\14\11
8-6-5	Benefit from documenting the program's feedback results to identify weaknesses and work to improve .them	1	/			1	8-6-5 Administrative Order to form a committee to write an improvement plan for Section No. dated 4479\27\7\2 2024\14\11

8-6-6	Conducting periodic evaluation of curricula and study plans. Seventh: Developing an improvement plan to develop self-evaluation and feedback for the .program	2	/			2	8-6-6 Administrative Order No. 7/27/1634 dated to form the 2025/10/4 Curriculum Development Committee
Total rating of the sixth element		10					
8-7 Censorship							
8-7-1	Forming oversight committees to monitor the implementation of the program management, its powers, and the achievements it provides from a government agency outside the .educational ministry	2	/			2	8-7-1 Administrative Order No. 7/18/601 dated to form the 2025/3/2 Industrial Advisory Council Committee
8-7-2	Forming oversight committees to audit material resources, public property and .equipment	2	/			2	8-7-2 Administrative Order of Permanent Committees No. 7/35/5066 dated 2024/22/12

8-7-3	Forming oversight committees to audit the provision of buildings, laboratories, medical clinics, dental protection technologies, dental industry, research centers, laboratory equipment, and .general equipment	2	/			2	<p>8-7-3a</p> <p>Administrative Order dated 4747-No. 7-18 to form a 2017/28/11 laboratory committee 2024</p> <p>8-7-3b</p> <p>Administrative order to form a committee to monitor, inspect and standardize laboratory equipment</p> <p>Number T/72</p> <p>On 6/30/2025</p>
8-7-4	Forming oversight committees to audit financial management, grants, incentives, financial spending, and .funding sources	2	/			2	<p>8-7-4</p> <p>Administrative Order No. 735\5066 dated to form 2024\22\12 permanent committees</p>
8-7-5	Forming oversight committees to audit the program's biological and chemical health and .safety systems	2	/			2	<p>8-7-5</p> <p>Administrative order for a training program No. dated 5030\27\7 2024\17\12</p>
8-7-6	Forming oversight committees to verify the existence of safety protection systems for program .workers	2	/			2	<p>-8-7-6</p> <p>Administrative order for a training program No. dated 5030\27\7 2024\17\12</p>


<b>8-7-7</b>	<b>Forming oversight committees to audit health systems, especially student clubs, their services, .and sports halls</b>	<b>2</b>	<b>/</b>		<b>2</b>	<b>8-7-7</b> <b>Administrative Order No dated 2/20/2025 897-27-7 regarding students' participation in our institute's football team</b>
<b>8-7-8</b>	<b>Forming oversight committees to review quality assurance and self-evaluation</b>	<b>2</b>	<b>/</b>		<b>2</b>	<b>8-7-8</b> <b>Administrative Order Self-Evaluation \ Committee\ No. 4477\27\7\2</b> <b>On14/11/2024</b>
<b>Total rating of the seventh item</b>		<b>16</b>				
<b>Overall Evaluation of Standard 8/Program Management</b>						
<b>Total Item Rating:</b>					<b>100</b>	
<b>Number of applicable indicators:</b>					<b>59</b>	
<b>Average Standard Rating</b>					<b>1.6</b>	
<b>Overall assessment score for the standard</b>					<b>0.2</b>	

## SWOT analysis

Weaknesses	Strengths
<ul style="list-style-type: none"> <li>● <b>The need for teaching staff to expand into specific specializations</b> Expanding the recruitment of specialized personnel in subspecialty nursing fields is an important support element for enhancing academic diversity and achieving integration in the educational process</li> <li>● <b>The possibility of developing some courses to increase their compatibility with modern practices</b> Updating the content of some courses provides an opportunity to link theoretical education more closely with clinical applications and modern technologies in healthcare</li> </ul>	<ul style="list-style-type: none"> <li>● <b>A specialized and integrated technical education program</b> The department offers an academic program that combines theoretical knowledge with practical clinical training using modern technologies, enhancing graduates' competence in the healthcare environment</li> <li>● <b>Having a clear and specific vision and goals:</b> The department is distinguished by its strategic vision and clear educational objectives that align with the mission of the college and university, and direct educational, training, research, and community service activities toward achieving high-quality outcomes that comply with national academic accreditation standards</li> <li>● <b>Focus on professional and clinical competence</b> The curriculum is based on the competency-based education approach ensuring that students , acquire high-level clinical and technical skills that are compatible with labor market requirements</li> <li>● <b>Academically and professionally qualified teaching staff</b> Faculty members have extensive academic and field experience in the fields of nursing and health technology, which positively</li> </ul>

	<p>impacts the quality of education .and training</p> <ul style="list-style-type: none"> <li>• <b>Training partnerships with :accredited healthcare institutions</b> The department provides clinical training opportunities in recognized hospitals and health centers, allowing students to practice skills in a real-life .professional environment</li> <li>• <b>Adopting an approach based on :labor market needs</b> The program design is based on a periodic analysis of the needs of the labor market and the health sector, which enhances the alignment of program outcomes with practical .reality</li> <li>• <b>Interest in scientific research and :development activities</b> The department encourages students to engage in research projects and health awareness activities that serve the community and support the development of their research and community .skills</li> <li>• <b>Support for e-learning and :simulation training technologies</b> Using clinical simulation tools and digital learning to enhance students' practical and cognitive .skills</li> <li>• <b>Active participation in community :service</b> The department organizes awareness and health campaigns in the local community, enhancing the</li> </ul>
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	<b>role of students and the institution .in improving public health</b>
<b>Threats</b>	<b>Opportunities</b>
<ul style="list-style-type: none"> <li>● <b>Increased competition from academic institutions offering :similar programs</b> The presence of similar nursing programs at nearby institutions may impact student recruitment and necessitate enhancing program .quality and academic marketing</li> <li>● <b>The spread of non-formal education patterns (accelerated courses or non-accredited :(training</b> This poses a threat to the credibility of formal academic outcomes and calls for affirmation of the quality and superiority of .formal education</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Rapid development in the healthcare sector and nursing technologies:</b> The continuous advancement in healthcare tools and methods provides an opportunity to update curricula and enhance practical application using the latest medical technologies.</li> <li>● <b>Increasing institutional support for health education:</b> The college and university's focus on supporting health programs creates a supportive environment for expanding the program and developing its infrastructure and educational resources.</li> <li>● <b>Increased demand for qualified nursing staff in the local and regional labor market:</b> The rapid growth in the public and private healthcare sectors provides an opportunity to enhance employment, expand clinical training, and collaborate with partners.</li> <li>● <b>The possibility of building strategic partnerships with local and international hospitals and health institutions:</b> These partnerships can be invested in practical training, professional development, and the implementation of joint projects in scientific research and community service.</li> <li>● <b>Digital transformation in health education and training:</b></li> </ul>



**E-learning and virtual simulation technologies provide opportunities to deliver more flexible and interactive educational content, enhancing the student's educational experience.**

- **National trend towards improving the quality of technical and health education:**
- **Government policies aimed at developing health education represent an opportunity to benefit from national initiatives and funding allocated to support health programmes.**
- **Possibility of obtaining national and international academic accreditation:**

**Fulfilling institutional and programmatic accreditation requirements paves the way for local and international recognition of the program, enhancing its academic standing and the reliability of its outcomes.**

- **Increased community awareness of the importance of nursing and the role of the technical nurse:**

**This awareness enhances student recruitment to the program and supports health awareness initiatives implemented by the department in the community.**

## **Improvement plan:**

**This report comes within the framework of the Department of Nursing Technology's ongoing pursuit of academic and community excellence, through a thorough analysis of the educational program's reality based on the SWOT analysis methodology. The analysis revealed a set of strengths that enhance the department's position, such as its possession of a clear vision and goals, an educational environment that combines theoretical and practical aspects, a qualified teaching staff, and tangible interaction with the community.**

**On the other hand, some internal challenges were identified, such as the need to develop infrastructure and expand subspecialties, along with external threats such as competition from similar programs and rapid developments in health technologies. In light of this, a comprehensive improvement plan was developed to enhance the efficiency of the academic program, promote scientific research, and expand community partnerships, with a focus on developing students' clinical skills and activating the graduate follow-up system.**

**This plan aligns with the Technical Institute's strategic objectives and contributes to achieving the university's vision of providing high-quality technical education that keeps pace with modern developments, meets the needs of the national labor market, and enhances the institution's role in serving the community and building a sustainable health system**

**:through**

<b>field</b>	<b>Recommendations and actions for improvement</b>
<b>1. Enhancing infrastructure and technology:</b>	<b>Working to modernize and develop the department's laboratories and equip them with the latest nursing simulation devices and technologies, in line with recent developments in healthcare and contributing to bridging the gap between theory and practice.</b>

<p><b>2.Expanding the teaching staff in specific specializations:</b></p>	<p><b>Attracting highly qualified faculty members in the subspecialty fields of nursing, to meet the needs of academic expansion and improve the specialized coverage of academic courses.</b></p>
<p><b>3. Review and update curricula:</b></p>	<p><b>Conducting periodic reviews of curricula to ensure their alignment with the latest clinical practices, and activating the role of scientific committees in incorporating global healthcare developments into the scientific content.</b></p>
<p><b>4.Activating the graduate follow-up unit:</b></p>	<p><b>Establishing an institutional system to track graduates and document their career paths, enabling feedback to be used to develop the program and improve its outcomes to meet labor . market requirements</b></p>
<p><b>5.Stimulating scientific research and innovation:</b></p>	<p><b>Providing material and moral support for applied research projects and encouraging publication in peer-reviewed scientific journals, while organizing training workshops on nursing research methodologies and statistical analysis .methods</b></p>
<p><b>6.Promoting continuous professional training and development:</b></p>	<p><b>Concluding cooperation agreements with health . and educational institutions to provide advanced external and internal training programs for faculty members and students, with the aim of developing clinical and academic skills.</b></p>
<p><b>7.Raising the efficiency of community awareness and institutional media:</b></p>	<p><b>s activities and community services through ' official platforms and university media, enhancing the institutional image and supporting student recruitment and community partnerships.</b></p>

<p><b>8. Investing in opportunities in digital and technical transformation:</b></p>	<p><b>Integrating e-learning and virtual simulation tools into the educational process, and training students to use them to enhance the effectiveness and efficiency of education.</b></p>
<p><b>9. Preparing for external environmental changes:</b></p>	<p><b>Developing the flexibility of the academic program to adapt to health and educational changes, through proactive plans and periodically updating guides and procedures.</b></p>
<p><b>10. Striving for academic accreditation:</b></p>	<p><b>Continue working to meet the requirements for national program accreditation in accordance with the standards of the National Accreditation Authority, and utilize the results of self-assessment to improve the quality of institutional and educational performance.</b></p>



# **Standard Nine**

## **Quality Management and Improvement**



## **10. Standard Nine: Quality Management and Improvement**

All faculty and staff involved in the implementation of the academic program are required to continuously develop their professional performance and improve the quality of the educational program. This includes implementing effective mechanisms to periodically monitor and evaluate the quality of the educational process, conducting regular evaluations of all development plans developed and implemented, and reviewing and evaluating the learning outcomes of each individual course.

This standard has been enhanced through the active participation of faculty members in specialized training courses aimed at enhancing performance efficiency and educational quality, in addition to the formation of specialized working committees to prepare academic accreditation files. The tasks of these committees have been systematically divided among professors, with a daily working time of one hour allocated to achieving the specified objectives. This reflects the department's commitment to implementing and improving quality management systems in a systematic and sustainable manner.

### **10.1. Development and Quality Assurance Division**

The institute includes a dedicated Quality Assurance Division, responsible for overseeing the implementation of the overall quality policy at the institute level and across various academic programs. The division operates according to an integrated and effective system for evaluating and continuously developing academic programs, keeping pace with the latest cognitive and technical developments in the fields of education and health specialties.

The division focuses on ensuring the achievement of national and international standards for academic quality by conducting periodic and comprehensive evaluations of curricula and study plans, in addition to providing technical and advisory support to faculty members and administrative staff. The division also seeks to foster a culture of quality and excellence within the institute, ensuring continuous improvement of educational and research performance to serve the community.

## **10.2 . Self-assessment and program evaluation:**

**The Department of Nursing Technology adopts an integrated system for self-assessment of the quality of the academic program. This system is implemented under the supervision of the Department's Quality Assurance Unit and under the supervision of the Institute's Quality Assurance Division, in accordance with specific controls and conditions that ensure the accuracy and comprehensiveness of the assessment.**

**Curriculum Map matrix that reflects the best local practices adopted in the field of nursing education. The annual evaluation includes a thorough analysis of student achievements and learning outcomes, identifying strengths and areas requiring development within the program's courses.**

**The system also supports a modern mechanism for archiving program documents, student achievements, and learning outcomes, facilitating their periodic review and analysis to ensure continuous improvement based on accurate and reliable data.**

## **10.3.Faculty evaluation**

**The department's teaching staff is evaluated annually by the department's leadership, using special evaluation forms issued by the university presidency, which in turn circulates them to all institutes and universities in accordance with the directives of the Ministry of Higher Education and Scientific Research.**

**The evaluation forms include a comprehensive review of the faculty member's role throughout the academic year, including job performance, research achievements, and other academic tasks. This process aims to identify the strengths and weaknesses in each faculty member's performance, enabling the necessary actions to evaluate and improve professional performance.**

**This periodic evaluation contributes to raising the quality of education and scientific research within the department, enhancing the department's position and competitiveness compared to similar departments in other institutes, ensuring the achievement of the department's and the educational institution's strategic objectives**

#### **10.4. Faculty evaluation mechanisms:**

**The faculty evaluation process can be enhanced through a set of measures aimed at improving the quality of academic performance and promoting positive interaction with students, including the following**

- **Encouraging the exchange of teaching experiences:**  
Supporting a culture of sharing best teaching practices among faculty members, with the aim of promoting effective methods and eliminating practices that may negatively impact student achievement.
- **Enhancing dialogue between faculty and students:**  
Opening continuous channels of communication between faculty members and students, whether during lectures or through office and advisory hours, to enhance interaction and better understand students' needs.
- **Educating faculty members about students' preferred traits:**  
Holding annual or semi-annual training courses aimed at familiarizing instructors with the traits and behaviors preferred by students, enabling them to develop their teaching methods in line with these preferences.
- **Organizing introductory workshops on the assessment program:**  
Intensifying workshops that explain the importance of the assessment system to students and faculty members, clarifying the objectives of assessment and demonstrating its positive role in improving academic performance.
- **Developing a list of criteria to improve teaching performance:**  
Developing a clear and specific list of criteria used to evaluate the performance of faculty members, which facilitates the evaluation process and directs efforts towards improving quality.
- **Continuous monitoring of student attendance:**  
Regularly monitoring student attendance at theoretical and practical lectures, with the application of the criterion of non-fulfillment of the course if a student's absence exceeds 10% of the total course hours, to ensure the seriousness and continuity of learning.

**Standard 9: Program Management (Measures, Evidence, and Documentation)**

<b>9-1 Quality Assurance Department</b>							
<b>No.</b>	<b>Indicators</b>	<b>Full score of the index</b>	<b>Degree of congruence / availability of the indicator</b>			<b>Evaluation</b>	<b>Observations</b>
			<b>Fully Fulfilled</b>	<b>Partially Fulfilled</b>	<b>Not fulfilled</b>		
9-1-1	A quality assurance unit is available in the college or institute to manage the program and applies an effective quality assurance system compatible between the programmatic and institutional system and has an integrated system and powers	5	/			5	9-1-1 Structure of the Technical Institute Kufa
9-1-2	Taking into account the objective of quality system management and indicating its role in the programs of colleges and technical institutes of	5	/			5	9-1-2 Self-assessment report for the quality standards of the Department of Nursing

	medical health in terms of planning and implementation						Technologies program.
9-1-3	Faculty members and experts from administrative staff, students and employers participate in the planning and decision-making processes	4	/			4	9-1-3 Administrative Order Quality Assurance Unit Officials 7/35/1240 21/4/2024. Minutes of the meeting of the Committee for the follow-up of the strategic plan of the Technical Institute Kufa.
9-1-4	The program documents all data and procedures and agrees with the main performance indicators to evaluate the performance of the program on a regular basis to ensure the development and improvement	5	/			5	9-1-4 A. Administrative order of the officials of the Quality Assurance Unit 7/35/1240 21/4/2024. B. Minutes of the meeting of the Committee for the Follow-up of the Strategic Plan of the

							Technical Institute of Kufa.
9-1-5	The program annually analyzes evaluation data, for example, performance indicators, benchmarking data, faculty members, student progress, program completion rates, student evaluations of the program, curriculum, services, alumni and employer opinions, and is used in planning, development and decision-making processes.	4	/			4	9-1-5 Self-assessment report for the quality standards of the Department of Nursing Technologies program.
6. 9-1-6	The program provides a self-evaluation system	5	/			5	9-1-6 Self-assessment report for the quality standards of the Department of Nursing

							Technologies program.
7. 9-1-7	Annual plans based on the results of the program's self-evaluation are available on a regular basis to identify strengths and weaknesses based on those results.	4	/			4	9-1-7 Self-assessment report for the quality standards of the Department of Nursing Technologies program.
<b>9.2 Quality Improvement</b>							
9-2-1	The program conducts a comprehensive periodic assessment and reports on the general level of quality with the identification of weaknesses and strengths.	5	/			5	9-2-1 Self-assessment report for the quality standards of the Department of Nursing Technologies program.
9-2-2	The program develops improvement plans and follows up their implementation and time planning by providing effective mechanisms for evaluating performance, including the	5	/			5	9-2-2 Administrative Order 2/7/27/4479 14/11/2024 Forming a committee to write an improvement plan for the Department of Nursing Technologies.

	performance of teachers or the admission of students.... etc						
9-2-3	Mechanisms are available for continuous academic and professional development for faculty members and supporting staff to develop and improve their abilities in the quality system	5	/			5	<p>9-2-3</p> <p>Administrative Order 2/7/27/4477</p> <p>14/11/2024</p> <p>Self-Assessment Report Clerks Committee.</p>
9-2-4	Performance improvement and outstanding achievements are appreciated	5	/			5	<p>9-2-4</p> <p>Administrative Order 2/7/27/4479</p> <p>14/11/2024</p> <p>Forming a committee to write an improvement plan for the Department of Nursing Technologies.</p>
9-2-5	Validation of conclusions based on interpretations of evidence and evidence of quality through independent consultation	5			/		
9-2-6	Financial and moral support is available for	2			/		

	conducting evaluation studies						
9-2-7	Develop plans to improve the management of the appropriate program for specialization in all its aspects with appropriate and documented controls for implementation and determine the duration of completion	5	/			5	<p>9-2-7</p> <p>Administrative Order 2/7/27/4479</p> <p>14/11/2024</p> <p>Forming a committee to write an improvement plan for the Department of Nursing Technologies.</p>
9-2-8	Develop plans to improve financial and material management and follow up their implementation	5			/		
9-2-9	Develop plans to improve emergency crisis management with a declared and documented budget	5	/			5	<p>9-2-9</p> <p>Administrative Order 2/7/27/4479</p> <p>14/11/2024</p> <p>Forming a committee to write an improvement plan for the Department of Nursing Technologies.</p>
9-2-10	Develop plans to improve quality assurance and	5	/			5	<p>9-2-10</p> <p>Administrative Order 2/7/27/4479</p>

	<b>self-assessment</b>						<b>14/11/2024</b> <b>Forming a committee to write an improvement plan for the Department of Nursing Technologies.</b>
<b>9-2-11</b>	<b>Develop a plan to improve and develop the capabilities and leadership with periodic update of the plan.</b>	<b>5</b>	<b>/</b>			<b>5</b>	<b>9-2-11</b> <b>Administrative Order 2/7/27/4479</b> <b>14/11/2024</b> <b>Forming a committee to write an improvement plan for the Department of Nursing Technologies.</b>
<b>9-2-12</b>	<b>Develop plans to improve planning processes and follow up on their implementation and progress</b>	<b>5</b>	<b>/</b>			<b>5</b>	<b>9-2-12</b> <b>Administrative Order 2/7/27/4479</b> <b>14/11/2024</b> <b>Forming a committee to write an improvement plan for the Department of Nursing Technologies.</b>
<b>9-2-13</b>	<b>Develop plans to improve governance and e-management systems, e-learning systems and distance learning, and follow up on their implementation and completion rate</b>	<b>5</b>	<b>/</b>			<b>5</b>	<b>9-2-13</b> <b>Administrative Order Formation of Curriculum Development Committee for the Department of Nursing Technologies</b> <b>7/27/1634</b> <b>10/4/2025</b>

9-2-14	Develop plans to improve health and safety systems and protect program workers	5	/		5	9-2-14 Formation of the Emergency and Crisis Committee for the Department of Nursing Technologies 7/27/1633 10/4/2025
9-2-15	Develop plans to improve maintenance and provide the necessary electrical appliances and laboratory equipment	5	/		5	9-2-15 Administrative order assessing the reality of laboratories 7/18/4133 30/10/2024.
<b>Overall evaluation of the ninth standard / quality management and improvement</b>						
<b>Total evaluation of items:</b>					<b>92</b>	
<b>Number of applicable indicators:</b>					<b>19</b>	
<b>Average criterion assessment</b>					<b>4.4</b>	
<b>Overall evaluation score of the standard</b>					<b>2.2</b>	

## SWOT analysis

Weaknesses	Strengths
<ul style="list-style-type: none"> <li>• <b>High teaching load:</b> The number of teaching hours for some faculty members is high, which limits their participation in scientific research and professional development</li> <li>• <b>Opportunities to enhance research activity:</b> There is still potential to expand participation in applied research and scholarly publishing, which could enhance the department's academic standing</li> <li>• <b>Continuous improvement of feedback mechanisms:</b> There is a need to implement systems for analyzing student, alumni, and stakeholder feedback in a systematic manner to enhance program quality</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Qualified academic staff:</b> The department has a select group of highly qualified professors with diverse specializations, which enhances the quality of education and training.</li> <li>• <b>Advanced curricula:</b> Curricula are constantly updated to keep pace with scientific developments and labor market requirements in the healthcare sector.</li> <li>• <b>Continuing Education Programs:</b> The department offers development courses that contribute to honing the skills of students and graduates and ensuring the continuity of learning.</li> <li>• <b>Suitable infrastructure:</b> Advanced laboratories and modern equipment are available to contribute to the effective practical application of the curricula.</li> <li>• <b>Partnerships with healthcare institutions:</b> Collaboration with hospitals and medical centers provides opportunities for clinical training and field application of acquired skills</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>The department's commitment to academic quality:</b> the existence of clear development plans and the adoption of teaching practices based on national standards for academic accreditation</li> <li>• <b>Emphasis on clinical practical training:</b> The program focuses on intensive practical training within teaching hospitals, which enhances students' professional readiness</li> <li>• <b>Graduates' competency in the labor market:</b> The department's graduates enjoy a good reputation and high professional competence, qualifying them to enter the local and regional labor market directly</li> <li>• <b>academic and behavioral progress by faculty members , and provision of advisory support when needed</b></li> <li>• <b>Encouraging learning environment:</b> Providing a safe and stimulating learning environment that supports interactive learning and critical thinking</li> <li>• <b>Use diverse teaching methods:</b> Employ modern teaching strategies such as problem-based</li> </ul>
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	<p>learning, clinical simulations, and interactive presentations</p> <ul style="list-style-type: none"> <li>• <b>Participation in conferences and seminars:</b> Faculty members actively participate in national and international scientific conferences, which raises the department's academic ranking</li> <li>• <b>Student discipline and commitment:</b> The high attendance and discipline rates among the department's students indicate their awareness and interest in academic and professional aspects</li> </ul>
<p><b>Threats</b></p>	<p><b>Opportunities</b></p>
<ul style="list-style-type: none"> <li>• <b>Significant expansion in student numbers:</b> The increasing number of students wishing to study nursing reinforces the importance of developing capacity and improving the quality of training services to ensure a distinguished educational experience</li> <li>• <b>Increased pressure on clinical resources due to the increasing number of students and the diversity of educational institutions motivates the department to diversify its practical training sources and seek innovative alternatives such as clinical simulation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rapid growth in demand for nursing staff:</b> The continuous expansion of the health sector locally and regionally opens the way for the department's graduates to integrate into the labor market with high efficiency</li> <li>• <b>Digital transformation in education:</b> The evolution of educational technologies (such as e-learning, clinical simulation, and virtual reality) provides opportunities to modernize curricula and improve teaching methods and practical training.</li> <li>• <b>Government investment in health education:</b> Institutional</li> </ul>

<ul style="list-style-type: none"> <li>• <b>The media sometimes has a negative impact on the image of health professions, which requires the department to play an effective awareness-raising role in promoting the value of nursing as a noble humanitarian profession</b></li> </ul>	<p>and financial support provided by government agencies to the technical and nursing education sector represents an opportunity to develop infrastructure and academic programs.</p> <ul style="list-style-type: none"> <li>• <b>Opportunities for local and international cooperation: The possibility of establishing partnerships with international health institutions and universities contributes to the exchange of expertise and the development of research and training capabilities.</b></li> <li>• <b>Growing interest in scientific research in the health field: The existence of trends supporting applied research in nursing enhances opportunities for publishing research and implementing joint scientific projects.</b></li> <li>• <b>Increased focus on academic accreditation: The existence of nationally recognized standards for institutional and programmatic accreditation provides an incentive for program development and improved academic and administrative performance.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Supporting community initiatives by official bodies: Encouraging community participation by state institutions enables the department to expand its health and awareness activities, which enhance its community image.</b></li> <li>• <b>Expanding Continuing Education: The growing need for professional development programs for healthcare workers provides the department with opportunities to offer advanced .training courses</b></li> </ul>
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**Improvement plan:**

**The Department of Nursing Technology is a fundamental pillar in preparing qualified healthcare professionals capable of providing integrated healthcare that keeps pace with scientific and technological developments in this vital field.**

**Stemming from the department's ongoing pursuit of academic and professional excellence, a comprehensive analysis of the internal and external environment was conducted using theSWOT model The aim was to identify strengths that could be . enhanced, weaknesses that needed to be addressed, opportunities that could be capitalized on, and challenges that needed to be prepared for. This plan serves as a systematic framework for improving the quality of academic, administrative, and training performance, contributing to the achievement of the department's objectives and strengthening its position among similar departments locally and .regionally**

**:through**

field	Recommendations and actions for improvement
<b>1.Strengthening strengths and activating their impact:</b>	<ul style="list-style-type: none"> <li>• <b>Investing in qualified personnel:</b> Developing advanced training programs for faculty members to enhance their academic and technical skills.</li> <li>• <b>Expanding healthcare partnerships:</b> Strengthening collaboration with medical institutions to provide broader and more specialized training opportunities for students.</li> <li>• <b>Improving the use of infrastructure:</b> Making greater use of modern laboratories and equipment by developing clinical simulation and practical education units.</li> </ul>
<b>2.Addressing weaknesses and turning them into development opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>Building a comprehensive quality assurance system:</b> Developing a regular internal evaluation system that includes academic performance, study programs, student satisfaction, and learning outcomes.</li> <li>• <b>Securing additional funding:</b> Seeking financial support from health organizations, the private sector, and government initiatives to cover development needs.</li> <li>• <b>Launching specialized programs:</b> Designing advanced academic tracks in specialized nursing fields, such as critical care or emergency nursing.</li> </ul> <p><b>Enhancing community participation:</b> Organizing periodic volunteer and health education activities that enhance the .department’s community role</p>
<b>3.Investing in available opportunities:</b>	<ul style="list-style-type: none"> <li>• <b>Integrating modern educational technology:</b> introducing simulation systems, e-learning, and virtual reality into training and curricula.</li> <li>• <b>Strengthening continuing education programs:</b> Launching short, specialized training courses for healthcare personnel and graduates to enhance their professional skills.</li> <li>• <b>Building international partnerships:</b> communicating with international academic institutions to exchange expertise, and participating in joint conferences and research programs.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Benefiting from state and donor support: applying for national and regional projects in the field of developing health education and scientific research.</b></li> </ul>
<p><b>4.Responding to challenges and threats:</b></p>	<ul style="list-style-type: none"> <li>• <b>Enhancing institutional flexibility: developing mechanisms to respond quickly to changes in policies or labor market requirements.</b></li> <li>• <b>Retaining talent: adopting incentive programs and investing in the academic work environment to ensure the stability of the teaching staff.</b></li> <li>• <b>Planning to address resource shortages: Improve management of available resources and develop alternative plans in the event of funding delays or policy changes.</b></li> </ul> <p><b>Improving the efficiency of clinical training: diversifying training locations and developing internal simulation training units to meet the pressure on healthcare institutions.</b></p>





**Standard Ten  
Learning outcomes**

## **11. Standard Ten: Learning Outcomes**

Learning outcomes represent the cornerstone of the educational process, representing the primary indicator of the quality of an academic program and its ability to meet labor market requirements and community needs. In the Department of Nursing Technology, learning outcomes are designed to be aligned with the National Qualifications Framework and reflect the integration of theoretical knowledge, practical skills, and behavioral and professional competencies. The learning outcomes were determined based on a thorough analysis of the profession's needs, a review of comparable programs, and recommendations from relevant nursing authorities. These outcomes were included within a clear curriculum map linking the various courses and targeted learning areas, including the following

**Learning outcomes areas:**

**1. Knowledge and understanding:**

- Mastering the basic concepts in nursing sciences and allied health technologies.
- Understand the scientific foundations of clinical nursing and specialized healthcare.

**2. Cognitive skills:**

- Analyze clinical situations and make professional decisions based on scientific evidence.
- The ability to solve emergency health problems using critical thinking.

**3. Practical and professional skills:**

- Applying nursing procedures according to approved standards in different care environments.
- Commitment to professional conduct and professional ethics while performing clinical duties.

**4. General and transferable skills (skill transfer):**

- Effective communication with patients and health team members.
- Teamwork and responsibility in diverse professional environments.
- Using computer and information technology to support self-learning and performance development.

**Ensuring the achievement of learning outcomes:**

- **Learning outcomes are measured through various assessment methods, including theoretical and practical tests, reports, projects, and direct clinical assessment.**
- **The output map is periodically reviewed by the academic committees and the Quality Assurance Unit to ensure its consistency with national requirements and international standards.**
- **Student outcomes are documented and analyzed annually to identify gaps and improve curricula and the learning environment.**

### **11.1 Academic program mission and objectives**

**The Nursing Technology Program seeks to prepare scientifically and professionally qualified technical nursing staff who possess the knowledge, skills, and ethical values necessary to provide safe and effective healthcare. This is achieved through a stimulating educational environment based on academic quality standards, integrated practical education, and community interaction, contributing to the improvement of healthcare services and meeting the needs of the labor market**

#### **Educational objectives of the program:**

- **Providing students with basic and advanced scientific knowledge in the fields of nursing and its techniques, in order to achieve a comprehensive understanding of modern nursing practices.**
- **Preparing graduates capable of providing professional and safe healthcare in various clinical work environments, through the acquisition of effective technical and clinical skills.**
- **Enhancing students' intellectual and analytical skills to enable them to make therapeutic and professional decisions based on scientific evidence and proof.**
- **Instilling ethical and professional principles that govern nursing practice behaviors, and promoting a spirit of commitment and responsibility in providing health services.**
- **Develop communication and teamwork skills and interact with health and community teams effectively and efficiently.**
- **Enabling students to engage in self-learning and continuous development to keep pace with scientific and technological developments in the field of nursing.**

- Preparing graduates who contribute to promoting community health and participating in preventive and awareness programs in cooperation with local community institutions.

**Standard 10: Program Learning Outcomes (scale, evidence, and documents)**

10-1 The first element (general program outcomes, teaching, learning and evaluation methods)2.2 ) =22 (%)							
No.	Indicators	Full index score	Degree of conformity/availability of the indicator			Evaluation	Notes
			Fully completed	Partially fulfilled	Not fulfilled		
10-1-1	Health and medical college and institute programs must define practical skills according to the curriculum and demonstrate them .upon graduation	3	/			3	-10-1-1-a Administrative Order No. T/ 48 regarding student results , dated 9/3/2024 -10-1-1-b A sample of student graduation research entitled (A study of fluid accumulation in patients with kidney (failure
10-1-2	Linking the skills acquired by graduates from the health and medical technology program with the requirements of the .patient's condition	3	/			3	-10-1-2-a Administrative Order .No7/27/4263 dated11/5/2024 regardingstudent training 10-1-2-b Administrative order for training students with a number and on 4468/27/711/13/2024 10-1-2-c Administrative Order No. 7/27/1161 regarding studenttraining dated , 3/9/2025 10-1-2-d

							Sample of students' test results in hospitals for the practical obstetrics and gynecology course
10-1-3	Using a questionnaire to find out employers' opinions on the efficiency of graduates from health and medical colleges and technical institutes as feedback for program .development	2	/			2	10-1-3 .Employer survey link <a href="https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsIdBHrH8J0ihWpB_YO-5nXpebA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSfIKC-Xocg9DyfZ8OVX29-lsIdBHrH8J0ihWpB_YO-5nXpebA/viewform</a>
10-1-4	Competence in health and medical technology includes knowledge and understanding of the foundations of health and medical sciences, including professional conduct and medical ethics related to patients and staff, and skills related to specialties (related to establishing diagnoses in medical laboratory techniques, anesthesia techniques, physical therapy techniques, community health techniques, healthy nutrition techniques, radiology techniques,	3	/			3	10-1-4 Documented photos of students training on dummies and other .training mechanisms

	<p>pharmacy techniques, dental preventive techniques, dental manufacturing techniques, special needs care techniques, prosthetic and orthotic techniques, optics techniques, and therapeutic nutrition techniques), as well as health promotion, rehabilitation, thinking, and health problem .solving</p>						
10-1-5	<p>Encourage students to learn throughout their academic years and communicate throughout their .careers</p>	3	/			3	<p>10-1-5 Holding a seminar to encourage .students to learn on history 2025/4/12 Administrative Order No. 7/27/1999</p>
10-1-6	<p>Practical application in laboratories, especially during the summer application period for students in teaching hospitals .and health centers</p>	3	/			3	<p>10-1- 6-a Administrative Order No. 3/9/1925 regarding summer trainingfor students , dated6/5/2024 . 10-1- 6-b Documented photos of students .training in hospitals</p>
10-1-7	<p>Emphasizing on faculty members in teaching and learning methods within scientific lectures to show scientific films and videos to students according to the field of</p>	3	/			3	<p>10-1-7 Documented photos of students training in hospitals on puppets and .showing scientific films by professors</p>

	specialization, and applying this to puppets or training in hospitals and health centers under the supervision of specialists according to the cooperation .mechanism						
10-1-8	Preparing and discussing reports within the field of .specialization	2	/			2	10-1-8-a Case sheet of ( Student report entitled gynecology) 10-1-8-b A report submitted by students " entitledSome Bacterial Diseases"
<b>Total rating of the first item</b>		<b>22</b>					
<b>%19</b>		<b>=2.0 The second element (professional and qualification skills for student (development10-2</b>					
10-2-1	Training students on the skills of preparing and collecting samples from patients	3	/			3	10-2-1-a for practical trainingof students at Al-Najaf Teaching Hospital .No ,7/27/4325 , dated11/10/2024 . 10-2-1-b Administrative Order No. 7/27/4468 dated 11/13/2024 regarding practical training forstudents in hospitals. 10-2-1-c .Attached are pictures of student training
10-2-2	Training students on the skills of using modern laboratory equipment in the laboratory	3	/			3	10-2-2 A photo documenting students' training .in using laboratory equipment
10-2-3	Training students on	3	/			3	10-2-3-a

	skills for dealing with emergency situations in the laboratory						Administrative order to train students in hospitals for one day per week .No , 7/27/4247 dated ,11/4/2024
10-2-4	Training students on computer application skills and hardware necessary for .work	3	/			3	.10-2-4-a Including the subject of computer science and artificial intelligence within a curriculum specified by the Ministry, .according to letter numbered 7/47/16265 On 2/15/2024 10-2-4-b The prescribed curriculum for computer .technologies
10-2-5	Training students on patient handling skills and professional .ethics	3	/			3	10-2-5 The curriculum for the subject of professional ethics
10-2-6	Training students on the skills to deal with community issues and contribute to reducing some of the harmful effects of risks such as ) smoking, drugs, and emergency .(epidemics	2	/			2	10-2-6 Administrative order for nursing department students to conduct an awareness campaign to educate on the importance of quitting smoking and .avoiding the use of drugs and on 1178/27/73/10/2025
10-2-7	Holding workshops to train specialized teaching staff to keep pace with scientific developments and use modern .equipment	2	/			2	10-2-7-a Administrative .Order No7/27/4386 ,On 11/11/2024a workshop was held in which the Assistant Director for Nursing Affairs at Imam Sajjad Hospital, Mr. . Nour Sahib Sharad, gave a lecture 10-2-7-b Neonatal Jaundice” (issue No. “ 3172/27/7, dated10/6/2024 ) , in which . the department’s instructors attended

Total rating of the second item	19					
<b>10-3 The third element (learning outcomes for the technical health and medical diploma) (2.5 ) =25 %</b>						
10-3-1	The learning outcomes for studying the Health and Medical Technical Diploma at technical institutes are intended to graduate technical personnel in the following specializations medical laboratory ) technologies, pharmacy technologies, community health technologies, dental manufacturing technologies, dental protection technologies, special needs care technologies, healthy nutrition technologies, prosthetic limb technologies, prosthetic and support technologies, vision examination technologies, rehabilitation and physiotherapy technologies, radiology technologies, and anesthesia technologies). They are based on the application of the	3	/		3	<p>10-3-1-a Administrative Order No. 3/9/1925 regarding summer trainingfor students , dated6/5/2024 .</p> <p>10-3-1-b . Administrative Order No. T/ 48 regarding student results , dated9/3/2024</p> <p>10-3-1-c A report submitted by the . :students entitled Case sheet of gynecology</p>

	<p>common curriculum, both theoretically and practically, including a period of application in teaching hospitals and healthcare centers. They are implemented within a maximum period of two years, equivalent to 64 weeks. These are considered among the requirements for success and passing the .academic stage</p>					
10-3-2	<p><b>Technical Diploma Program</b>  <b>Requirements:</b> The student will be able to apply modern health and medical knowledge and skills in health and medical .technologies</p>	3	/			3 <b>10-3-2</b> <b>The presence of lists of employer survey .results</b>
10-3-3	<p>The student will be able to conduct medical tests in medical laboratories and analyze and interpret their .results</p>	3	/			3 <b>10-3-3</b> <b>the academic description with its courses</b> <a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/2025-1.pdf">https://iku.atu.edu.iq/wp-content/uploads/2025/06/2025-1.pdf</a> <b>10-3-3-b</b> <b>A report submitted by students entitled Case sheet of gynecology</b>
10-3-4	<p>The student will be able to identify, solve and limit health and medical .problems</p>	3	/			3 <b>10-3-4-a</b> <b>Link to the academic description with its .courses</b> <a href="https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81_%D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A_2025_%D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9">https://iku.atu.edu.iq/wp-content/uploads/2025/06/%D8%A7%D9%84%D9%88%D8%B5%D9%81_%D8%A7%D9%84%D8%A7%D9%83%D8%A7%D8%AF%D9%8A%D9%85%D9%8A_2025_%D8%A7%D9%84%D8%A7%D8%AE%D9%8A%D8%B1%D8%AA%D9%82%D9</a>

						<a href="#">%86%D9%8A%D8%A7%D8%AA %D8%A7%D9%84%D8%AA%D9%85%D8%B1%D9%8A%D8%B6-1.pdf</a> <b>10-3-4-b</b> A report submitted by students entitled Case sheet of gynecology
<b>10-3-5</b>	The student will be able to work as a team in health centers, hospitals, or college and institute .laboratories	<b>3</b>	<b>/</b>			<b>3</b> <b>10-3-5</b> Photos documenting the work
<b>10-3-6</b>	The student will be able to safely use modern medical devices and technical .equipment	<b>3</b>	<b>/</b>			<b>3</b> <b>10-3-6</b> Documented guide with pictures
<b>10-3-7</b>	The student will be able to engage in self-directed continuing professional .development	<b>3</b>	<b>/</b>			<b>3</b> <b>10-3-7-a</b> A collection of links on the department's .website that encourage self-education <a href="https://iku.atu.edu.iq/?p=27869">https://iku.atu.edu.iq/?p=27869</a> <b>10-3-7-b .</b> Administrative Order No. 7/27/4263 dated 11/5/2024 regarding clinical student training in hospitals
<b>10-3-8</b>	The student will be able to understand and commit to addressing health, medical and ethical .errors	<b>2</b>	<b>/</b>			<b>2</b> <b>10-3-8</b> A report on children's medicine prepared by students on diagnosing a .specific medical condition
<b>10-3-9</b>	The student must be able and committed to understanding quality concepts and strive for continuous improvement and development during study or .work	<b>2</b>			<b>/</b>	<b>2</b> <b>10-3-9 a</b> Student curriculum evaluation questionnaire link <a href="https://forms.gle/5wawFhtdrnVRzanx5">https://forms.gle/5wawFhtdrnVRzanx5</a>  <b>10-3-9 b</b> Student opinion survey link on practical training in hospitals and health centers <a href="https://forms.gle/87DHkTmRno3QcDom7">https://forms.gle/87DHkTmRno3QcDom7</a>  <b>10-3-9 c</b> Student opinion link on the quality of the department

						<a href="https://forms.gle/paY1x7VKhoQdGP21A">https://forms.gle/paY1x7VKhoQdGP21A</a>
<b>Total rating of the third item</b>		<b>25</b>				
<b>10-4 = %( The fourth element (learning outcomes for the health and medical technical bachelor’s degree)28 )</b> <b>2.8 :</b>						
<b>The institute does not have a bachelor's degree program. It does not include us, so the evaluation score for the fourth element = 28</b>						
<b>The fifth element (assessment of learning outcomes)10-5</b>						
<b>10-5-1</b>	<b>To assess learning outcomes for health and medical technologies, colleges and institutes use a variety of assessment outcome data, including exam .results</b>	<b>3</b>			<b>3</b>	<b>10-5-1 Administrative Order No. T/ 48 regarding student results , dated9/3/2024</b>
<b>10-5-2</b>	<b>Evaluation is conducted to demonstrate the extent to which students have achieved the objectives of the health and medical technical education program and to enhance the quality of the .program</b>	<b>3</b>			<b>3</b>	<b>10-5-2-a Administrative Order No. T/ 48 regarding student results , dated9/3/2024 10-5-2-b . 1 AdministrativeOrder regarding summerevaluation .forms No3/9/3040 dated9/24/2024</b>

<b>Fifth Element Score</b>	<b>6</b>						
<b>Overall Evaluation of Standard 10/Program Learning Outcomes</b>							
<b>Total Item Rating:</b>	<b>100</b>						
<b>Number of applicable indicators:</b>	<b>6 2</b>						
<b>Average Standard Rating</b>	<b>3.8</b>						
<b>Overall assessment score for the standard</b>	<b>0.7</b>						

**SWOT analysis:**

<b>Weaknesses</b>	<b>Strengths</b>
<ul style="list-style-type: none"> <li>● <b>There is a need to strengthen subspecialties in nursing. This represents an opportunity to develop faculty through postgraduate programs and attract specialized talent in advanced nursing fields such as intensive care, emergency nursing, .and community health</b></li> <li>● <b>Increase in the number of accepted students compared to the available training capabilities The increasing number of students admitted annually puts pressure on the infrastructure and clinical facilities available for practical .training</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Matching labor market needs Nursing is one of the most in-demand majors in the public and private healthcare sectors, giving the program strategic importance.</b></li> <li>● <b>The presence of qualified teaching staff</b> Faculty members hold advanced degrees (Master's and Doctorate) in nursing, with clinical and academic experience.</li> <li>● <b>Integrating theoretical and practical aspects</b> The balance between theoretical study and clinical training in hospitals and health institutions enhances the efficiency of graduates.</li> <li>● <b>Central Admission and Central Placement (current or former)</b> The central admission and appointment system gives students confidence and encourages the recruitment of those with high grades.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>The presence of a supportive infrastructure</b> Nursing laboratories and basic science laboratories (such as anatomy, pharmacology) are equipped with appropriate equipment for practical training.</li> <li>• <b>Continuing Education and Professional Development Programs</b> Holding developmental workshops and training courses for faculty and students to enhance clinical and educational skills.</li> <li>• <b>Partnerships with health institutions</b> Cooperate with government and private hospitals to provide clinical training and employment opportunities for graduates.</li> <li>• <b>Having a clear vision and goals for the program</b> Having an academic mission and vision that is consistent with technical education policies and the health needs of society</li> </ul>
<b>Threats</b>	<b>Opportunities</b>
<ul style="list-style-type: none"> <li>• <b>The instability of government policies related to central appointments, which causes fluctuations in student interest in the specialization.</b></li> <li>• <b>The number of nursing graduates from various educational institutions is increasing, leading to increased competition for job opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The increasing demand for qualified nursing staff in governmental and private health institutions.</b></li> <li>• <b>The possibility of creating postgraduate programmes in the future to develop the academic and research path of the department.</b></li> </ul>

<ul style="list-style-type: none"> <li>• <b>Over-reliance on government employment, which reduces graduates' desire to work in the private sector or develop their own projects.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Openness to international partnerships with foreign universities, academic and health institutions to exchange expertise and training.</b></li> <li>• <b>Potential government support for health education programmes is available through development plans and the state's interest in the health sector.</b></li> <li>• <b>Expanding continuing education programs and professional training courses to keep pace with developments in the field of nursing.</b></li> <li>• <b>The rapid development of medical education and training technology, and the possibility of integrating tools such as digital simulation and e-learning.</b></li> <li>• <b>Opportunities for research cooperation with hospitals and health institutions to develop applied scientific projects directly relevant to the labor market.</b></li> <li>• <b>Reforms to the academic accreditation system, which provide a clear framework for program development and quality improvement.</b></li> <li>• <b>The growing interest of the community in the nursing profession, which enhances the department's status and facilitates student recruitment.</b></li> <li>• <b>The ability to leverage graduate and labor market assessment results to modify programs and improve educational outcomes.</b></li> </ul>
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## Improvement plan:

Managing the nursing department and improving its outcomes are essential pillars for ensuring the quality of education and healthcare in both educational and medical institutions. The contemporary challenges facing the healthcare sector, and the rapid development of nursing knowledge and technology, necessitate a comprehensive strategic plan that seeks to enhance strengths and capitalize on available opportunities, while addressing weaknesses and mitigating the impact of threats. Based on a thorough analysis of the internal and external environment of the nursing department, this plan identifies work priorities and directs efforts toward developing academic and training performance, in line with labor market requirements and achieving the department's academic and societal goals

:through

field	Proposed actions and recommendations for improvement
<b>First: Strengthening strengths</b>	<ol style="list-style-type: none"><li data-bbox="574 1035 1455 1213">1. Supporting the efficiency of the teaching staff by providing continuous training opportunities and specialized workshops to keep pace with scientific and technical updates in the field of nursing.</li><li data-bbox="574 1255 1455 1434">2. Enhancing the integration of practical and theoretical aspects by increasing partnerships with health institutions and updating field training methods.</li><li data-bbox="574 1476 1455 1654">3. Investing in the availability of laboratories and equipment to implement advanced educational simulations and expand their use to include all practical courses.</li><li data-bbox="574 1696 1455 1780">4. Strengthening cooperation with healthcare institutions by signing long-term memoranda of</li></ol>

	<p>understanding to ensure the stability of clinical training.</p>
<p><b>Second: Addressing weaknesses</b></p>	<ol style="list-style-type: none"> <li>1. Review the number of students accepted annually in line with the department’s capacity and available training capabilities.</li> <li>2. Developing the assessment system for learning outcomes to include periodic review and analysis of student results and linking them to educational objectives.</li> <li>3. Introducing modern teaching methods such as e-learning and virtual simulation to enhance interaction and quality of learning.</li> <li>4. Increase the periodic updating of curricula in cooperation with experts from the labor market to ensure they keep pace with modern developments.</li> </ol> <p>Supporting human resources by attracting new talent or redistributing teaching loads to relieve pressure on the teaching staff.</p>
<p><b>Third: Investing opportunities</b></p>	<ol style="list-style-type: none"> <li>1. Design graduate programs or specialized specializations that meet the needs of the labor market and provide advanced educational opportunities.</li> <li>2. Develop short-term training programs for practicing nurses with the aim of raising their efficiency and creating a direct link with the professional community.</li> <li>3. Utilizing educational technology to update content and implement interactive educational experiences in classrooms and laboratories.</li> </ol>

	<ol style="list-style-type: none"> <li>4. Enhancing opportunities for international cooperation through twinning with global nursing departments to exchange curricula, experiences and expertise.</li> <li>5. Seeking grants and projects funded by international bodies or health organizations to develop infrastructure and laboratories.</li> </ol>
<p><b>Fourth: Confronting threats</b></p>	<ol style="list-style-type: none"> <li>1. Create an updated database for the labor market and analyze its trends periodically to adjust the department's outputs according to actual needs.</li> <li>2. Diversifying funding sources through research projects or providing training services to the community.</li> <li>3. Develop an emergency plan to address any shortage in the number of teaching staff, through temporary contracts or internal development programs.</li> <li>4. Improving the efficiency of clinical training in cooperation with multiple health institutions to reduce pressure on existing training sites.</li> <li>5. Communicate with legislative and educational authorities to follow up on policy developments and ensure that the department is not affected by sudden decisions.</li> </ol>

**Nursing Technology Department**

**Dr. Riad Saad Atshan**