



**ASIIN Seal**

## **Accreditation Report**

**Bachelor's Degree Programmes**

***Medical Analysis***

***Nursing***

Provided by

**Tishk International University**

Version: 24 September 2024

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## A About the Accreditation Process

| Name of the degree programmes<br>(in original language)   | (Official) English translation of the names | Labels applied for <sup>1</sup> | Previous accreditation (issuing agency, validity) | Involved Technical Committees (TC) <sup>2</sup> |
|---|---|---------------------------------|---|---|
| Medical Analysis  | Medical Analysis                            | ASIIN                           |   | 14  |
| Nursing   | Nursing                                     | ASIIN                           |   | 14  |
| <b>Date of the contract:</b> 21.01.2022<br><b>Submission of the final version of the self-assessment report:</b> 31.10.2022<br><b>Date of the online audit:</b> 28.11.2022 – 01.12.2022 |   |                                 |   |   |
| <b>Peer panel:</b><br>Prof. Dr. Dr. Oliver Mueller, University of Applied Sciences Kaiserslautern<br>Dr. Amir Mohsenpour, Kassel<br>Jonas Guenther, University of Cologne, student      |   |                                 |   |   |
| <b>Representative of the ASIIN headquarter:</b> Dr. Andrea Kern   |   |                                 |   |   |
| <b>Responsible decision-making committee:</b> Accreditation Commission  |   |                                 |   |   |
| <b>Criteria used:</b><br>European Standards and Guidelines as of May 15, 2015<br>ASIIN General Criteria, as of December 10, 2015  |   |                                 |   |   |

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<sup>1</sup> ASIIN Seal for degree programs

<sup>2</sup> TC: Technical Committee for the following subject areas: TC 14 - Medicine

## B Characteristics of the Degree Programs

| a) Name          | Final degree (original/English translation) | b) Areas of Specialization | c) Corresponding level of the EQF <sup>3</sup> | d) Mode of Study | e) Double/Joint Degree | f) Duration | g) Credit points/unit     | h) Intake rhythm & First time of offer           |
|------------------|---|----------------------------|--|------------------|------------------------|-------------|---------------------------|--|
| Medical Analysis | B.Sc.                                       |                            | 6  | Full time        | NA                     | 8 Semester  | 240 ECTS/173 Credit hours | annually in fall, in the academic year 2017-2018 |
| Nursing          | B.Sc.                                       |                            | 6  | Full time        | NA                     | 8 Semester  | 240 ECTS/187 Credit hours | annually in fall, In the academic year 2018-2019 |

Tishk International University (TIU; previously Ishik University) is a private university founded in 2008 in Erbil, Kurdistan. The higher education institution (HEI) is divided into eight faculties and offers 23 undergraduate programs fully taught in English. While the program Nursing is part of the Faculty of Nursing, the program Medical Analysis is associated with the Faculty of Science.

The bachelor degree program *Medical Analysis* was established in 2018 to educate graduates for the constantly growing medical sector in the region. The program *Medical Analysis* is presented with the following profile on its webpage (<https://applied-science.tiu.edu.iq/medical-analysis/about-department/>):

„Medical Analysis Department was opened in 2018. The department is concerned with all the sciences regarding laboratory techniques and practices. It is a science profession, that links health sciences with suitable techniques and procedures and aims to ensure the safe, effective, and accurate test results.

The mission of the Medical Analysis B.Sc. degree program is to prepare professional graduates equipped with knowledge and skills needed in the identification and diagnosis of diseases in the laboratories, monitoring patient health information, and all medical analysis-related areas by educating them the fundamental concepts and techniques of the areas of

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<sup>3</sup> EQF = The European Qualifications Framework for lifelong learning

medical sciences including medical diagnosis in laboratories, quality control assurances, health screening, as well as medical assistance.”

The bachelor program *Nursing* is offered at TIU since 2019 as the first private nursing program in Kurdistan. The institution has presented the following profile on its webpage (<https://nursing.tiu.edu.iq/about-faculty-of-nursing/>):

“Faculty of Nursing as a part of TIU, Erbil /Iraq has preparing students for employees and professionals with the highest quality of nursing education [...]. The students will learn about the high quality of patient care, and prevention of diseases, through theoretical lectures, advanced nursing laboratories and direct contact with the patient during clinical sessions.

They will graduate with advanced knowledge, practices and skills, and providing quality patient care in public and private health entities.”

Further, in the self-assessment report (SAR), TIU adds information on the program stating: “The Mission of the Nursing B.Sc. degree program is to prepare graduates for working in all related (public and private) hospitals and pursuit for advanced knowledge, practice and skills in nursing by educating them the fundamental concepts, knowledge, laboratory and clinical technique of nursing and health science.”

## C Peer Report for the ASIIN Seal

### 1. The Degree Programme: Concept, content & implementation

**Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)**

**Evidence:**

- Self-assessment report
- The webpage of TIU <https://tiu.edu.iq/>
- Homepage of the program Nursing <https://nursing.tiu.edu.iq/>
- Homepage of the program Medical Analysis <https://applied-science.tiu.edu.iq/medical-analysis/>
- Objectives-Matrices of both programs
- Appendix matrices course qualifications
- Diploma and diploma supplement
- Discussion during the audit

**Preliminary assessment and analysis of the peers:**

The bachelor programs of Medical Analysis (MED) and Nursing (NURS) are organized as four-year programs with a high proportion of practical lessons.

TIU describes the MED program with the aim to prepare their graduates with the knowledge and skills to identify and diagnose diseases in the laboratory, monitor health patients, quality control assurance, and related areas. The program teaches the students the basics in biology, chemistry, biophysics and information technology before the studies focus on the fundamental concepts and techniques in the field of medical analysis. The subject includes among others microbial diagnostics, parasitology, physiology, immunology, pathology and medical and professional ethics. The program requires the students to participate in an internship during the third year and to work on a research project in the fourth year of their studies.

TIU defined the following education objectives in their SAR:

- “Graduates will be able to understand basic aspects of diseases in general.
- Graduates will be able to discuss the physiological and pathological aspects of diseases.
- Graduates will be competent in interpreting the basic principles and applications of cell culture and animal models to study diseases.
- Graduates will have the ability to identify how genetics and environmental factors contribute to predisposition and progression of diseases.
- Graduates will have the ability to apply immunotherapy in treating human diseases.
- Graduates will be able to translate laboratory science into clinical trials.
- Graduates will be able to recognize the different phases of clinical trials and how clinical trials are performed.”

Based on these objectives for the bachelor program MED, the HEI has defined the following program learning outcomes:

Table (1.2): PLOs of MED

|       |  |
|-------|--|
| PLO1  | evaluate clinical laboratory data by interpreting laboratory results and relating the data to various disease states.  |
| PLO2  | apply principles of evidence-based medicine to determine clinical diagnoses.   |
| PLO3  | apply the basic principles of gross and microscopic anatomy, physiology, biochemistry, immunology, microbiology/virology.  |
| PLO4  | formulate and implement acceptable treatment modalities to various disease states.   |
| PLO5  | use technology effectively in the delivery of instruction, assessment, and professional development.   |
| PLO6  | exhibit essential employability qualities by demonstrating laboratory safety, analyzing laboratory results, and displaying professional conduct.   |
| PLO7  | exhibit organizational skills, accountability, and ethical behavior.   |
| PLO8  | apply skills needed in operating laboratory equipment for testing, assessing quality assurance for lab equipment, and adhering to standard safety practices in the laboratory environment. |
| PLO9  | apply problem-solving and decision-making skills.  |
| PLO10 | apply and promote health policies and regulatory standards in the field career.  |
| PLO11 | develop research in the field of medical analysis using qualitative and quantitative methods.  |

*PLO = Program Learning Outcome*

As the HEI states, graduates of this program are predominately employed in private hospitals, medical complexes and private laboratories.

Within four years, the NURS program aims to educate nurses for the public and private sector with an advanced knowledge, practice and skill as well as a fundamental understanding in laboratory and clinical techniques in nursing and health science. The program covers

the different aspects of nursing including medical-surgical adult nursing, maternal and neonatal nursing, infant, child and adolescent nursing, community health nursing, critical care nursing and psychiatric and mental health nursing. Additional basics on the various fields of medicine such as human anatomy, pathology, histology, genetics and epidemiology are part of this program's learning outcomes. The program is practically oriented and requires the students to join clinical practical sessions between the second and fourth year.

In the SAR, TIU defines the following objectives:

- “Graduates will be competent in nursing science, clinical practices, nursing professional code of conduct and nursing values, which serve as the basis for lifelong learning and professional development.
- Graduates will have the ability to provide basic health services
- Graduates will be able to provide care for chronic and acute conditions.
- Graduates will have the ability to provide maternal, child, community and psychiatric health services.
- Graduates will have the ability to recognize the scientific principles needed for the provision of high standard health care in community sectors.
- Graduates will be professional in their communication with other health care providers such as physicians, and other health care services (biology and chemistry).
- Graduates will have the ability to practice nursing with high professional attitude and work ethics in both public and private hospitals.
- Graduates will be able to conduct data collection and nursing research services.”

Based on these objectives, TIU defined the following program learning outcomes for the bachelor program:



|       |   |
|-------|---|
| PLO1  | Demonstrate competence in critical thinking and clinical reasoning skills in the practice of nursing.   |
| PLO2  | Apply nursing skills and theoretical knowledge in providing required health care to individuals, families, communities, and populations across the lifespan.    |
| PLO3  | Apply the principles and techniques of ethical, patient-centered, holistic, and culturally sensitive care, health promotion, and disease and injury prevention. |
| PLO4  | Professionally manage acute and chronic health conditions during public and private health disasters.   |
| PLO5  | Employ various forms of communication, including verbal and non-verbal, and technological applications with patients and medical staff.                         |
| PLO6  | Accurately interpret patients' information and apply necessary plans of care in order to maximize safety and optimize health outcomes.                          |
| PLO7  | Apply leadership skills and collaborate efficiently in clinical practices within multidisciplinary teams.   |
| PLO8  | Monitor outcomes and improve patients' care as needed.  |
| PLO9  | Apply and promote health policies and regulatory standards that advocate for comprehensive and safe delivery of healthcare.                                     |
| PLO10 | Develop research studies that applies quantitative or qualitative research methods that address research questions in the field.                                |

*PLO = Program Learning Outcome*

Graduated nurses have the possibilities to work as caregivers, communicators, counsellors, and client advocates whereas the majority of graduates are going to work within the primary, secondary or tertiary health care sectors.

TIU further describes, that all programs are under regular review to adapt the content of the curricula, the objectives and learning outcomes. Larger changes in the programs are performed every three years after contacting national and international partners at external institutions and the industry. More details are discussed in criterion 1.3.

In the opinion of the expert panel, TIU presents an extensive description of learning outcomes of both programs under review. These descriptions are accompanied by learning module matrices for each programme, matching learning objectives, modules and the ASIIN criteria. A short English description of the learning outcomes is also presented in the Diploma Supplements for both degree programs. In addition, the module descriptions include the learning outcomes of each individual module.

The peers discuss the learning outcomes of each degree program, which can be found in their entirety in the Annex to this accreditation report, with regard to the following criteria: the level of academic qualification aimed at, the respective ASIIN criteria, whether the intended qualification profiles allow the students to take up an occupation corresponding to their education, which stakeholders are involved in the continuous assessment, and further

development of the objectives. The peers thus assess the transparency of the qualification objectives but especially their accordance with the ASIIN criteria and come to the following conclusion: The objectives and intended learning outcomes of both degree programs under accreditation are consistent with the EQF level 6 and adhere to the relevant ASIIN criteria. The objectives and learning outcomes are clearly defined and published in the Diploma Supplement as well as on the university's website.

In conclusion, the expert panel considers the intended competence profile can be reached within the two bachelor study programs under review. The professional activity in the programs MED and NURS corresponds to the level of qualification (according to the European Qualifications Framework). The relevance of the objectives and learning outcomes of both programs reflect the labor market and society needs. The curricula are regularly reviewed in a process that involves the relevant stakeholders (in particular from higher education and professional practice) and, if necessary, the objectives are revised accordingly. However, the experts think, the interdisciplinary cooperation among different departments and faculties should be improved (e.g. by means of joint elective courses) to strengthen the interdisciplinary perspective and collaborative skills of the students.

|   |
|---|
| <b>Criterion 1.2 Name of the degree programme</b> |
|---|

**Evidence:**

- Self-assessment report
- Discussion during the audit
- Diploma and Diploma supplement
- The webpage of TIU <https://tiu.edu.iq/>
- Homepage of the program Nursing <https://nursing.tiu.edu.iq/>
- Homepage of the program Medical Analysis <https://applied-science.tiu.edu.iq/medical-analysis/>

**Preliminary assessment and analysis of the peers:**

TIU describes, that it considered multiple factors while choosing the name for the programs. They compared the name based on the outreach of the program in order to maximize the job opportunities of their graduates. On one side, the international standards were discussed as well as the regional use of words for similar programs in Kurdistan region.

The expert panel agrees with the name chosen for the NURS program as it reflects the intended objectives and learning outcomes as well as teaching and learning content. The

designation is used consistently in all relevant documents. Considering the program MED, the peers consider the name does not clearly reflect the main content of the program with its focus on medical laboratory analysis. Program representatives agree with the comment of the peers and mention that changing the name of the program is already in discussion. They explain to the peers, that previous confusion occurred when the program was considered to involve medical statistical analysis rather than medical analysis in the laboratory. To increase the precision of the program name, alternative names mentioned in the previous discussion include “medical laboratory analysis”, “medical laboratory science”, “clinical laboratory science” or “biomedical science”. The peers agree with all suggestions and recommend adapting a more suitable name for the bachelor program *Medical Analysis* to objectives, course content and learning outcomes of the program. In their opinion, the most suitable name for this program is “*Medical laboratory science*.”

|                                 |
|---------------------------------|
| <b>Criterion 1.3 Curriculum</b> |
|---------------------------------|

**Evidence:**

- Self-assessment report
- Curricular overview of the study programs under review
- Module handbooks of the study programs under review
- Syllabus of the study programs under review
- Diploma and Diploma supplement
- The webpage of TIU <https://tiu.edu.iq/>
- Homepage of the program Nursing <https://nursing.tiu.edu.iq/>
- Homepage of the program Medical Analysis <https://applied-science.tiu.edu.iq/medical-analysis/>
- Questionnaire and the results of the Student Feedback Survey
- Questionnaire and the results of the pre-graduation survey
- Detailed information about the MOUs
- Discussion during the audit

**Preliminary assessment and analysis of the peers:**

The duration of the study programs MED and NURS is 4 years, after which the students are awarded a Bachelor of Science degree (BSc). The educational strategies at MED and NURS were developed considering global standards. With the aim to educate graduates for the

national and international market, the bachelor programs under review are fully taught in English.

To earn a BSc degree in MED at TIU, students need to complete university, faculty, and department requirements in order to complete 240 ECTS or 173 TIU credit hours with additional 100 hours of a summer internship program in hospitals or medical complexes. The curriculum especially considers the most common diseases in the world regarding morbidity and mortality rate as well as national conditions.

The first year in the MED curriculum includes courses on basic education on the fundamentals of general biology, chemistry, biophysics, information technology, and academic debate. During the second year, the courses begin to focus on medical disciplines with courses such as anatomy, genetics, physiology, microbiology, immunology, biochemistry, and medical terminology. The curriculum of the third years offers courses on biotechnology, parasitology, endocrinology, microbial diagnosis, blood transfusion, and blood banking. In the fourth stage, the courses focus on mycology, toxicology, clinical biochemistry, pathology, and professional ethics as well as the graduation project.

To earn a BSc degree in NURS from TIU, students need to complete university, faculty, and department requirements to complete 240 ECTS or 187 TIU credit hours in addition to 60 days of summer internship program in related to clinical areas.

The program NURS is organized by academic year in four stages. In the first year, the curriculum includes basic education to provide the student fundamentals of nursing and related to the normal body functions. In the second- and third-year, student study courses in related to the growth, development, assessments, and the pathophysiology of the human body organs within the special nursing care for each of the disorders. The modules in fourth strongly focus on the tertiary health care systems and prevention methods with some of advanced nursing care for mental disorders, leadership, management, and an overview of all practical procedures related to the clinical areas. During the basic courses, the students train on simulators, human body parts, human dummies, medical devices and machines while during later years, visits at cooperating hospitals offers real experiences.

TIU assures, the curricula fulfill the requirements of the Bologna Process and were benchmarked against European curricula. The curriculum of each program contains theoretical and practical lessons as well as soft skills including academic debate and critical thinking. All programs at TIU undergo regular review whereas larger changes of the curricula are performed every three years. The scientific committee of each department defined the scope of the review and defines topics and modules with the highest need for change. For

this process, TIU collects information and statistics from regular evaluation and additionally involves stakeholders, partners (e.g. professional academics) and alumni.

In the discussion, the expert panel mentions shortcomings in the current curriculum of NURS concerning courses on disaster and emergencies, interprofessional collaboration as well as communication skills. The program coordinators note, they submitted a new curriculum for approval to the rector's office and the ministry of education. This new curriculum was developed by a committee involving members of TIU and international colleagues from e.g. the Philadelphia University in Jordan, the Jordanian University of Science and Technology and local hospitals. This new curriculum contains also new courses on economic health, emergencies and disaster and new modules on communication skills. However, the program coordinators mention, the current curriculum has a strong practical focus, which includes practical events in social community projects next to their practical courses at the hospitals. In these events, students are highly involved in teaching the community first aid, health promotion, prevention of disease and so on. The aim is for the students to gain practical experience, but moreover to improve their communication skills with diverse patients and their relatives. The experts welcome these changes; however, the new curriculum could not be reviewed during this accreditation as it still requires approval.

From the pre-graduation survey, the expert panel concludes that the students of the MED program felt unprepared to apply principles such as microscopic anatomy, physiology, biochemistry and immunology in their internships and jobs. The program coordinators explain they are trying to improve this situation. In their opinion, the students might have felt unprepared to work in a diagnostic lab since the laboratory at TIU is clearly set up as an educational laboratory. In discussion with the students, the program coordinators got the impression that the devices at the diagnostic laboratories appear very different to the students, which can make them feel lost. In order to solve this program, the program coordinators have already increased the number of laboratory equipment such as a hematological analyzer. In the future, they would like to add further equipment used in the diagnostic laboratories to prepare the students for their internship.

In the discussion, which courses are most challenging for the students, the program coordinators of the MED program mention that some students have problems in the courses pharmacology or pathology since those involved a higher number of technical terms. In addition, they consider the transition between the first and second academic year as an important step in the students development. The first year covers a high number of basic science courses, whereas the second years starts with program-specific topics, which are new to most students. The students of the MED program reinforce this statement, saying pathology and pharmacology are the most challenging subjects to learn and are indeed the modules who are repeated most often by students. However, they add, that during their

internships and jobs, they acknowledge the benefit for learning these medical terms in discussion with the medical staff and colleagues.

The program coordinators from the NURS program add, their students consider the theoretical subjects as a greater challenge than the practical ones. Therefore, they try to combine both and try to demonstrate the application in the laboratory or the clinic after teaching the theory to increase the learning benefit of the students. The students of the NURS program add, to many, the most challenging subject is in the fourth academic year, which focuses on mental health since it does not involve visible health problems of the patients. Others add that subjects like maternity were the hardest for them. Yet, the student state, the module failure rate is the highest at the beginning of their studies in the theoretical courses of the first year.

The peers further discussed the involvement of the stakeholders in the development of the curriculum and lecturing. The stakeholders inform the peers, that their companies were not invited to develop the curriculum yet. TIU had approached them to explain the mutual benefit, which convinced them to form their cooperations and Memorandums of Understanding. Ever since, they are in regular contact with meetings once or several times a month. They admit, they are not involved in teaching lectures at TIU, although their companies and institutions are involved in the practical training programs. They also prepared excursions and workshops to teach students how to use modern machines. Further, they often share data with students of both programs and praise the good knowledge and practical skills of the students. Examples for collaborations in a final project include topics such as cancer research or data on bacterial antibiotic resistance.

In the discussion with the students, the expert panel is concerned, to which degree English as a teaching language might affect their learning outcomes. However, the students do not consider English as a challenge in their curriculum but see it as a benefit, especially if they plan to proceed in a master and PhD program. They assure to the peers, if students are failing, this is not because of English and reference again, that students with poor English skills have the opportunity to study English for an entire year before they enroll in the study program.

In the discussion with the rector's representatives and the program coordinators, the expert panel asks about plans for the future for both programs. The program coordinators explain that the nursing program was initiated on the demand of the market in the region. Bachelor programs as well as master and PhD study programs in nursing are missing in Kurdistan. Thus, for the future, TIU also plans to offer a master program in Nursing. As a private university, they require a cooperation with a public university to be able to offer

master programs. To realize their plan, they are currently in discussion with a local university. Likewise, the program coordinators of the MED program would like to expand to Master and PhD programs. In addition, they want to increase their research output and improve their research facilities. The program coordinator of MED aims to improve the program to be more international with increasing links to international partners to foster the exchange of students and staff.

The expert panel was further interested in their cooperation and interdisciplinary learning of the students. Both program representatives assured the peers, they work on cooperations within and across the faculty. The MED program mentions their national workshop on diabetes as one example, which was attended by representatives of public university, hospitals and the industry. One result of the workshop was a joint project on a new insulin pump. The NURS program coordinators state their good cooperations with regional hospitals as one example and their good connection to agencies to allow the students to participate in field visits of refugee camps, water sanitation agencies and industries requiring the service of nurses. The programs also involves their students in community work on the prevention of diseases and illnesses or with education of a healthy diet organizing several workshops and events.

The students also inform the experts, TIU has outstanding reputation, which was also the main reason they choose this university. One motivation to join TIU was the fact, that students receive an excellent education on a technical and personal level, yet another factor included the international orientation of the curriculum.

Overall, the expert panel is convinced, the curricula of both bachelor study programs enable the students to achieve the intended learning outcomes. The learning outcomes are clearly defined for each module in the module handbook, which contribute to the achievement of the program objectives. The experts have a positive impression on the practical lectures of the curricula in order to provide the students with substantial experience for their future job and welcome the already initiated strategies for improvement. The experts consider each module represents a well-matched unit of teaching and learning. The module handbooks state the knowledge, skills and competences the students acquire in the course. In the opinion of the peers, the order of the modules is adequate and ensures that the learning outcomes can be achieved and that the programme can be completed within the standard period of study. Nevertheless, the expert panel recommends improving the cooperation with local and international universities and stakeholders. They suggest to inviting local stakeholders to give lectures, which would have the benefit of increasing the pool of elective courses, especially in the program of NURS.

Next to the curricular activities, the students also impressed the experts by their extra-curricular activities, where they demonstrated motivation to address topics such as renewable energy or waste recycling in clinical laboratories. To acknowledge the engagement of the students, the expert panel recommends increasing the representation of the achievements of the students, including their extra-curricular, activities on their social media platforms as well as their research projects outputs on the TIU homepage

### *Internship*

The internship of the bachelor program MED has a duration of two month with 100 hours and has to be organized between the third and the fourth academic year. Most students have their internship during July and August during the summer off-semesters. The students are free to find a laboratory for themselves, which allows them to perform their internship in other cities than Erbil (e.g. their hometown or abroad).

The internship of the bachelor program NURS is organized as a summer training of 60 days during the second, third and fourth year. The practical training includes a competency checklist for each skill the students shall learn in the different fields of nursing. The students have to finish weekly report, which summarize the procedures they have performed. To finish their internship, a score has to be reached, which is calculated on the basis of the number of repetitions of one procedure and level of difficulty of the procedures performed.

In the discussion, the program representatives assured the expert panel, the programs have several established Memorandums of Understanding (MoUs) with medical laboratories, hospitals and public universities to ensure the students are able to perform their internships. Students have the possibilities to conduct their internship with these partners, but are also free to search for an internship opportunity themselves. The program coordinators explain that many students return to their hometowns during the summer month and then decide to perform their internship closer to their families. TIU is constantly seeking to expand their networks of partners and MoUs. The program coordinators explain the expert panel, that every students has one supervisor at TIU and one supervisor at the institution to ensure the teaching success in different places. In addition, the supervisor from TIU checks on the quality of the institution and visits the students during their internship. This is confirmed during the discussion with the teaching staff.

The program coordinators of the MED program explain the peers, the internship is very important for the students' development. Therefore, they try to increase the number of cooperation laboratories and hospital constantly and try to find partners in different cities



such as Mosul and Duhuk. These partners are also willing to share material with the students and/or the program in order for the students to get familiar with the most common local diseases. In addition, these co-operations often lead to joint research projects. The stakeholders in the discussion with the experts also confirm this fact. The stakeholders add that students commonly do not receive any payment/salary for their work during the internship. The students confirm, none of the students present in the discussion had received any sort of payment. However, expenses are covered, such as transportation between cities or lunches at work.

In the discussion with the students, the expert panel raised the topics of the internship. Students from the NURS program verify, they attend clinical internships between after the second year and the third year before their final internship in the fourth year. They specify, their final internship lasts for two months, where they work from eight am until half past one pm to collect the necessary scores on their competence-based checklist. The students consider this as a great opportunity, where they do gain experience and knowledge in nursing procedures as well as patient care. Students of the MED program report a different structure of their internship. During their 100 hours of internship, they work in different departments every two weeks. During these two weeks, they focus on one topic focus on one topics, e.g. biochemistry or blood tests, to gain experience.

The teaching staff further supports the importance of the internship for the student in order to increase their chances of the job market. In both programs, students cannot graduate without successfully completing their internship. In this context, the teaching staff mentioned the low employment rate in this region in general; therefore, they want to prepare their graduates in the best way possible for the job market. The mandatory internship further distinguishes TIU from other universities in the region.

Overall, the stakeholders confirm the good qualifications of the students during their internship. Several representatives mentioned, they have offered jobs to students after their internship at their company (after graduation). They verify the good theoretical and technical skills of the students, but further positively comment on the soft skills including communication, reliability and efficiency.

In general, the expert panel welcomes the integration of an internship in the curricula of both bachelor programs under review. They consider them is well integrated into the curriculum, which provides all knowledge to conduct the internship. The experts has formed the opinion, that TIU assumes responsibility for the quality of the internship in terms of its content and structure. To this end, the university coordinates with the participating companies and supervises the students during the internship with clear reports and evaluation

methods. However, the expert panel proposes TIU to re-consider the award of credits for the internship as it is a mandatory part of the program (see criterion 1.5).

### *Mobility*

TIU is an international university where almost the entire teaching staff has international experience. On this basis, the members of the programs MED and NURS organize events (seminars, workshops, symposia, etc.) regularly to foster intercultural experience and awareness for the students. Each module of both study programs under review is associated with ECTS-points, which allows transferring credits from other higher education institutions. Students from other universities have to apply at the Directorate of Students Affairs in order to have their externally achieved credits accepted at TIU.

TIU has issued several MoUs with national and international educational organizations to provide their students and staff with new opportunities. University MoUs are established in Malaysia, India, Jordan, Germany, and the USA. New collaborations were recently initiated with the Jordan University of Science and Technology and the Jordanian Hashemite University due to their outstanding reputation in research, particularly in medicine and biotechnology. While the teaching staff of the programs NURS and MED recently participated in exchange programs in the USA; Poland, and Germany, the student exchange rate is very low. The program coordinators and the teaching staff mention that a significant problem is the low number of incoming students from foreign countries, whereas many students from Iraq move to Erbil to study at TIU. According to the teaching staff, outgoing students recently went to Jordan, where two out of the four students will continue with their PhD program.

The students admit to the expert panel, that they are aware of scholarship for exchange programs, although none has applied or participated in one. One student comments, they were offered a chance to go abroad, but declined the offer due to personal reasons. However, some of their colleagues have done their internships in countries such as United Arab Emirates or Turkey.

Overall, the expert panel thinks, that TIU and the programs of NURS and MED encourage international mobility of their students and staff. Exchange of staff and students is organized within an appropriate framework, which allows the staff to find a substitute for their teaching activity and recognizes credits earned externally for students. However, the experts wonder, why the interest of students to go abroad is low. Therefore, the expert panel recommends TIU to assess the number of outgoing and incoming students with the aim to

identify barriers for interested students supporting the further internationalization of the university.

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| <b>Criterion 1.4 Admission requirements</b> |
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**Evidence:**

- Self-assessment report
- The webpage of TIU <https://tiu.edu.iq/>
- Student handbook
- Discussion during the on-site visit

**Preliminary assessment and analysis of the peers:**

TIU describes, that there are generally two ways to qualify for the bachelor programs under review. The main group of admissions has previously graduated from a scientific high school. The results of the final exam can reach up to 100% and determine which university, college and specialization the student can attend. To enroll in the Medical Analysis program, the students have to pass the limit of 62%, whereas in the Nursing program the students have to exceed 75% in their final exam.

The second group of student admissions has graduated from a two-year higher education institute that complies with one of the study programs. After two years, the program ends with a comparable exam to the final high school exam calculating equivalent scores. The admission of students is based on a competitive system considering the average mark of the two different final exams.

In addition to these scores, the skills in written and spoken English is also considered in the application process of these two bachelor programs. The applicants have to take a TIU English proficiency exam, which is considered together with the high school English language exam. Both scores have to exceed 50% to enable enrolling in the programs of NURS and MED. If the score is below this threshold, the students are required to study English language in a Foundation English course for one year.

During the audit, the experts enquire about the purpose of the two-year higher institute to gain admission to the programs. The program coordinators explain, this option is only chosen by students whose high school final exam scores are too low to enroll in the programs. In order to qualify for their desired study program, they can additionally study for the period of two years and receive a higher qualification score for their further education.

In conclusion, the expert panel considers the admission requirements and procedures as binding and transparent published on the webpage. They establish clear rules to ensure that students are in principle able to successfully graduate from the programme. This includes the additional examination in English proficiency, which is essential due to the complete organization of the programs in English. The regulations also include rules for the recognition of qualifications achieved externally (e.g. at other higher education institutions or outside the higher education sector), which are clearly defined. TIU facilitates the transition between higher education institutions and with non-university places of learning without jeopardizing the achievement of learning outcomes at the desired level.

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| <b>Criterion 1.5 Workload and Credits</b> |
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**Evidence:**

- Self-assessment report
- The webpage of TIU <https://tiu.edu.iq/>
- Module handbook of the programs under review
- TIU Credit Transfer & Equalization Policy
- The Workload calculation sheets of all the courses
- Curriculum tables: Study Plan or Curricular Overview in a table format that informs about the student workload
- Discussion during the on-site visit

**Preliminary assessment and analysis of the peers:**

In the SAR, TIU explains, they originally applied the American credit system CT for all their study programs. Due to their interest in closer cooperation with European higher education institutions, the university added the European Credit Transfer System (ECTS), which is now applied parallel to the first credit system.

The bachelor programs under review have a duration of eight semesters or four academic years. They totally award 240 ECT points in their curriculum. The calculation from the CT to the ECTS system followed these principles: (1) one theory credit hours equals one hour and (2) one lab/practical or clinical credit equals two hours in the program of MED and three hours in the program of NURS.

The calculation considered that 60 ECTS credits are awarded within one academic year. This represents a student workload of 1500 hours per year, resulting in 25 working hours per credit including theoretical course hours, practical course hours and self-study hours.

The conversion follows these rules presented in the table below:

|  |            |
|--|------------|
| Classroom hours= 16 (weeks per term) * 4 (hours per week)                            | 64         |
| Self-study/assignments= 5 (assignments) * 2(hours for each assignment)               | 10         |
| Self-study/quizzes= 2 (quizzes per term) * 5(hours per quiz)                         | 10         |
| Self-study/Midterm Exam = 15 (hours)   | 15         |
| Self-study/Final term Exam = 20 (hours)  | 20         |
| <b>Total Hours (hours)</b>   | <b>119</b> |
| <b>The Total ECTS Credit = Total Hours/25=119/25= 4.76 <math>\cong</math> 5 ECTS</b> |            |

The workload of each module is also formally evaluated verifying the self-study time of the average student. A table with the evaluations was presented in the SAR.

The expert panel inquires how TIU and the two bachelor programs under review currently handle the two credit point systems. The program coordinators explain, they are using the two systems next to each other. According to them, many students are interested in continuing their studies in Europe, therefore the declaration of ECTS points per module is of great importance for both programs under review.

The students of the MED program mention to the expert panel, that a common day at TIU starts at 10 am and runs until 3 pm before practical laboratory courses start. They note, they are taking on average between three and five courses in one semester. Students of their NURS department add, their days commonly start earlier at nine o'clock in the morning. The structure of their days depend on the schedule and differs with laboratory courses or practical clinical lessons. The number of courses per semester is higher in the NURS program varying between five to eight courses. The workload of each course is very different and ranges between two to eight. None of the students shares any concerns of a large workload with the expert panel and, in contrast, assures the experts they are very satisfied with their courses.

In conclusion, the expert panel considers the credit system is well-based on the students' workload. The workload includes contact hours and self-study time. Credits are awarded for every module based on the respective workload. The estimated workload is realistic and well-founded, so that the study programs can be completed in the standard period of study. The modules of each program are regularly evaluated to whether the credits awarded for each module correspond to the actual student workload and whether the dis-

tribution of the workload across all semesters enables graduation within the standard period of study. Students are involved in these processes by participating in the evaluation at the end of each course.

However, not all compulsory components of the study program are awarded with a representative number of credits. The program MED and NURS both include mandatory internships, to which currently no credit points are assigned. The expert panel suggests re-considering the award of credits for the internship as it is a mandatory part of the program and represents a strong benefit for the students in their learning process.

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| <b>Criterion 1.6 Didactic and Teaching Methodology</b> |
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**Evidence:**

- Self-assessment report
- Module handbooks of the programs under review
- Results of Staff Satisfaction
- Discussion during the audit

**Preliminary assessment and analysis of the peers:**

In both programs under review, the SAR describes how the lecturers target to strengthen the communication and problem-solving, as well as technical skills. Various methods are applied to achieve this goal.

In the MED program, the main techniques used in the classroom involve “questioning”, “small group activities” and “multi-media content based teaching.” The NURS program integrates similarly “questioning” while is also involves techniques such as “writing reports” and “case studies.” This represents active learning pedagogies to promote the learning of the students. Techniques such as small group discussion are student-centered to develop the communication skills, exchange of ideas and problem-solving skills. It also fosters critical-thinking and the teamwork ability to benefit the soft skills of the students. The discussion of case studies is applied in both programs to prepare the students for their future careers. The program coordinators and the teaching staff specify in the discussion with the experts, that they integrate medical data and cases from their own research or from their stakeholders to confront the students with real life scenarios. Next to case studies, the courses regularly include reports and presentations, including oral or poster presentations. During the pandemic, both programs contained also blended learning, however the teaching staff reports they did not continue this after returning to the campus.

The experts acknowledge that the teaching staff applies a variety of teaching methods and didactic means to promote achieving the learning outcomes and support student-centered learning and teaching. Both teachers and students mention to the expert panel to consider having an adequate balance of contact hours and self-study time. They students are introduced to scientific work while practical work is a central part of their curricula. The expert panel confirms, the teaching methods are regularly reviewed in the process of evaluations at the end of each semester.

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 1:**

Criterion 1.2. – Name of the study program

TIU and the program representatives of the bachelor program MED support the suggestion from the expert panel and have already initiated the first steps to adapt the name of the program to the content of the curriculum. Nevertheless, the recommendation of the expert panel remains valid to support this decision in the University Council, the board of Trustees and the Ministry of Higher Education.

Criterion 1.3. – Curriculum

To expand the number of elective courses and strengthen the cooperation with partners from the industry, TIU plans to initiate a “Faculty – Industry Partnership Committee.” Next to mutual exchange, topics discussed in this committee include funding opportunities and collaborations for project and teaching. TIU further states that they plan to establish an interdisciplinary coordination committee to strengthen the cooperation among the departments and offer new elective courses to students across disciplines.

Furthermore, TIU considers offer scholarships to incoming students to Erbil while they also develop new collaborations with foreign research institutes to increase the number of opportunities for outgoing students. Although TIU names several reasons why students from the programs under review are hesitate to go abroad, the experts continue to suggest increasing the dialogue between the students and the International Relations Office.

Although the experts consider the strategies of TIU to address these issues as positive, none of them are currently effective. Therefore, the experts continue to support their recommendations.

Criterion 1.5. – Workload and credits

TIU acknowledges the problem that all mandatory internship should provide credits to the students. The university has started a survey among coordinators, who support this decision. Since this issue remains currently unsolved, the experts still support this requirement.

The full statement submitted by TIU is available in chapter E.

## 2. Exams: System, Concept and Organization

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| <b>Criterion 2 Exams: System, concept and organization</b> |
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**Evidence:**

- Self-assessment report
- Student handbook
- Module handbooks of all programs under review
- Examples of exams and final theses presented during the audit
- Homepage of the program Nursing <https://nursing.tiu.edu.iq/>
- Homepage of the program Medical Analysis <https://applied-science.tiu.edu.iq/medical-analysis/>

**Preliminary assessment and analysis of the peers:**

At TIU, there are two mid-term examinations periods and one final examination according to the information presented in the SAR. According to the university policy, the lecturer shall apply more than three different assessment methods, which shall directly reflect the learning outcomes, the teaching methods and the course content of the module. The students are informed about the types and weight of assessment at the beginning of the module and the information is clearly presented in the module handbooks of the programs NURS and MED. In addition, the assessment is clearly stated in the syllabus in the student platform. The most common assessment methods are similar in the program MED and NURS. Next to the mid-term and final examinations, the students have the write report and participate in quizzes throughout the semester to ensure the lecturers are able to give a continuous feedback about the learning progress to the student. Other assignments include for example presentations.

The following grading system is applied in the programs MED and NURS:



Table (2.1): Equivalent Grades to Awarded Letters

| Letter | Grade Equivalent Out of 4:00 | Letter | Grade Equivalent Out of 100 |
|--------|------------------------------|--------|-----------------------------|
| AA     | 4:00                         | AA     | 90-100                      |
| BA     | 3:50                         | BA     | 85-89                       |
| BB     | 3:00                         | BB     | 80-84                       |
| CB     | 2:50                         | CB     | 75-79                       |
| CC     | 2:00                         | CC     | 70-74                       |
| DC     | 1:50                         | DC     | 60-69                       |
| DD     | 1:00                         | DD     | 50-59                       |
| FD     | 0:50                         | FD     | 40-49                       |
| FF     | 0:00                         | FF     | 0-39                        |

The final grade is determined by the overall performance of the students during the semester. If students fail a module (grade FF to DC), they can take part in the final exam of the summer school as a make-up exam. Students have the possibility to ask for a clarification of the examination results. If the students object to the grading of the final exams, they can submit a petition to the directorate of Student Affairs. In this case, an examination committee will re-examine the exam before the by the relevant Faculty board will discuss the application.

The teaching staff explains to the expert panel, that the examinations are controlled by the examination committee. The lecturer has to prepare several version of their examination with different styles of questions and forward those to the examination committee. In turn, the committee checks on the language, grammar, content, how they match the learning outcomes of the module. The exam committee prepared the examination questions without the knowledge of the lecturer and organized the exam independently. The lecturer receives the questionnaires of each exam with the names of the students removed in order to grade the exam unbiased. The teaching staff explains, practical examinations are organized in various stations, where the students have to perform a procedure under observation. A checklist for each module shows which procedures need to be mastered in order to pass the exam. The students verify the experts, the exams are well-organized and that they are aware of the requirements to pass each exam.

In discussion with the students, they confirm that the exam schedule can be changed if problems arise. The grades of the exams can only be accessed on the student platform. During this process, the systems also conduct a survey on the course (see criterion 5).

### *Graduation Project*

In both programs MED and NURS, students have to conduct applied research in order to finish their studies.

In the MED program, students in their fourth academic year will be grouped (five students per group) and assigned to a supervisor. After reaching an agreement on a research subject, meetings between the supervisor and the students have to be held on a weekly basis. The proposed project mainly concerns market needs and researchable problems in the medical analysis field. Stakeholders and teaching staff both report to the expert panel, that data and research material are shared to provide a good research opportunity. During the project, the supervisors meet with their student at least twice a month to discuss the progress of the research activity. The student have to finish their project by writing up their thesis. Both the quality of the thesis and the performance of the student during the process is evaluated by a jury composed of academics from inside and outside the department.

In the NURS program, the graduation projects starts at the beginning of the fourth academic year. In a workshop the students learn about the guidelines as well as the process, grading and schedule of the project. The students are allowed to choose their topic, which has to be presented in front of their supervisor before it can be accepted. One lecturer supervises the research project, which be conducted by up to two students at once. At the end of the spring semester, the students are supposed to collect data for their research project. During this process, the students meet with their supervisor on a weekly basis to discuss their progress and receive orientation for the next week. The final thesis is submitted for evaluation to a Grand Jury composed of external and internal lecturers.

In the discussion with the peers, the program coordinators specify, that the final project is equal to a final thesis. The students can conduct their own scientific work in accordance to their interest or propose a review (especially in the program NURS). In the MED program, the students predominately perform their own research receiving often material from co-operating medical laboratories, which is confirmed by the stakeholders and students. The final assessment of the thesis can either be a presentation in front of a committee or a poster during a poster exhibition event. According to the program coordinators, this examination methodology was developed to reduce the students' stress of the final exam and to teach the students to be able to summarize their work in a brief presentation and the content in the format of poster.

The program representatives of the NURS department add, students are initially grouped depending on their interests, e.g. community nursing, medical/surgical nursing or pediatric

nursing. Each student of this group has to submit her/his own proposal, which needs to be approved by the undergraduate committee.

The program coordinators mention to the expert panel, that from this year on, they also intent to list the titles of each final thesis online to increase the impact and outreach of the students' works. In the last year, the three best abstracts were accepted for publication in the university journal, which supported the dissemination of their thesis project and benefited the students and the department. In addition, the program coordinators stated, they intent to also upload all student thesis to their e-library database.

In conclusion, the expert panel considers the exams are well organized in the bachelor programs MED and NURS. The number and distribution of exams ensure an adequate workload as well as sufficient time for preparation. The experts especially have a positive impression on the organization of the exams ensuring an unbiased and anonymous graduation of the written exams. The criteria for the examinations are clearly presented online and in the student handbook. At the beginning of each lecture, the lecturer informs the students on the grading system of this module, which is also clearly listed in the module handbook. The peers note, students have an opportunity to consult their lecturers about the results of their exams and arrange a re-assessment of the exam if they consider it necessary. The experts welcome that stakeholders share their data and material for the graduation project of the students of MED and NURS, while TIU assumes responsibility for their content and for suitable conditions in the respective company/hospital. In addition, the examination committee ensures, the exams are regularly reviewed in order to meet the learning objectives, which the expert panel considers as beneficial.

### 3. Resources

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| <b>Criterion 3.1 Staff and Development</b> |
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**Evidence:**

- Self-assessment report
- Staff handbook
- CAD scores of the teaching staff of MED and NURS (attachment 3H)
- Results of Staff Satisfaction (attachments 3J und 3K)
- Detailed information about the MoUs (attachment 7A)
- Example of a training certificate (attachment GQ.A)
- Discussion during the audit

**Preliminary assessment and analysis of the peers:**

The teaching staff at TIU in the programs MED and NURS can be divided into fulltime faculty members, part-time faculty members, and teaching assistants. The fulltime faculty members include assistant lecturers, lecturers, assistant professors, and full professors. Their qualification determines the amount of teaching per week, which is 14 hours for assistant lecturers, twelve hours for lecturers, ten hours for assistant professors and eight hours for full professors. All fulltime faculty members further have to be join a faculty or department committee and are available for two hours per week during their office hours. Each fulltime faculty member has to conduct research and publish a scientific article each year in an indexed journal. Furthermore, they have to participate in academic event held at the faculty (workshops, seminars, conferences, etc.). Fulltime professors usually spend 60% of their time on education activities (lecturing, preparing lecture notes, marking and scoring assignments and exams, etc.), 20% on research and 20% on management duties according to the data presented by TIU.

Part-time faculty members are involved on teaching on the basis of a contract and have to be available for office hours to be able to answer students' questions. They spend 100% of their time on education activities. During the discussions with the peers, no part-time faculty member was present.

Teaching assistants have to support the teaching staff in their lectures and research and support the department with additional tasks. They also have to join a university, faculty or department committee.

The number of the fulltime academic staff in the MED program in summarized in the table below.

Table (3.1): Faculty per academic rank for MED Program

|                      | 2017-2018   |             | 2018-2019   |             | 2019-2020   |             | 2020-2021   |             | 2021-2022   |             |
|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Faculty              | Part - Time | Full – Time | Part - Time | Full – Time | Part - Time | Full – Time | Part - Time | Full – Time | Part - Time | Full – Time |
| Professors           | 0           | 0           | 0           | 0           | 0           | 2           | 2           | 1           | 2           | 2           |
| Assistant Professors | 0           | 0           | 2           | 0           | 3           | 2           | 5           | 2           | 5           | 2           |
| Lecturers            | 2           | 2           | 2           | 2           | 10          | 1           | 10          | 3           | 2           | 4           |
| Assistant Lecturers  | 1           |             | 1           | 2           | 4           | 2           | 4           | 2           | 2           | 5           |
| Total                | 5           |             | 7           |             | 24          |             | 29          |             | 24          |             |

The number of fulltime faculty members of the NURS program since 2018 is shown below.

Table (3.2): Faculty per academic rank for NURS Program

| Faculty                     | 2017-2018   |             | 2018-2019   |             | 2019-2020   |             | 2020-2021   |             | 2021-2022   |             |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                             | Part - Time | Full – Time | Part - Time | Full – Time | Part - Time | Full – Time | Part - Time | Full – Time | Part - Time | Full – Time |
| <b>Professors</b>           | -           | -           |             | 1           |             | 1           |             | 1           |             | 1           |
| <b>Assistant Professors</b> | -           | -           | 1           |             | 5           |             | 6           |             | 5           |             |
| <b>Lecturers</b>            | -           | -           |             |             | 3           |             | 4           |             | 10          | 1           |
| <b>Assistant Lecturers</b>  | -           | -           |             | 2           | 3           | 1           | 6           |             | 6           | 2           |
| <b>Total</b>                | -           |             | 4           |             | 13          |             | 17          |             | 25          |             |

TIU stats, with the increase in staff during the last years, the student to teacher ratio in the bachelor program MED could be reduced from 14.3 in 2017-2018 to 5.8 in the year 2021-2022. In the bachelor program NURS, the student to teacher ratio was very low after the initiation of the program (2.7) and has currently reached the number of 8.6 in the year 2021-2022. All fulltime and part-time faculty members either hold a master or PhD degree in the ratio shown below.

Table (3.5): Number PhD and Master holders within the fulltime &amp; parttime academic staff teaching at MED and NURS for the academic year 2021-2022

|                | No. of PhD holders | No. of Master holders |
|----------------|--------------------|-----------------------|
| <b>At MED</b>  | 7                  | 6                     |
| <b>At NURS</b> | 9                  | 13                    |

Since TIU aims to increase their internationalization, their plan is to hire international researchers as well as national researchers with international experience and/or degrees from university abroad. The current teaching staff in the MED program therefore comprises people of Iraqi, Italian, Iranian, and Turkish nationality, whereas the staff at NURS is composed entirely of Iraqi nationals. The HEI has also issued an equal opportunity policy to increase the number of their female scientific staff. They support their female staff from their early stages as research assistants to postgraduate researcher within different programs. At MED and NURS, the head of the department is primarily responsible for most of the human resources planning and allocation. New hired staff has to be approved by a committee after an interview and a 20-min lecture to evaluate the teaching and English language skills of the applicant.

Newly joint lecturers at both departments are invited to participate in an on-boarding program, which is held annually at the beginning of the academic year at the university campus. This course contains among others information on the structure of the university and about preparing a course syllabus and course material, overview and quality assurance processes and procedures, research activities and publication and publication and incentives.

The teaching staff at TIU is further encouraged to continue their academic development. To achieve this goal, each member of the staff has to accumulate a certain amount of points in each year according to their scientific title. Points are awarded to attending a scientific event with or without a contribution, attending or lecturing training courses (excluding pedagogical courses), publishing a scientific article or scientific abstract, scientific peer-review of a manuscript or their contribution in a scientific committee. The HEI is planning and organizing academic activities such as seminars, workshops and conferences to continue to scientific exchange with national and international colleagues.

All fulltime faculty members of MED and NURS have to participate in scientific research. At the beginning of each academic year, the academic departments of NURS and MED have to prepare a research plan for the entire year. These plans are submitted to the TIU Research Center, who reports the plans to the University Council. TIU imposes strict guidelines to publish the results of their research and withholds the right to terminate contracts if no research was published for three consecutive years.

In the discussion during the online audit, the expert panel asked the relation between research and teaching in comparison with the numbers presented by TIU. The program coordinators admit, the ratio between these two tasks depend on the number of students and the numbers of laboratory courses in the semester. In certain laboratory courses, e.g. immunology, the group of students needs to be divided into six groups to accommodate the laboratory capacity and sample availability, where two receive theoretical lectures while four are involved in the laboratory. In the NURS department, each student has to perform certain procedures after watching a demonstration by the lecturer and their assistants. Despite the help of research assistants in these classes, the course takes a high amount of workload of the staff. The teaching staff of the NURS program mention, they have around 45 students in one semester. They split their classes into two groups, but during laboratory and clinical classes, the groups need to be further divided into three to five subgroups. In the end, the supervisor at the hospital shall only be responsible for two to three students to ensure the practical learning process of each student. Similarly, in the MED program, the teaching staff comments to keep the group sizes small to give the students a hands-on experience during their laboratory courses. In order to achieve a good student support in such cases, both programs include a high number of research assistants, which can reach up to eight per course. The teaching staff adds, the research assistants have at least a bachelor

degree in the field of NURS or MED, respectively, and additional two years of experience in their jobs. Lecturers of the MED program explain, they often offer the position of research assistants to the best three graduates of one year after they have acquired experience in a company.

The expert panel was uncertain concerning the ability of the teaching staff to conduct research in addition to their teaching load and the high number of administrative tasks. The program coordinators admit, the workload of teaching staff is indeed high, especially for the head of the department and the scientific coordinator of the department, which causes some staff members to extend their working hours to conduct research. Therefore, they currently aim to further increase the teaching staff to better distribute the workload in both programs. However, no solution was developed so far to fully overcome this issue. The teaching staff clarifies for the peers, that full-time and part-time staff members and research assistants are required to join committees and therefore this kind of workload is distributed. In the opinion of the teaching staff, the situation of participation in committees is not as severe if the person is experienced and thus can handle multiple tasks. They consider the work in committees as an important contribution to their work at TIU and therefore consider it is easy to motivate the staff members to join a committee.

The program coordinators describe to the experts, there are research incentives to promote the staff to perform research. The incentive depends on the title of the lecturer and the type of publication. According to the program coordinators, the main scientific research activities take place during the summer time in between semesters. The teaching staff adds they sometimes work extra-hours in order to perform their research, which are always paid. They also explain they are motivated by the head of the department to conduct research and collaborate within the department and within TIU. Concerning the research funding at TIU, the expert panel asks if enough funding is available to perform all experiments. In the opinion of the teaching staff of both programs under review, there is enough financial funding to perform their research. They add, there is currently no additional funding from the government or companies available; however, they receive support on different levels from cooperating partners such as hospitals or diagnostic laboratories. These partnerships often enable the scientific work by sharing their samples and data for a basis of further scientific analysis. These cooperations often results in new joint publications. Besides, the teaching staff mentions, they are always actively searching for new cooperation partners, nationally and internationally, to apply for research funding in joint projects.

The peers also raise the issue of student support next to the lectures. The students therefore note the academic advisor. Two students are assigned to one academic advisor with whom they can meet on demand. These can be reached very easily outside of the class-

room to give them advice about their study or further explain one subject they had difficulties to understand. The students tell the peer panel, that there are no student tutors at TIU. Students with good grades are voluntarily often teaching their classmates, but the support in lectures is limited to the lecturer and their research assistants.

#### *Staff development*

The teaching staff considers their situation on further development as very positive. The members of the teaching staff are motivated to participate in international exchange projects to share and learn their experience in research and teaching. If the lecturer wants pause their teaching activities to focus on research, e.g. to finish their PhD, there is the option to freeze the contract for a certain period to facilitate their higher education.

Further, the expert panel is interested in the English skills of the teaching staff and if additional education is available to improve their English. The program coordinators note, they conduct an interview and a short lecture before a person is hired. This way, they closely observe not only the English skills, but also how they interact with students. However, there are no specific English courses for the teaching staff.

In addition, the expert panel inquires on the opportunities for staff development at TIU. The teaching staff confirms, there are possibilities to attend courses to improve their teaching skills and learn new methods.

In conclusion, the expert panel recognizes the strong identification of the teaching staff with their institution and is impressed by their commitment to teaching and research. The composition, professional orientation and qualification of the teaching staff are suitable for successfully delivering the degree programme. The research and development of the teaching staff contributes to the desired level of education. The experts form the opinion, the teaching staff has the opportunity to further develop their professional and didactic skills and is supported by their departments to continue their personal higher education. However, the expert panels identifies the high workload of the teaching staff, particularly during practical lectures. To further reduce the workload of the teaching staff and ensure adequate student support during practical lessons, the expert panel recommends considering involving experienced students as student tutors in especially laboratory courses. In addition, the expert panel recommends increasing the international co-operations on an institutional level in order to support international staff exchange and joint research projects and publications.

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| <b>Criterion 3.2 Funds and equipment</b> |
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**Evidence:**

- Self-assessment report
- Detailed information about the MoUs
- Discussion during the audit

**Preliminary assessment and analysis of the peers:**

At TIU, the board of trustees is responsible for the Financial and Strategic Planning. Currently, TIU does not receive any public funding from the government, thus student tuition fees are considered as the major source of income of the university. Due to the economic situation, the number of external financial support decreased during the last years. The program coordinators and the teaching staff also state this situation during the discussions with the expert panel.

Strategic plans of the universities are established for five years, but a review of the financial strategy is conducted every year. The financial organization at TIU involves the University Board of Trustees, the Financial Affairs Office and the Vice president for Administrative and Financial Affairs and the deans of each faculty. The funding is distributed on the salary of lecturers, research activities of each department, investments in the infrastructure including library stock, software licenses, etc. as well as research-related travelling expenses.

The department of MED is currently developing different additional financial resources. Plans consider charging externals for laboratory services or delivering paid training courses. TIU is further considering to establish a medical complex in the future for education purpose and profitable units (e.g. diagnostic laboratories, physiotherapy, pharmacy etc.).

The building housing the programs MED and NURS was completed in 2015 and equipped with the modern technologies. These include a campus-wide Wi-Fi for lecturers, video conferencing facilities and air conditioning in every facility. In the discussion with the experts, the program coordinators confirm, that student access to the Wi-Fi can only be established on demand. If students contact them to access the Wi-Fi, they are allowed to share the access data. However, none of the students has used this so far since most students access the internet via their mobile phones.

The HEI indicates, the education of the bachelor program MED is highly dependable on their laboratory equipment. The infrastructure includes five laboratories for undergraduates and one laboratory for postgraduates. These allow the students to practice in the fields of microbiology, parasitology, mycology, organic and analytical chemistry, biochemistry, endocrinology, practical virology, genetics, biotechnology and immunology, physiology, hematology, histology and human anatomy as well as related courses. These include various

microscopes, autoclave, spectrophotometer, centrifuges, electrophoresis and hematological analyzer in addition to standard laboratory equipment.

The education of the bachelor program NURS includes four laboratories. The laboratories allow the students to gain experience in fundamentals of nursing, adult nursing, pediatrics, critical care nursing and basic life support, maternity care and health assessment. In addition, the laboratories allow education of anatomy, physiology, microbiology, biochemistry, histology as well as computer skills and biostatistics. The study program of NURS cooperates with local clinics to offer the students a real-life experience.

The main library of TIU is located in the main building of the university. The library is still in the process of improving and expanding their resources. The university offers additional IT facilities to the students of NURS and MED with all necessary software for their studies.

The peer panel wanted to know, how the equipment at the MED and NURS department is organized and maintained. The program coordinators from the NURS department distinguish here between two sort of equipment (1) disposable equipment and (2) larger purchases. While disposable equipment can be bought directly and does not need to be approved by any controlling committee, the purchase of larger equipment needs to be reviewed and approved by the university. Their last major investment is a high-fidelity simulator. The program coordinators from the MED program concur with the situation at the NURS program and add that their equipment undergoes regular maintenance on regular basis. However, for larger repairs, they have to report the problem to the company (e.g. simulators). If local companies cannot solve the issue, they already had to contract companies in neighboring countries to facilitate repairs in the past.

Moreover, the experts are interested in the situation of offices at both departments. The program coordinators confirm an overall good situation and offices host two to three colleagues of the academic staff. It is common that research assistant receive offices next to the laboratories. In addition, they are currently seeking a separate room for the dean of student representatives to give the students more privacy to discuss their issues.

The expert panel considers the financial resources and the available equipment constitute a sustainable basis for delivering the degree program. The laboratories contain modern equipment, which allows the students to gain extensive practical experience during their studies. In the opinion of the expert panel, the infrastructure of both TIU and the programs NURS and MED are sufficient in the term quantity and quality.

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 3:**

**Criterion 3.1. – Staff and development**

TIU accepts the recommendation of including student as tutors to decrease the workload of lecturers and teaching assistants. Additionally, TIU does not comment on the recommendation on increasing the international collaborations to foster staff exchange and joint research programs.

As strategies are currently developed, the expert panel still support both recommendations.

The full statement submitted by TIU is available in chapter E.

## **4. Transparency and documentation**

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| <b>Criterion 4.1 Module descriptions</b> |
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**Evidence:**

- Self-assessment report
- Homepage of the program Nursing <https://nursing.tiu.edu.iq/>
- Homepage of the program Medical Analysis <https://applied-science.tiu.edu.iq/medical-analysis/>
- Module handbooks of all study programs
- Discussion during the audit

**Preliminary assessment and analysis of the peers:**

TIU describes, each lecturer is responsible to fill out the entire module description at least two weeks prior to the start of the course. The full description of each module contains the name of the lecturer, their academic profile, contact information and office hours as well as the teaching assistant involved in this course. Additional information includes the course type, language, objectives, content, intended student learning outcomes, and suggested literature. In addition, it names the contribution to the program outcomes, the requirements to attend the course, the student's obligation and teaching methodology. All information needs to be verified by the scientific committee of the department before it is released online.

The representatives of the rector's office mention during the discussion with the expert panel, that the fully syllabus is only available for students in the student information systems. However, the program coordinators of both programs add, the curriculum and a short information on each course is available online on the programs' webpages for everyone interested. People interested in the bachelor programs NURS and MED, participate in open days at TIU as well as the orientation program, where members of the department and students, respectively, share their experience with everyone interested in these study programs. However, the program coordinators consider the suggestions of the experts as interested and the program of MED has already included the entire module descriptions on their webpage since the online visit.

In summary, the expert panels confirms the module descriptions are accessible to all students and teaching staff and contain the adequate information on the course.

#### **Criterion 4.2 Diploma and Diploma Supplement**

##### **Evidence:**

- Self-assessment report
- Template of the TIU Diploma Supplement
- Samples of Diploma and Transcripts issued by TIU
- Discussions during the audit

##### **Preliminary assessment and analysis of the peers:**

TIU issues a diploma (degree certificate) shortly after graduation together with a diploma supplement. Both of them are provided entirely in English. In addition, a transcript of records is issued with the diploma certificate.

The presented version of the diploma supplement however is not in agreement with the criteria issued by ASIIN. The peers note, the diploma supplement needs to provide all information on the student's qualifications profile and individual performance as well as the classification of the degree program with regard to the respective education system. The grades of individual modules are required to be presented in the transcript of records. In addition to the final mark, statistical data as set forth in the ECTS Users' Guide is included to allow readers to assess the individual mark. Furthermore, a transcript of records needs to identify the name, workload (in ECTS credit points) and grade of each module completed by the student during her/his studies. In conclusion, the expert panels considers the diploma supplements of the bachelor programs NURS and MED are in need of modification to meet the ASIIN criteria.

|                                     |
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| <b>Criterion 4.3 Relevant rules</b> |
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**Evidence:**

- Self-assessment report
- Student handbook
- Staff handbook
- TIU webpage <https://tiu.edu.iq/>
- Discussion during the audit

**Preliminary assessment and analysis of the peers:**

TIU describes, it has established methods of protections and transparency to disseminate the relevant information to all students, stakeholders and people interested in the university. They issued a student data protection policy and a data protection policy for employees to ensure the information of each person at TIU.

The rules and regulation for each student are summarized in the student handbook. The student handbook contains all definitions issues by TIU as well as government regulations. It informs the students on criteria for their enrollment, examinations and grades, the academic schedule and course registration. The student handbooks also contain the information on student advisors and mentoring and gives an overview for students holding a scholarship.

Comparably, the staff handbook describes all necessary rules and regulations to the staff members at TIU. It describes the initial steps on establishing a university account and gives basic information on the university structure and history. The staff handbook introduces the ECTS credits to the staff and gives an overview of the entire campus. Moreover the rules and regulations to the staff are clearly summarized including topics such as ethics, equal opportunity policy and quality management system. Lecturers receive guidelines for establishing their courses and writing the syllabus according to the regulation issued by TIU. Both, the student and the staff handbook are available on the webpage of TIU.

In the discussion, the experts got the impression, the students and teaching staff are well aware of their rights and regulations. The students confirm to the experts, they are informed at the beginning of their studies of the rules and received access to all necessary information. Similarly, the lecturers explain to the expert panel, they are informed of all their regulations and receive a proper introduction to the university system by their colleagues.

Therefore, the expert panel considers the rights and duties of both the higher education institution and students are clearly defined by guidelines and statutes. All relevant course-related information is available in the language of the degree programme and accessible for anyone involved. Nevertheless, in the opinion of the peers, it is recommended to expand existing student support programs focusing on students with disadvantages including chronic illnesses, mental health challenges to ensure equal opportunities for all students at TIU.

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 4:**

Criterion 4.2. Diploma and diploma supplement

TIU admits it was not aware of the ASIIN criteria on the diploma supplement. In order to fulfil this criterion, the university plans to adapt the diploma supplement of both programs under review.

The expert panel considers the requirement still effective.

Criterion 4.3. Relevant rules

Regarding expanding the support of students with disadvantages including chronic illnesses, mental health challenges, TIU is currently developing a policy, which will be distributed on their webpage.

The experts still consider this recommendation valid until this policy is fully implemented and transparently distributed.

The full statement submitted by TIU is available in chapter E.

## 5. Quality management: quality assessment and development

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| <b>Criterion 5 Quality management: quality assessment and development</b> |
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**Evidence:**

- Self-assessment report
- TIU webpage <https://tiu.edu.iq/>
- TIU Plagiarism Policy

- Quality Assurance Policy of TIU
- Questionnaire and the results of the Student Feedback Survey
- Results of Staff Satisfaction
- The questionnaire and the results of the pre-graduation survey
- Discussion during the audit

#### **Preliminary assessment and analysis of the peers:**

TIU describes in their SAR, how they conduct internal and external evaluations to ensure the quality of their study programs.

Each module of the study program MED and NURS is constantly monitored. One factor evaluated is the success rate of the students participating in the course and each program. The student drop-out rate for the two study programs is low with exception in the year 2020-2021 and 2018-2019 in the program MED.

Table (5.2): Average drop-out rate

|      | 2021-2022 | 2020-2021 | 2019-2020 | 2018-2019 | 2017-2018 |
|------|-----------|-----------|-----------|-----------|-----------|
| MED  | 1         | 10        | 2         | 10        | 4         |
| NURS | 1         | 3         | 1         | 2         | -         |

Another factor in the quality assurance system at TIU is the evaluation of each module and its lecturer at the end of the module by the students. The students and the teaching staff confirm to the expert panel that implementation of evaluation results takes place.

TIU conducts further pre-graduation surveys, which were also presented to the experts. Students who have almost finished all the courses are invited to this survey to evaluate the student satisfaction with their education at TIU. The feedback includes the satisfaction with the assessment methods of one program, the student support, learning resources, the number of elective courses and the most-well taught course of their program. The output of the program is discussed with the academic staff at the department, as well as with the head of the departments and the deans of the faculty.

Additional surveys are distributed among alumni to collect data of the employment of all graduates. Since both programs are still fresh, no statistically data could be presented yet during the online visit.

TIU also evaluates the satisfaction of the teaching and administrative staff in each academic year. The questionnaires presented to the expert panel ask on the teaching staff's opinion on the management system at the department, the management system at the university, the university facilities provided by the staff, the research opportunities and facilities, or the team-working environment. The results of each survey are presented to the University

Council members in the annual Management Review meeting. The dean presents the results to the heads of the department, who discusses it with the entire staff to receive feedback. Moreover, the teaching staff can also be observed during their lectures by a colleague in order to help to improve their classroom activity.

In addition, TIU conducts external course reviews at the end of every academic year. The faculty determines which courses should be assessed by a professor or assistant professor from a different university. During such an external review, the course content, teaching methodologies, course outcomes and grading of the students' performance are under review next to the performance of the lecturer in the classroom. In the discussion with the representative of the rector's office, the specifically added, that a negative external review can lead to a termination of the contract.

In the discussion, the experts ask to explain the organization of TIU, in particular on the members of the Board of Trustees and the University Council. The representatives of the rector's office describe, the Board of Trustees has internal and external members from different fields and different countries. While these include members of the academic staff of TIU, other members are external representatives from the industry, the education sector and experts in law. In contrast, the University Council are mainly members of TIU including all deans, the director of the research center, the vice presidents of academic affairs and financial affairs, the director of quality assurance and all faculty representatives. Students are active in the student council, which is supervised by the dean of student representatives. On invitation, the dean of student representatives is allowed to join meeting of certain committees and councils. Annually, the student council controls if the changes from the course evaluations were implemented into the new curriculum. The students verified, the dean of student representatives is invited to some committees, however, the dean of student representatives state to the expert panel, they wish to be more regularly involved in certain committees. The role of the dean of student representatives is further explained to the experts as the link between students and teachers who ensures an efficient communication. The students can approach the dean at any time with their questions and issues, who will in turn discuss these points raise with the responsible teaching staff. The dean of student representatives tell the peers, they do not have access to join the committees regarding the curriculum development, however, student complaints already successfully resulted in alternations of the curriculum. For example, the module biochemistry is now not taught during the early semesters as it was too complex for the new students and a new module on research methodology was added based on students' demands.

The students point out to the expert panel, that they have to participate in the evaluation process at the end of the semester in order to access their grades in the student online



system. Common questions include ratings of the lecturer and their teaching methodologies, but also if appropriate equipment was used or if the teachers were late during their classes. In the opinion of the students, the teaching staff is open for criticism and the students' comments. They state, the lecturers can also be easily approached after the lecturer to engage in a conversation. Small requests did already result in fast changes, such as the students request to include more pictures in the pathology lectures.

Another point of interest of the expert panel concerns the most important consequences of the evaluation during the last years. The program coordinators mention the example of a new module in the curriculum starting from next academic year on research methodology, research ethics and research-related topics such as plagiarism. This module was initiated based on the student evaluation, which revealed the students demand on a unified introduction to scientific working prior to their research project in the fourth academic year whereas before this year the information of each lecturer varied.

A second issue raised in the last evaluations, was the dissatisfaction of the students with the organization of the library. However, after this question was raised by the expert panel, the university explains they had hired a consultant from the USA and in this process the library was moved and expanded resulting in a higher client satisfaction.

The programs coordinators mention to the experts, that a still ongoing issue identified in the evaluation in the NURS program was the low number of staff members. TIU has already started to hire new teaching staff and has given additional lecturer contracts to counteract this situation. One yet unsolved problem in the MED program revealed by the surveys was the students' dissatisfaction of the low number of elective courses. The number of elective courses was increased to 15 since this evaluation.

Overall, the expert panel has a very positive impression of the quality assurance system at the bachelor program MED and NURS. They consider TIU conducts a sufficient number of evaluations to survey the opinion of students, stakeholders, and staff on a regular basis. The results of these processes are incorporated into the continuous development of the programs under review. The results and any measures derived from the various quality assurance instruments used (various survey formats, student statistics, etc.) are communicated to the students, which in turn take responsibility to verify if changes were implemented through their student council. However, the peers recommend to regularly involving the elected student representatives in all relevant committees involved in the program (faculty board, etc.).

**Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 5:**

TUI states, that they will thoroughly discuss involving the elected student representatives as permanent members in the decision bodies of the faculty/university.

The experts continue to recommend to expanding the student involvement.

The full statement submitted by TIU is available in chapter E.

## D Additional Documents

No additional documents are needed.

## E Comment of the Higher Education Institution (21.02.2023)

The following quotes the comment of the institution:

### „ Statement of Tishk International University in Response to the Experts' Report for the ASSIN Accreditation for MED & NURS Programs

#### Introductory Provisions

The top management, the administrative staff, and the academic staff of Tishk International University highly appreciate the professional evaluation performed by the experts panel and the representative of the ASIIN. The professionalism that they have shown has impressed the entire TIU team immensely.

Once again, we would like to express our sincere gratitude for the time and effort the experts devoted to preparing the report. Their expertise and insights are invaluable in helping us to improve our study programs and to ensure a better quality. We feel fortunate to have benefited from their knowledge and experience.

We appreciate all the thoughtful comments and recommendations provided. They are greatly being considered in the quality improvement plans of the Programs and the University.

#### Free Comments on the Content of the Report

In the followings are our comments on some of the expert's recommendations which we could discuss/decide about within the period offered by ASIIN for writing this statement.

Later, each and every recommendation will be studied extensively on the Top Management, Faculty, and Programs levels.

**Page 32:** "Research plans of the universities are established for five years, but a review....."

#### Comment:

The "Research" word shall be replaced by "Strategic", kindly.

**Page 10:** *"The interdisciplinary cooperation among different departments and faculties should be improved (e.g. by means of joint elective courses) to strengthen the interdisciplinary perspective and collaborative skills of the students....."*

Comment:

TIU will devote every effort and explore every possibility to meet this recommendation. In the initial meeting held to discuss this report (experts report), the Vice-president for Academic Affairs instructed to establish a coordination committee constitutes of representatives of all the departments at TIU. The goal of the interdisciplinary committee is to leverage the collective knowledge and expertise of its members to provide diverse perspectives for the courses delivered to students and to give a broader understanding of the work of the individual departments and their interconnections in education and research.

Some examples for interdisciplinary modules that can be added to the curriculum as elective courses in the coming academic years:

- **Nursing Department & Engineering Faculty:** Assistive Technologies for Healthcare, Biomedical Instrumentation, Health Information Technology, Medical Device Innovation, Telehealth and Telemedicine....
- **Nursing Department & Administrative Sciences Faculty:** Healthcare Quality Management, Healthcare Economics, Healthcare Entrepreneurship, Healthcare Strategic Management, Healthcare Informatics, Healthcare Policy and Law, .....
- **Medical Analysis Department & Engineering Faculty:** Medical Laboratory Instrumentation, Biomedical Imaging, Point-of-Care Testing, Biomedical Materials Science, Biosensors and Bioelectronics, Medical Device Design and Innovation, .....
- **Medical Analysis Department & Administrative Sciences Faculty:** Health Care Administration, Health Information Management, Quality Management in Health Care, Medical Laboratory Management, Health Care Ethics, Health Care Marketing and Communication, ...

**Page 11:** *"Considering the program MED, the peers consider the name does not clearly reflect the main content of the program with its focus on medical laboratory analysis. Alternatives: e "medical laboratory analysis", "medical laboratory science", "clinical laboratory science" or "biomedical science". In the experts opinion, the most suitable name for this program is "Medical laboratory science".."*

Comment:

In the meeting held to discuss this report, the MED Program Coordinator and the Dean of Applied Sciences Faculty to which MED belongs had a very positive response to the experts suggestion to change the name of the program to "Medical Laboratory Science",

and this is due to the fact that MED focuses more on laboratory techniques and procedures used to diagnose and treat diseases rather than analyzing medical information. The Vice President instructed to compose an official letter that includes a request for approval to change the name. The letter will be forwarded to the University Council then to the Board of Trustees and upon approval it will be directed to the Ministry of Higher Education to obtain the final approbation.

**Page 13:** *"The expert panel mentions shortcomings in the current curriculum of NURS concerning courses on disaster and emergencies, interprofessional collaboration as well as communication skills....."*

Comment:

Based on the vision of the NURS program coordinator and the recommendations given by the experts, the NURS program developed a new version of the curriculum (attached) in which all the above mentioned courses are included (highlighted in blue). The new version was approved by the Scientific Committee of the department and the Quality Assurance Office. Only the final approval of the University Council remains.

**Page 15:** *"The expert panel recommends improving the cooperation with local and international universities and stakeholders. They suggest to inviting local stakeholders to give lectures, which would have the benefit of increasing the pool of elective courses, especially in the program of NURS."*

Comment:

The University administration and MED & NURS program coordinators are happy to accept this recommendation. In January 2023, the ISO and Accreditation Office proposed to the university top management the establishment of **"Faculty – Industry Partnership Committee"** in each faculty at TIU. The major duty of the committee is developing and nurturing strong links with industry/market. The main responsibilities of the committee members are to provide the faculty's academics with contacts and targeted opportunities for collaboration and funding from Industry, and to find collaborative opportunities ranging from final year projects and design projects through to teaching modules in the core and elective courses. The vice-president approved the proposal initially and currently it is being discussed on the University Council Level to be highly considered in the education process.

**Page 18:** *"The expert panel proposes TIU to re-consider the award of credits for the internship as it is a mandatory part of the program."*

Comment:

The University is aware of this shortcoming in almost all of the departments curriculums. At the beginning of February 2023, the ISO & Accreditation office at TIU conducted an opinion poll for surveying the viewpoints of the program coordinators regarding awarding ECTS credits to the internship programs. As by now, almost all the coordinators voted positively for awarding credits. The results of the poll will be presented to the University Council shortly and it is highly anticipated that a policy which commits all the departments to award credit to the internship programs in their curriculums will be issued soon.

**Page 18:** *"The student exchange rate is very low....."*

Comment:

So far, no students from MED nor NURS participated in the exchange programs due to the fact that both programs are relatively newly established. However, a lot of efforts are put in this regard.

TIU faces challenges in attracting **incoming students** for student exchange due to the Iraq's security situation in the global media. Always the word "Iraq" in the global media is associated with war and conflicts. Although the Kurdistan region has a stable security situation, foreigners don't distinguish the region from other parts of Iraq and they always have doubts and fears. To mitigate this, TIU decided in the 2023-2027 Strategic Plan meeting to start offering scholarships and financial aid to help make the experience more accessible to international students and to encourage them having a step forward.

Regarding the **outgoing TIU students** for exchange programs, both MED and NURS departments are putting time and efforts to establish mutual agreements with European universities and institutions to facilitate exchange programs.

Here, we can share some of the reasons that make the students at MED and NURS hesitate about participating in an exchange program, such as: (1) Having concerns about their GPA as they think that a new environment and a new teaching and assessment system they are not familiar with might cause a decline in their performance and thus their GPA might decrease, (2) The students in Kurdistan are not interested in the exchange programs at partner universities in the middle east, Turkey, Iran, or any developing country. They are more attracted to the European and developed countries which is more challenging to obtain a Visa to, (3) The financial situation of the families at Kurdistan Region.

The International Relations Office (IRO) at TIU as well is making efforts to encourage students to be enrolled in student exchange programs abroad, such as:

- Organizing seminars and workshops to emphasize the personal and professional benefits of studying abroad, such as gaining a global perspective, improving language skills, and enhancing cultural competence. In such events the former exchange students share success stories.
- Addressing concerns that students may have about studying abroad, such as safety, cost, or academic challenges. IRO Office is seeking to provide information and resources to help students navigate these issues.

**Page 30:** *"The expert panel was uncertain concerning the ability of the teaching staff to conduct research in addition to their teaching load and the high number of administrative tasks. no solution was developed so far to fully overcome this issue."*

Comment:

In regard to teaching staff workload, we would like to kindly draw the experts attention to the following points:

- TIU commits to the policy of Kurdistan Ministry of Higher Education regarding the number of teaching hours which indicates: 8 hours for Professors, 12 hours for Assistant Professors, 14 hours for Lecturers. Any staff wants to teach beyond these hours voluntarily, S/he will be paid for the extra hours additional to his/her salary.
- According to the latest Webometrics TRANSPARENT RANKING: Top Universities by Citations in Top Google Scholar Profiles – January 2023, Tishk International University is ranked FIRST among the private universities in the KRG. And this indicates that the university is doing well in term of research.
- Engaging the teaching staff in the management committees doesn't occupy them for a large amount of time in their weekly schedule. Most of the committees call for only few meetings per a year. The only committee which requires a lot of efforts and time is the 'Exam Committee' which for the University issued a policy recently that indicates awarding incentives (payment) for the chair and the members of this committee.

Despite the above mentioned points, TIU will always consider maintaining reasonable workload for its staff by: Hiring more faculty, Providing administrative support, Streamlining course development, Offering professional development opportunities, Reducing bureaucracy, Encouraging collaboration, and Implementing technology solutions...

**Page 31:** *"The students tell the peer panel, that there are no student tutors at TIU. Students with good grades are voluntarily often teaching their classmates, but the support in lectures is limited to the lecturer and their research assistants."*



Comment:

Thank you for this recommendation. We are happy to accept it. It was decided to assign some senior staff at Education Faculty to study the recommendation and to explore the possible mechanisms for implementing it at MED and NURS and maybe later in other departments.

**Page 31:** *"The expert panel is interested in the English skills of the teaching staff, however, there are no specific English courses for the teaching staff."*

Comment:

In our meeting to discuss the experts report, we've carefully considered your recommendation to open specific English courses for the teaching staff and we accept it. The Vice President instructed to transmit this recommendation to the Continues Education Center at TIU to highly consider it in the plans related to staff courses. Technical English courses can help teaching staff deliver lectures, write materials, and communicate ideas more effectively. This can ultimately improve the quality of education provided to students.

**Page 35:** *"The presented version of the diploma supplement however is not in agreement with the criteria issued by ASIIN. The peers note, the diploma supplement needs to provide all information on the student's qualifications profile and individual performance as well as the classification of the degree program with regard to the respective education system. The grades of individual modules are required to be presented in the transcript of records. In addition to the final mark, statistical data as set forth in the ECTS Users' Guide is included to allow readers to assess the individual mark."*

Comment:

We are grateful for this recommendation.

2 years ago, TIU developed the diploma supplement to comply with the "Principles and Guidelines in the Diploma Supplement Explanatory Notes" issued by the EHEA Ministerial Conference- Rome 2020. By this, the awarded supplement is accepted as one of the EUROPASS framework transparency tools. The current version of the supplement complies to a large extent with the EHEA template.

We were not aware that ASIIN has its own criteria for diploma supplement. The experts recommendations to add the final marks, the statistical data, and the ECTS credit points to the supplement will be applied in their entirety starting from the current academic year. We hope that experts can provide us with a sample.

**Page 37:** *"It is recommended to expand existing student support programs focusing on students with disadvantages including chronic illnesses, mental health challenges to ensure equal opportunities for all students at TIU."*

Comment:

As the University is striving to provide an accessible, supportive, safe, and inclusive learning environment for students with disabilities, and as a part of the ISO 21001 requirements, TIU has issued a policy entitled "Policy Statement for Assisting Students with Special Needs" on September 21, 2021 (document number TIU.RC.IN.092E). The University works to ensure that prospective and current students with disabilities are afforded appropriate opportunities to enter and participate fully in the life of the University. Reasonable adjustments are made (when needed) to provide for the access, participation, retention, and success of students with disabilities and staff will be assisted to help meet students' learning and support needs.

However, the policy is not included in the Student Handbook yet because it is lengthy. But we will publish it soon on the university website.

**Page 40:** *"The peers recommend to regularly involving the elected student representatives in all relevant committees involved in the program (faculty board, etc.)."*

Comment:

In the meeting held for discussing this report, the Vice President instructed to propose this recommendation to the University Council soon. Actually, the Student Representatives are frequently invited to decision bodies meeting at the faculty and the university levels (Faculty Council Meeting, University Council Meeting, Quality Team Meeting, ...). Additionally, the TIU Students Council composed of Departments Representatives holds meetings on monthly bases and all the students' complains/suggestions/demands are transmitted to the university council by the Dean of Students who is a permanent member in this council. However, the experts recommendation to involve the elected student representatives as permanent members in the decision bodies of the faculty/university will be thoroughly discussed and highly considered."

## F Summary: Peer recommendations (27.02.2023)

Taking into account the additional information and the comments given by TIU, two peers summarize their analysis and **final assessment** for the award of the seals as follows:

| Degree Programme    | ASIIN-seal                     | Subject-specific label | Maximum duration of accreditation |
|---------------------|--------------------------------|------------------------|-----------------------------------|
| Ba Medical Analysis | With requirements for one year | -                      | 30.09.2028                        |
| Ba Nursing          | With requirements for one year | -                      | 30.09.2028                        |

### Requirements

- A 1. (ASIIN 1.5) All mandatory modules have to award credit points, including the internships.
- A 2. (ASIIN 4.2) The diploma supplement and the transcription of records need to be adapted towards the ASIIN criteria, listing the objectives and learning outcomes of the program as well as the issued ECTS points of each module.

### Recommendations

- E 1. (ASIIN 1.2) it is recommended to specify the name of the bachelor program *Medical Analysis* to meet the international standards and expectations; more suitable alternatives include e.g. medical laboratory analysis or technical medical science.
- E 2. (ASIIN 1.3) It is recommended to increase the interdisciplinary cooperation among different departments and faculties (e.g. by means of joint elective courses) to improve the interdisciplinary perspective and collaborative skills.
- E 3. (ASIIN 1.3) It is recommended to improve the cooperation with the local and international universities and stakeholders to increase the pool of elective courses (especially Nursing).
- E 4. (ASIIN 1.3) It is recommended to assess the number of outgoing and incoming students with the aim to identify barriers for interested students and supporting the further internationalization of the university.

- E 5. (ASIIN 1.3) It is recommended to increase the representation of the achievements of the students including their extra-curricular activities on their social media platforms as well as their research projects outputs on the TIU homepage.
- E 6. (ASIIN 3.1) It is recommended to consider involving experienced students as student tutors in especially laboratory courses.
- E 7. (ASIIN 3.1) It is recommended to increase the international collaborations on an institutional level in order to support international staff exchange and joint research projects and publications
- E 8. (ASIIN 4.3) It is recommended to expand existing student support programs focusing on students with disadvantages including chronic illnesses, mental health challenges.
- E 9. (ASIIN 5) It is recommended to regularly involve the elective student representatives in all relevant committees involved in the program (faculty board, etc.).

## **G Comment of the Technical Committee 14 - Medicine (06.03.2023)**

*Assessment and analysis for the award of the ASIIN seal:*

Mr. Arnold reports to the members of the technical committee on the accreditation online visit. Although an on-site visit would theoretically have been possible, the experts were hesitant to travel to northern Iraq during this time.

The TC 14 discusses the process and notes, that the recommendation E1 concerns only the Ba Medical Analysis. In addition, the TC 14 makes an additional change in the recommendation E9 by changing “elected” to “elective”. The TC 14 agree with other issues recommendation and requirements.

The Technical Committee 14 – Medicine recommends the award of the seals as follows:

| <b>Degree Programme</b> | <b>ASIIN Seal</b>              | <b>Maximum duration of accreditation</b> |
|-------------------------|--------------------------------|--|
| Ba Medical Analysis     | With requirements for one year | 30.09.2028                               |
| Ba Nursing              | With requirements for one year | 30.09.2028                               |

### **Requirements**

#### **For all study programs**

- A 1. (ASIIN 1.5) All mandatory modules have to award credit points, including the internships.
- A 2. (ASIIN 4.2) The diploma supplement and the transcription of records need to be adapted towards the ASIIN criteria, listing the objectives and learning outcomes of the program as well as the issued ECTS points of each module.

### **Recommendations**

#### **For all study programs**

- E 1. (ASIIN 1.3) It is recommended to increase the interdisciplinary cooperation among different departments and faculties (e.g. by means of joint elective courses) to improve the interdisciplinary perspective and collaborative skills.
- E 2. (ASIIN 1.3) It is recommended to improve the cooperation with the local and international universities and stakeholders to increase the pool of elective courses (especially Nursing).
- E 3. (ASIIN 1.3) It is recommended to assess the number of outgoing and incoming students with the aim to identify barriers for interested students and supporting the further internationalization of the university.
- E 4. (ASIIN 1.3) It is recommended to increase the representation of the achievements of the students including their extra-curricular activities on their social media platforms as well as their research projects outputs on the TIU homepage.
- E 5. (ASIIN 3.1) It is recommended to consider involving experienced students as student tutors in especially laboratory courses.
- E 6. (ASIIN 3.1) It is recommended to increase the international co-operations on an institutional level in order to support international staff exchange and joint research projects and publications
- E 7. (ASIIN 4.3) It is recommended to expand existing student support programs focusing on students with disadvantages including chronic illnesses, mental health challenges.
- E 8. (ASIIN 5) It is recommended to regularly involve the elected student representatives in all relevant committees involved in the program (faculty board, etc.).

## Recommendations

### for Ba Medical Analysis

- E 9. (ASIIN 1.2) it is recommended to specify the name of the bachelor program *Medical Analysis* to meet the international standards and expectations; more suitable alternatives include e.g. medical laboratory analysis or technical medical science.

## H Decision of the Accreditation Commission (24.03.2023)

*Assessment and analysis for the award of the subject-specific ASIIN seal:*

The accreditation commission discusses the process and supports the assessment of the expert panel. The accreditation commission further follows the suggested changes from the Technical Committee 14.

The Accreditation Commission decides to award the following seals:

| Degree Programme    | ASIIN Seal                     | Maximum duration of accreditation |
|---------------------|--------------------------------|-----------------------------------|
| Ba Medical Analysis | With requirements for one year | 30.09.2028                        |
| Ba Nursing          | With requirements for one year | 30.09.2028                        |

### Requirements

#### For all degree programmes

- A 1. (ASIIN 1.5) All mandatory modules have to award credit points, including the internships.
- A 2. (ASIIN 4.2) The diploma supplement and the transcription of records need to be adapted towards the ASIIN criteria, listing the objectives and learning outcomes of the program as well as the issued ECTS points of each module.

### Recommendations

#### For all degree programmes

- E 1. (ASIIN 1.3) It is recommended to increase the interdisciplinary cooperation among different departments and faculties (e.g. by means of joint elective courses) to improve the interdisciplinary perspective and collaborative skills.

- E 2. (ASIIN 1.3) It is recommended to improve the cooperation with the local and international universities and stakeholders to increase the pool of elective courses (especially Nursing).
- E 3. (ASIIN 1.3) It is recommended to assess the number of outgoing and incoming students with the aim to identify barriers for interested students and supporting the further internationalization of the university.
- E 4. (ASIIN 1.3) It is recommended to increase the representation of the achievements of the students including their extra-curricular activities on their social media platforms as well as their research projects outputs on the TIU homepage.
- E 5. (ASIIN 3.1) It is recommended to consider involving experienced students as student tutors in especially laboratory courses.
- E 6. (ASIIN 3.1) It is recommended to increase the international co-operations on an institutional level in order to support international staff exchange and joint research projects and publications
- E 7. (ASIIN 4.3) It is recommended to expand existing student support programs focusing on students with disadvantages including chronic illnesses, mental health challenges.
- E 8. (ASIIN 5) It is recommended to regularly involve the elected student representatives in all relevant committees involved in the program (faculty board, etc.).

**For the Bachelor's degree program Medical Analysis**

- E 1. (ASIIN 1.2) It is recommended to specify the name of the bachelor program Medical Analysis to meet the international standards and expectations; more suitable alternatives include e.g. medical laboratory analysis or technical medical science.]



# I Fulfilment of Requirements (22.03.2024)

## Analysis of the experts and the Technical Committee (05.03.2024)

### Requirements

#### For both degree programmes

- A 1. (ASIIN 1.5) All mandatory modules have to award credit points, including the internships.

| Initial Treatment |   |
|-------------------|---|
| Experts           | Fulfilled.<br>Justification: TIU has presented new curricula for both study programs, which clearly document that all mandatory modules are now awarding credit points. TIU further presents a new policy and syllabus for internships regulating, among other things, the ECTS workload for all internships. |
| TC 14             | Fulfilled.<br>Vote: unanimous<br>Justification: The TC follows the decision of the experts.   |
| AC                | Fulfilled.<br>Vote: unanimous<br>Justification: The AC follows the decision of the experts.   |

- A 2. (ASIIN 4.2) The diploma supplement and the transcription of records need to be adapted towards the ASIIN criteria, listing the objectives and learning outcomes of the program as well as the issued ECTS points of each module.

| Initial Treatment |  |
|-------------------|--|
| Experts           | Partly fulfilled.<br>Justification: The experts acknowledge that TIU is working towards integrating ECTS at their university to be able to incorporate ECTS values in the diploma supplement. Although the documentation indicates that ECTS will fully be implemented in January 2024, so documentation of the fulfilment of the requirement is received so far. TIU further argues that students are currently |

|       |   |
|-------|---|
|       | not used to the ECTS credit and might be confused by the presentation in the diploma supplement. The experts argue that they approve TIU's attempt but would like to receive proof.   |
| TC 14 | Not fulfilled.<br>Vote: unanimous.<br>Justification: The Technical Committee notes that, although the university has decided to issue a Diploma Supplement, no exemplary Diploma Supplements have been submitted. The Technical Committee therefore considers requirement A2 not yet fulfilled and requests the submission of exemplary Diploma Supplements for both degree programmes. |
| AC    | Not fulfilled.<br>Vote: unanimous<br>Justification: The AC follows the decision of the experts and the TC. It decides that draft of new diploma supplements are needed to consider this requirement as fulfilled.   |

## Decision of the Accreditation Commission (22.03.2024)

| Degree programme    | ASIIN-label                  | Subject-specific label | Accreditation until max. |
|---------------------|------------------------------|------------------------|--------------------------|
| Ba Medical Analysis | Requirement A2 not fulfilled |                        | 6 months prolonging      |
| Ba Nursing          | Requirement A2 not fulfilled |                        | 6 months prolonging      |

## J Fulfilment of Requirements (24.09.2024)

### Analysis of the experts and the Technical Committee (09.09.2024)

#### Requirements

##### For both degree programmes

- A 2. (ASIIN 4.2) The diploma supplement and the transcription of records need to be adapted towards the ASIIN criteria, listing the objectives and learning outcomes of the program as well as the issued ECTS points of each module.

| Initial Treatment   |  |
|---------------------|--|
| Experts             | <p>party fulfilled.</p> <p>Justification: The experts acknowledge that TIU is working towards integrating ECTS at their university to be able to incorporate ECTS values in the diploma supplement. Although the documentation indicates that ECTS will fully be implemented in January 2024, so documentation of the fulfilment of the requirement is received so far. TIU further argues that students are currently not used to the ECTS credit and might be confused by the presentation in the diploma supplement. The experts argue that they approve TIU's attempt but would like to receive proof.</p> |
| TC 14               | <p>Not fulfilled.</p> <p>Vote: unanimous.</p> <p>Justification: The Technical Committee notes that, although the university has decided to issue a Diploma Supplement, no exemplary Diploma Supplements have been submitted. The Technical Committee therefore considers requirement A2 not yet fulfilled and requests the submission of exemplary Diploma Supplements for both degree programmes.</p>   |
| AC                  | <p>Not fulfilled.</p> <p>Vote: unanimous</p> <p>Justification: The AC follows the decision of the experts and the Technical Committee.</p>   |
| Secondary Treatment |  |
| Experts             | <p>Fulfilled.</p> <p>Vote: unanimous.</p> <p>Justification: TIU has presented examples of updated diploma supplements that fulfil the demands of this requirement.</p>   |
| TC 14               | Fulfilled for both programmes  |

|    |   |
|----|---|
|    | Vote: unanimous<br>Justification: The TC follows the assessment of the experts.   |
| AC | fulfilled.<br>Vote: unanimous<br>Justification: The AC follows the decision of the experts and the TC and considers all requirements fulfilled. |

## **Decision of the Accreditation Commission (24.09.2024)**

| <b>Degree programme</b> | <b>ASIIN-label</b>         | <b>Subject-specific label</b> | <b>Accreditation until max.</b> |
|-------------------------|----------------------------|-------------------------------|---------------------------------|
| Ba Medical Analysis     | All requirements fulfilled |                               | 30.09.2028                      |
| Ba Nursing              | All requirements fulfilled |                               | 30.09.2028                      |

## Appendix: Programme Learning Outcomes and Curricula

According to the Self-Assessment Report, the following objectives and program learning out-comes (PLOs; intended qualifications profile) shall be achieved by the Bachelor's degree program *Medical Analysis*:

PLO1: evaluate clinical laboratory data by interpreting laboratory results and relating the data to various disease states.

PLO2: apply principles of evidence-based medicine to determine clinical diagnoses.

PLO3: apply the basic principles of gross and microscopic anatomy, physiology, biochemistry, immunology, microbiology/virology.

PLO4: formulate and implement acceptable treatment modalities to various disease states.

PLO5: use technology effectively in the delivery of instruction, assessment, and professional development.

PLO6: exhibit essential employability qualities by demonstrating laboratory safety, analyzing laboratory results, and displaying professional conduct.

PLO7: exhibit organizational skills, accountability, and ethical behavior.

PLO8: apply skills needed in operating laboratory equipment for testing, assessing quality assurance for lab equipment, and adhering to standard safety practices in the laboratory environment.

PLO9: apply problem-solving and decision-making skills.

PLO10: apply and promote health policies and regulatory standards in the field career.

PLO11: develop research in the field of medical analysis using qualitative and quantitative methods.

|   |  |                  |         |            |
|---|--|------------------|---------|------------|
|  |  | Curriculum Table | Doc Num | TIU.FA.FR. |
|---|--|------------------|---------|------------|

## 0 Appendix: Programme Learning Outcomes and Curricula

Unit: Medical Analysis Department

Rev/ Issue Date

2-  
19/1/2019

### First Grade

| Fall Term/First Semester |   |         |           |         |      |
|--------------------------|---|---------|-----------|---------|------|
| Code                     | Course Name                               | The-ory | Prac-tice | Cre-dit | ECTS |
| MA101                    | General Biology I                         | 2       | 2         | 3       | 5    |
| MA103                    | General Chemistry                         | 2       | 2         | 3       | 4    |
| MA 107                   | Laboratory Instrumentation and lab safety | 1       | 2         | 2       | 3    |
| MA109                    | Human Rights                              | 2       | 0         | 2       | 3    |
| MA108                    | Biophysics                                | 2       | 2         | 3       | 4    |
| ELT103                   | Advanced English                          | 3       | 0         | 3       | 3    |
| KUR105                   | Kurdology I                               | 2       | 0         | 2       | 2    |
| DBT 101                  | Academic Debate and Critical Thinking I   | 2       | 0         | 2       | 3    |
|                          | Non-Technical Elective                    | 2       | 0         | 2       | 3    |
| Total                    |   |         |           | 22      | 30   |

| Spring Term/Second Semester |  |         |           |         |      |
|-----------------------------|--|---------|-----------|---------|------|
| Code                        | Course Name                              | The-ory | Prac-tice | Cre-dit | ECTS |
| MA102                       | General Biology II                       | 2       | 2         | 3       | 5    |
| MA104                       | Analytical Chemistry                     | 2       | 2         | 3       | 5    |
| MA106                       | Organic Chemistry                        | 2       | 2         | 3       | 5    |
| IT 103                      | Introduction to Information Technology   | 1       | 2         | 2       | 3    |
|                             |  |         |           | 0       |      |
| DBT 102                     | Academic Debate and Critical Thinking II | 2       | 0         | 2       | 3    |
| ELT104                      | Technical English                        | 3       | 0         | 3       | 4    |
| KUR106                      | Kurdology II                             | 2       | 0         | 2       | 2    |
|                             | Non-Technical Elective                   | 2       | 0         | 2       | 3    |
| Total                       |  |         |           | 20      | 30   |

### Second Grade

| Fall Term/Third Semester |                                     |         |           |         |      |
|--------------------------|-------------------------------------|---------|-----------|---------|------|
| Code                     | Course Name                         | The-ory | Prac-tice | Cre-dit | ECTS |
| MA 217                   | Histology and Histopathology        | 2       | 2         | 3       | 4    |
| MA 203                   | Human Physiology                    | 2       | 2         | 3       | 4    |
| MA 205                   | Genetics                            | 2       | 2         | 3       | 4    |
| MA 207                   | General and Systematic Biochemistry | 2       | 2         | 3       | 4    |
| MA 209                   | Biostatistics                       | 2       | 0         | 2       | 3    |
| MA 211                   | General Microbiology                | 2       | 2         | 3       | 4    |
| MA 213                   | Medical Terminology I               | 2       | 0         | 2       | 3    |

| Spring Term/Fourth Semester |                                       |         |           |         |      |
|-----------------------------|---------------------------------------|---------|-----------|---------|------|
| Code                        | Course Name                           | The-ory | Prac-tice | Cre-dit | ECTS |
| MA 202                      | General and Clinical Biochemistry     | 2       | 2         | 3       | 4    |
| MA 204                      | Systematic Physiology                 | 2       | 2         | 3       | 4    |
| MA 206                      | Human Genetics                        | 2       | 2         | 3       | 4    |
| MA 218                      | Human Anatomy                         | 2       | 2         | 3       | 4    |
| MA 210                      | Immunology and Clinical Immunology II | 2       | 2         | 3       | 4    |
| MA 212                      | Medical Microbiology                  | 2       | 2         | 3       | 4    |
| MA 214                      | Medical Terminology II                | 2       | 0         | 2       | 3    |

## 0 Appendix: Programme Learning Outcomes and Curricula

|              |                                    |   |   |           |           |
|--------------|------------------------------------|---|---|-----------|-----------|
| MA 215       | Immunology & Clinical Immunology I | 2 | 2 | 3         | 4         |
|              |                                    |   |   | 0         |           |
| <b>Total</b> |                                    |   |   | <b>22</b> | <b>30</b> |

|              |  |   |   |           |           |
|--------------|--|---|---|-----------|-----------|
| MA 216       | Personal Carrier and Laboratory Security | 2 | 0 | 2         | 3         |
|              |  |   |   | 0         |           |
| <b>Total</b> |  |   |   | <b>22</b> | <b>30</b> |

### Third Grade

| Fall Term/Fifth Semester |                                    |         |           |           |           |
|--------------------------|------------------------------------|---------|-----------|-----------|-----------|
| Code                     | Course Name                        | The-ory | Prac-tice | Cre-dit   | ECTS      |
| 301 MA                   | Medical Parasitology I             | 2       | 2         | 3         | 4         |
| MA 305                   | Hematology and Clinical Hematology | 2       | 2         | 3         | 4         |
| MA 307                   | Molecular Biology I                | 2       | 2         | 3         | 4         |
| MA 309                   | Medical Specimens                  | 1       | 2         | 2         | 4         |
| MA 311                   | Microbial Physiology               | 2       | 2         | 3         | 4         |
| MA 313                   | Public Health                      | 2       | 0         | 2         | 3         |
| MA 315                   | Quality Assurance and Control      | 2       | 0         | 2         | 3         |
|                          | Technical Elective                 | 3       | 0         | 3         | 4         |
|                          |                                    |         |           |           |           |
| <b>Total</b>             |                                    |         |           | <b>21</b> | <b>30</b> |

| Spring Term/Sixth Semester |  |         |           |           |           |
|----------------------------|--|---------|-----------|-----------|-----------|
| Code                       | Course Name                              | The-ory | Prac-tice | Cre-dit   | ECTS      |
| MA 302                     | Medical Parasitology II                  | 2       | 2         | 3         | 4         |
| MA 304                     | Endocrinology                            | 2       | 2         | 3         | 5         |
| MA 308                     | Biotechnology                            | 2       | 2         | 3         | 5         |
| MA 310                     | Microbial Diagnosis                      | 2       | 2         | 3         | 5         |
| MA 314                     | Medical and Professional Ethics          | 2       | 0         | 2         | 3         |
| MA 316                     | Blood Transfusion                        | 2       | 2         | 3         | 4         |
| MA 318                     | Summer Training                          | 0       | 0         | 0         | 0         |
|                            | Technical Elective (Enzymatic Diagnosis) | 3       | 0         | 3         | 4         |
|                            |  |         |           |           |           |
| <b>Total</b>               |  |         |           | <b>20</b> | <b>30</b> |

### Fourth Grade

| Fall Term/Seventh Semester |                                      |         |           |         |      |
|----------------------------|--------------------------------------|---------|-----------|---------|------|
| Code                       | Course Name                          | The-ory | Prac-tice | Cre-dit | ECTS |
| MA 401                     | Mycology                             | 2       | 2         | 3       | 4    |
| MA 403                     | Medical Virology                     | 2       | 2         | 3       | 4    |
| MA 405                     | Medical Bacteriology                 | 2       | 2         | 3       | 4    |
| MA 407                     | Advanced Clinical Biochemistry I     | 2       | 2         | 3       | 4    |
| MA 409                     | Pathology                            | 2       | 0         | 2       | 3    |
| MA 411                     | Pharmacology & Clinical Pharmacology | 2       | 0         | 2       | 3    |
| MA 413                     | Research project                     | 0       | 4         | 2       | 2    |
| MA 415                     | Primary Health Care                  | 2       | 0         | 2       | 2    |

| Spring Term/Eighth Semester |                                   |         |           |         |      |
|-----------------------------|-----------------------------------|---------|-----------|---------|------|
| Code                        | Course Name                       | The-ory | Prac-tice | Cre-dit | ECTS |
| MA 402                      | Medical Mycology                  | 2       | 4         | 4       | 5    |
| MA 404                      | Medical Toxicology                | 2       | 0         | 2       | 3    |
| MA 406                      | Advanced Clinical Biochemistry II | 2       | 4         | 4       | 4    |
| MA 408                      | Molecular Biotechnology           | 2       | 4         | 4       | 5    |
| MA 414                      | Systematic Pathology              | 2       | 0         | 2       | 3    |
| MA 410                      | Research Project                  | 0       | 4         | 2       | 3    |
| MA 412                      | Medical and Professional Ethics   | 2       | 0         | 2       | 3    |
|                             | Technical Elective                | 3       | 0         | 3       | 4    |

## 0 Appendix: Programme Learning Outcomes and Curricula

|                    |   |   |           |           |
|--------------------|---|---|-----------|-----------|
| Technical Elective | 3 | 0 | 3         | 4         |
| <b>Total</b>       |   |   | <b>23</b> | <b>30</b> |

|              |  |           |           |
|--------------|--|-----------|-----------|
|              |  | 0         |           |
| <b>Total</b> |  | <b>23</b> | <b>30</b> |

3,28

24

### Electives

| Technical Electives |                      |         |           |         |      |
|---------------------|----------------------|---------|-----------|---------|------|
| Code                | Course Name          | The-ory | Prac-tice | Cre-dit | ECTS |
| MA 317              | Nutrition and Energy | 3       | 0         | 3       | 4    |
| MA 502              | Pollution            | 3       | 0         | 3       | 4    |
| MA 503              | Clinical test        | 3       | 0         | 3       | 4    |
| MA 504              | Medical Evolution    | 3       | 0         | 3       | 4    |
| MA 505              | Microtechniques      | 3       | 0         | 3       | 4    |
| MA 506              | Hormonal Disorders   | 3       | 0         | 3       | 4    |
| MA 507              | Serum and Vaccines   | 3       | 0         | 3       | 4    |
| 508 MA              | Blood Banking        | 3       | 0         | 3       | 4    |

| Nontechnical Electives |                |         |           |         |      |
|------------------------|----------------|---------|-----------|---------|------|
| Code                   | Course Name    | The-ory | Prac-tice | Cre-dit | ECTS |
| TUR 121                | Turkish I      | 2       | 0         | 2       | 3    |
| TUR 122                | Turkish II     | 2       | 0         | 2       | 3    |
| GEN 203                | Art            | 2       | 0         | 2       | 3    |
| GEN 202                | Music          | 2       | 0         | 2       | 3    |
| MA 111                 | Calculus I     | 2       | 0         | 2       | 3    |
| GEN502                 | II Calculus    | 2       | 0         | 2       | 3    |
| GEN503                 | Market Mapping | 2       | 0         | 2       | 3    |
|                        |                |         |           |         |      |

Head of Department

Director of Quality Assurance

Dean of the Faculty



According to the Self-Assessment Report, the following objectives and program learning out-comes (PLOs; intended qualifications profile) shall be achieved by the Bachelor's degree program *Nursing*:

PLO1: Demonstrate competence in critical thinking and clinical reasoning skills in the practice of nursing.

PLO2: Apply nursing skills and theoretical knowledge in providing required health care to individuals, families, communities, and populations across the lifespan.

PLO3: Apply the principles and techniques of ethical, patient-centered, holistic, and culturally sensitive care, health promotion, and disease and injury prevention.

PLO4: Professionally manage acute and chronic health conditions during public and private health disasters.

PLO5: Employ various forms of communication, including verbal and non-verbal, and technological applications with patients and medical staff.

PLO6: Accurately interpret patients' information and apply necessary plans of care in order to maximize safety and optimize health outcomes.

PLO7: Apply leadership skills and collaborate efficiently in clinical practices within multidisciplinary teams.


PLO8: Monitor outcomes and improve patients' care as needed.

PLO9: Apply and promote health policies and regulatory standards that advocate for comprehensive and safe delivery of healthcare.

PLO10: Develop research studies that applies quantitative or qualitative research methods that address research questions in the field.

The following **curriculum** is presented:

## 0 Appendix: Programme Learning Outcomes and Curricula

|   |                  |                 |             |
|---|------------------|-----------------|-------------|
|  | Curriculum Table | Doc Num         | TIU.FA.FR.  |
|   | Nursing          | Rev/ Issue Date | 2-19/1/2019 |

### First Grade

| Fall Term/First Semester |   |         |           |         |      |
|--------------------------|---|---------|-----------|---------|------|
| Code                     | Course Name                             | The-ory | Prac-tice | Cre-dit | ECTS |
| NURS 101                 | Fundamental of Nursing                  | 4       | 3         | 5,5     | 6    |
| NURS 107                 | Biochemistry                            | 2       | 3         | 3,5     | 4    |
| NURS 105                 | Nursing Professional Ethics             | 2       | 0         | 2       | 3    |
| IT 103                   | Introduction to IT                      | 1       | 2         | 2       | 3    |
| DBT 101                  | Academic Depate and Critical Thinking 2 | 2       | 0         | 2       | 3    |
| ELT 103                  | Advanced English                        | 2       | 0         | 2       | 4    |
| KUR 105                  | Kurdology 1                             | 2       | 0         | 2       | 3    |
|                          | Non- Technical Elective                 | 2       | 0         | 2       | 2    |
| NURS 103                 | Introduction to Nursing                 | 2       | 0         | 2       | 2    |
| Total                    |   |         |           | 23      | 30   |

| Spring Term/Second Semester |   |         |           |        |      |
|-----------------------------|---|---------|-----------|--------|------|
| Code                        | Course Name                             | The-ory | Prac-tice | Credit | ECTS |
| NURS 102                    | Fundamental of Nursin II                | 4       | 4         | 6      | 8    |
| NURS 208                    | Anatomy I                               | 2       | 1         | 2,5    | 5    |
| PYH 106                     | Physiology                              | 3       | 1         | 3,5    | 6    |
| DBT 102                     | Academic Depate and Critical Thinking 3 | 2       | 0         | 2      | 2    |
| ELT 104                     | Technical English                       | 3       | 0         | 3      | 4    |
| KUR 106                     | Kurdology 2                             | 2       | 0         | 2      | 3    |
|                             | Non- Technical Elective                 | 2       | 0         | 2      | 2    |
|                             |   |         | 0         |        |      |
| Total                       |   |         |           | 21     | 30   |

### Second Grade

| Fall Term/Third Semester |                           |         |           |         |      |
|--------------------------|---------------------------|---------|-----------|---------|------|
| Code                     | Course Name               | The-ory | Prac-tice | Cre-dit | ECTS |
| NURS 201                 | Adult Nursing I           | 4       | 7         | 7,5     | 9    |
| NURS'202                 | Health Assessment         | 2       | 4         | 4       | 6    |
| NURS 203                 | Microbiology              | 2       | 2         | 3       | 4    |
| NURS 204                 | Anatomy II                | 2       | 3         | 3,5     | 5    |
| NURS 205                 | Pharmacology for Nurses I | 2       | 0         | 2       | 3    |
|                          |                           |         |           |         |      |
| NURS 206                 | Nutrition                 | 2       | 0         | 2       | 3    |

| Spring Term/Fourth Semester |                              |         |           |        |      |
|-----------------------------|------------------------------|---------|-----------|--------|------|
| Code                        | Course Name                  | The-ory | Prac-tice | Credit | ECTS |
| NURS 207                    | Adult Nursing II             | 4       | 7         | 7,5    | 9    |
| NURS 208                    | Human Growth and Development | 2       | 3         | 3,5    | 5    |
| NURS 209                    | Pathology                    | 2       | 0         | 2      | 3    |
| NURS 210                    | Basic Emergensi Life Support | 2       | 3         | 3,5    | 4    |
| NURS 211                    | Pharmacology for Nurses II   | 2       | 0         | 2      | 3    |
| NURS 212                    | Histology                    | 2       | 1         | 2,5    | 3    |
| NURS 213                    | Immunology                   | 2       | 0         | 2      | 3    |

## 0 Appendix: Programme Learning Outcomes and Curricula

|              |           |           |
|--------------|-----------|-----------|
| <b>Total</b> | <b>22</b> | <b>30</b> |
|--------------|-----------|-----------|

|              |           |           |
|--------------|-----------|-----------|
| <b>Total</b> | <b>23</b> | <b>30</b> |
|--------------|-----------|-----------|

### Third Grade

| Fall Term/Fifth Semester |                       |         |           |             |           |
|--------------------------|-----------------------|---------|-----------|-------------|-----------|
| Code                     | Course Name           | The-ory | Prac-tice | Cre-dit     | ECTS      |
| NURS 301                 | Maternal and Neonatal | 4       | 7         | 7,5         | 9         |
| NURS 302                 | Adult Nursing III     | 4       | 9         | 8,5         | 9         |
| NURS 303                 | Sociology for Nurses  | 2       | 0         | 2           | 3         |
| NURS 304                 | Biostatics            | 2       | 1         | 2,5         | 3         |
| NPT 108                  | Physiotherapy         | 2       | 0         | 2           | 3         |
|                          | Technical ELECTIVE    | 2       | 0         | 2           | 3         |
| <b>Total</b>             |                       |         |           | <b>24,5</b> | <b>30</b> |

| Spring Term/Sixth Semester |  |         |           |           |           |
|----------------------------|--|---------|-----------|-----------|-----------|
| Code                       | Course Name                              | The-ory | Prac-tice | Credit    | ECTS      |
| NURS306                    | Infant and Child Adolescent Nursing Care | 4       | 7         | 7,5       | 9         |
| NURS307                    | Adult Nursing IV                         | 4       | 9         | 8,5       | 9         |
| NURS308                    | Basic Research methods                   | 2       | 0         | 2         | 3         |
| NURS309                    | Psychology for Nurses                    | 2       | 0         | 2         | 3         |
| NURS310                    | Genetics                                 | 2       | 0         | 2         | 3         |
|                            | Technical ELECTIVE                       | 2       | 0         | 2         | 3         |
| <b>Total</b>               |  |         |           | <b>24</b> | <b>30</b> |

### Fourth Grade

| Fall Term/Seventh Semester |                          |         |           |             |           |
|----------------------------|--------------------------|---------|-----------|-------------|-----------|
| Code                       | Course Name              | The-ory | Prac-tice | Cre-dit     | ECTS      |
| NURS401                    | Community Health Nursing | 4       | 7         | 7,5         | 9         |
| NURS 402                   | Critical Care Nursing    | 4       | 3         | 5,5         | 7         |
| NURS403                    | Health Promotion         | 2       | 0         | 2           | 3         |
| NURS404                    | Epidemiology             | 2       | 0         | 2           | 3         |
| NURS405                    | Research Project         | 0       | 3         | 1,5         | 2         |
|                            | Technical ELECTIVE       | 2       | 0         | 2           | 3         |
|                            | Technical ELECTIVE       | 2       | 0         | 2           | 3         |
| <b>Total</b>               |                          |         |           | <b>22,5</b> | <b>30</b> |

| Spring Term/Eighth Semester |                                       |         |           |             |           |
|-----------------------------|---------------------------------------|---------|-----------|-------------|-----------|
| Code                        | Course Name                           | The-ory | Prac-tice | Credit      | ECTS      |
| NURS406                     | Psychiatric and Mental Health Nursing | 4       | 7         | 7,5         | 9         |
| NURS407                     | Nursing Consolidation                 | 0       | 8         | 4           | 6         |
| NURS408                     | Nursing Leadership and Management     | 2       | 0         | 2           | 3         |
| NURS 409                    | Summer Training                       |         | 12        | 6           | 0         |
|                             | Research Project                      |         | 6         | 3           | 6         |
|                             | Technical ELECTIVE                    | 2       | 0         | 2           | 3         |
|                             | Technical ELECTIVE                    | 2       | 0         | 2           | 3         |
| <b>Total</b>                |                                       |         |           | <b>26,5</b> | <b>30</b> |

### Electives

## 0 Appendix: Programme Learning Outcomes and Curricula

| Technical Electives |   |         |           |         |      |
|---------------------|---|---------|-----------|---------|------|
| Code                | Course Name                             | The-ory | Prac-tice | Cre-dit | ECTS |
| 501 Nurs            | Palliative Care                         | 2       |           | 2       | 3    |
| NURS502             | Medical Terminology                     | 2       |           | 2       | 3    |
| NURS 503            | Basic ECG Interpretation                | 2       |           | 2       | 3    |
| NURS 504            | Forensic Nursing                        | 2       |           | 2       | 3    |
| NURS 505            | Personnel and Organizational Psychology | 2       |           | 2       | 3    |
| NURS 506            | Military Nursing                        | 2       |           | 2       | 3    |
| NURS506             | Health Policy health services in Iraq   | 2       |           | 2       | 4    |

Chair of the Scientific Committee

Head of Department

| Nontechnical Electives |             |         |           |        |      |
|------------------------|-------------|---------|-----------|--------|------|
| Code                   | Course Name | The-ory | Prac-tice | Credit | ECTS |
| TUR 121                | Turkish I   | 2       |           | 2      | 2    |
| TUR 122                | Turkish II  | 2       |           | 2      | 2    |
| GEN 203                | Art         | 2       |           | 2      | 2    |
| GEN 202                | Music       | 2       |           | 2      | 2    |

Dean