



The Republic of Iraq  
Ministry of Higher Education  
and Scientific Research  
Albasrah university  
Faculty of Administration and  
Economics



**Report of conformity with standards**  
**Faculty of Administration and**  
**Economics**  
**Department of Banking and Financial**  
**Sciences**  
**For the academic year 2022-2023**

**a. Dr.. Montazer Fadel Saad,**

**Head of the Department  
of Banking and Financial  
Sciences**

**Prof. Dr. Abdul Hussein Tawfiq Shibli**

**Dean of the College**

## work team

For the purpose of preparing the standards conformity report for the College of Business and Economics and its scientific departments, the senior leadership and the quality assurance and university performance team at the college, which consists of:

Position	Name of the manager	T
Dean of the College	a.Dr.. Abdul Hussein Tawfiq Shibli	1
Assistant Dean for Scientific Affairs	a. Dr..Hilal Gouda symposium	2
Assistant Dean for Administrative Affairs	A.M.D. Naeem Sabah Jarrah	3
Head of the Economics Department	Mr. Dr.Amjad Sabah Abdel Aali	4
Head of the Department of Banking and Financial Sciences	a.Dr.. Montazer Fadel Saad	5
Head of Business Administration Department	Mr. Dr.Hadi Abdel Wahab Abdel Imam	6
Head of Accounting Department	A.M.D.Elham Jaafar Hameed	7
Head of Statistics Department	A.M.D. Raysan Abdul Imam is upset	8
Director of the Quality Assurance and University Performance Division	M.Older. Weam Yassin Najm	9

## Conformity report with standards

The concept of quality assurance and academic accreditation carries within it main concepts, which are:

- 1- Standards
- 2- Evaluation and evaluation
- 3- Accreditation

This implicitly means the commitment of the educational institution, whether it is a university, college, or department, to provide academic and educational services with specific standards, through the use of evaluation and evaluation mechanisms, which may be internal or external, to obtain the required accreditation.

### 1- Standards

Standards are the necessary specifications for education that can be accepted to ensure its quality and increase its effectiveness and ability to compete. KA reference standard that can be used as guidance when evaluating university performance by comparing it with the desired standard levels. Standards into two types:

**The first type-Standard standards:** These are the foundations established by the Center for Quality Assurance and Accreditation of Educational Institutions. They represent the minimum standards that the institution must meet in its educational programs that it implements.

**The second type-Approved standards:** These are the foundations that the educational institution determines for itself, and is approved by the Center for Quality Assurance and Accreditation of Educational Institutions, provided that they are not less than the level of standard standards..

## 2- Evaluation and evaluation

The concepts of assessment and evaluation lead us towards measuring the performance of the educational institution or educational program.

**Definition of evaluation:** The process of measuring the quality of performance in all activities with the aim of continuously improving future performance.

**Definition of calendar:** It is a set of procedures and methods taken based on the evaluation results, ensuring the implementation of recognized standards to achieve the targeted quality levels in the educational institution.

## 3- Accreditation

It is an academic status granted to the educational institution or educational program in exchange for fulfilling standards approved and announced by accreditation bodies, with the aim of improving and developing the educational institutions and programs provided, while keeping pace with the requirements of the labor market and development.. That is, a set of procedures and operations carried out by the center in order to ensure that the institution has met the conditions of approved quality specifications and assurance, and that its programs comply with the approved and announced standards. The educational institution is accredited based on two accreditations:

**Institutional accreditation-** It means ensuring that the institution has the ability and capabilities to implement its approved mission and objectives in accordance with specific standards.

**Program accreditation-** Evaluating programs in an educational institution that has institutional accreditation, to ensure the quality of these programs and the extent to which they fulfill the requirements of the awarded certificate in accordance with the announced standards and controls, and to recognize that the educational program in them has achieved or reached at least the minimum quality standards.

The process of applying quality and accreditation in university education is based on six foundations and foundations Which :

- 1- License application.
- 2- Initial institutional accreditation.
- 3- Initial program accreditation.
- 4- Final institutional accreditation.
- 5- Final program accreditation.
- 6- Quality assurance.

Seeking to divide Banking and Finance Towards obtaining final programmatic accreditation, it is only in order to obtain specialized international accreditation, since national accreditation (national classification) constitutes the key to obtaining international accreditation. Therefore, the question that arises now is: How can we obtain specialized international academic accreditation, and this prompts us to research as well? What is international academic accreditation?

**This means international accreditation in general** Recognizing and approving the educational program, where the evaluation process is carried out by a specialized international organization or body according to specific and announced standards, and acknowledges that the evaluated program has achieved or reached the required level of the declared standards.

Either the school or the specialized association for the program sections Academic degree at the College of Management and Economics Obtaining international accreditation is the American Association of Colleges and Schools of Business **AACSB** Association to advance collegiate schools of business

The steps for obtaining international specialized professional accreditation are determined by: AACSB)

- 1- The institution that wants to obtain accreditation submits an application to (AACSB).
- 2- The institution to be accredited is required to submit the documents required for accreditation. Perhaps the most important of these documents are:

- 1- A self-evaluation report that reviews the current status of the institution or program includes identifying strengths and weaknesses in the academic curriculum and systemAdministrative, social responsibility, and monitoringContributionsAcademic and research studies for faculty members.
- 2- The faculty, staff, students, and representatives of the labor market, whether from the government or private sector, must be involved.
- 3- Working to align its strategic objectives with the accreditation standards issued byAACSB program is in the process of obtaining accreditation
- 4- Preparing the strategic plan.

The standards are also divided into:AACSB is divided into four main pillars, each of which includes a number of standards, as follows:

**First focus:** Strategic management and innovation

- 1- Participation, influence, innovation
- 2- Intellectual contributions, impact, and alignment with mission
- 3- Financial strategies and resource allocation

**Second focus:**Participants - students, faculty and professional staff

- 1- Student admissions, advancement and career development
- 2- Sufficiency and spread
- 3- College administration and support
- 4- Professional competence of employees and its dissemination

**Third focus:**Education and learning

- 1- Curriculum management and learning assurance
- 2- Curriculum content
- 3- Student interactions in the program
- 4- Degree, educational level, structure, and equivalency
- 5- Teaching effectiveness.

**Fourth focus:**Academic and professional engagement.

- 1- Student academic and professional engagement.
- 2- Education on training.
- 3- Participation of faculty members and their academic qualifications.

### **Self-evaluation axes according to standards**

**The first axis-Measures of the college's vision, mission, goals, and plans**

- Vision, mission, and goals: The deanship of our college, its scientific departments, its people, and its administrative units seek to unify the vision and mission and achieve the desired goals, and disseminate it among all its members (teaching staff - students - students), as it was published through murals - the student reception guide - the college introductory brochure, and finally on the college's website.

Instructions and Laws: Adherence to the laws and instructions notified by the Ministry of Higher Education and Scientific Research and notified by the Presidency of the University of Basra:

- Civil Service Law (Teachers + Employees) 2008, amended
- Law on the discipline of state employees
- Student discipline law

## The second axis– Standards of leadership and administrative organization

- College infrastructure: We show in the table below the college infrastructure

the number	Buildings	T
8	Number of college buildings	1
47	Number of teaching offices	2
63	Number of administrative offices	3
6	Number of meeting rooms	4
42	Number of classrooms	5
3472	Number of academic seats	6
8	Number of academic grades	7
7	Number of laboratories	8
2	Number of reading rooms	9

- Infrastructure of the Scientific Department: We show in the table below the infrastructure of the college

the number	Buildings	T
2	Number of college buildings	1
26	Number of teaching offices	2
7	Number of administrative offices	3
-	Number of meeting rooms	4
14	Number of classrooms	5
784	Number of academic seats	6
-	Number of academic grades	7
1	Number of laboratories	8
-	Number of reading rooms	9

- Electronic archiving: Electronic archiving of the college has been completed by 95% in terms of
  - 1- Archiving the files of college employees: (teachers and employees) by 100%. Database module
  - 2- Archiving official books: 90% of outgoing and incoming books (Dean's Office - Assistant Dean's Office (Scientific - Administrative) - Scientific Departments).
  - 3- Research archiving: 90% has been archived in the college library.
  - 4- Archiving theses and dissertations of graduate students. By 97%.
  - 5- Student Affairs and Registration Division: Archiving the files of primary school students - archiving graduates' documents at a rate of 93%.
  - 6- Archiving grade records (master sheets) by 100% starting from the academic year (1980-1981)

**The third axis– Measures of physical, financial, technical, information and human resources**

- Cooling and lighting maintenance in classrooms and replacing unusable classroom seats
- Maintaining cooling and lighting and replacing furniture in administrative offices and faculty members' offices that are not suitable for use in the scientific department
- Maintenance of department bathrooms
- Maintenance of electronic computer equipment in the computer laboratories of the scientific department
- Equipping computer laboratories with the necessary furniture and modern computers (laptops)
- Equipping and maintaining computer laboratories in the scientific department (fire extinguishers).CO2 + early warning devices + information boards)

**fourth Axis– Faculty members**

- Teaching staff

Exact specialization	Date of obtaining the scientific title	Date of appointment at the university	Donor country	Date of obtaining the certificate	Full name and scientific title	T
economical development	2002	2002	Iraq	2009	Mr. Dr. Ahmed Jassim Mohammed	1
economical development	2001	2001	Iraq	2006	Mr. Dr. Montazer Fadel Saad	2
Financial policies	2001	2001	Iraq	2003	a. Dr.. Hussein Jawad Kazem	3
Banking economy	2001	2001	Iraq	2007	a. Dr.. Sincerity Baqir Hashem	4
International relations	1992	1992	Iraq	1999	A.M.D. Mahdi Saleh Hanoush	5
International economy	1992	1992	Iraq	2005	A.M.D. Aqeel Abdul Muhammad Abbas	6
International economy	2006	2006	Iraq	1999	A.M.D. Radi Obaid	7

					Ngheimesh	
Financial and monetary policies	2009	2009	Iraq	2015	A.M.D. Naeem Sabah Jarrah	8
Economic development	2004	2004	Iraq	2016	Prof. Dr. Ahmed Jabr Salem	9
Financial management	2007	2007	Iraq	2012	Prof. Dr. Muhammad Jassim Muhammad	10
Development economics and human resources	1991	1991	Iraq	1996	Dr. Talib Hassan Jawad	11
Industrial economy	2007	2007	Iraq	2004	Dr. Ali Qasim Khafif	12
Economic theory	1993	1993	Iraq	2012	Dr. Talib Hashem Jabbar	13
Public finance	2005	2005	Iraq	2012	M.D. Hadi Abdel Wahed Jiyad	14
financial management	2011	2011	Iraq	2008	M.D. Ahmed Rasan Allawi	15
Macroeconomic	2021	2002	Iraq	2011	M.D. Siham Ghaly Hammoud	16
Economic development	2022	2002	Iraq	2006	M.D. Azhar Abdul Latif Hussein	17
Information technology/information management systems	2010	2010	Malaysia	2015	Mother. Haider Salah Hashem	18
Drains	2005	2005	Iraq	2014	Mother. Fayza Hassan messaged	19
Industrial economy	1998	1998	Iraq	2002	M. Ban Yassin Makki	20
accounting information systems	2002	2002	Iraq	2003	M. Hossam Ahmed Ali	21
Audit	2006	2006	Iraq	2006	M. Ban Tawfiq Najm	22
Islamic accounting	1987	1987	Iraq	2005	Eng. Khadija Kazem Jaber	23
Financial Accounting	2022	2005	India	2013	M. Qasim Muhammad Dahash	24
Financial Accounting	2005	2005	Iraq	2014	M. Hello Saddam Mahr	25
Financial management	2011	2011	Iraq	2017	millimeter. Shorouk Khalaf Latif	26
Organizational behavior	2007	2007	Iraq	2015	M. Mayada Kazem Natush	27
Financial management	2013	2013	Iraq	2020	millimeter. Ahmed Abdel Karim Mohamed	28
Financial policies	2015	2015	Iraq	2020	millimeter. Hassan Haider Abdel Karim	29
Corporate financing	2020	2013	Iraq	2020	M.M. Sarah Abbas Ali	30
Bank management	2020	2003	Iraq	2020	millimeter. Ahmed Sami Ibrahim	31
Drains	2021	2007	Iraq	2021	millimeter. Zainab Abdul Aziz Abdullah	32
financial markets	2023	2023	Iraq	2019	millimeter. Virgin Jasb Ebadi	33

Monetary policies	2022	2016	Iraq	2022	millimeter. Abdullah Muhammad Radi	34
Islamic banks	2023	2023	Iran	2019	millimeter. Mortada Abdul Hussein Abdul Karim	35
Commercial law	2023	2023	Lebanon	2018	millimeter. Nada Mahdi Khalaf	36

- The Quality Assurance and University Performance Division conducted an evaluation of the quality of the performance of faculty members and my agencies:
  - 1- Evaluation of faculty members by the student, according to academic subjects, on a special form issued by the Ministry of Higher Education and Scientific Research and saved electronically.
  - 2- Evaluating administrative leaders (faculty members) according to our college's evaluation forms and saving them electronically.

### Fifth axis - students Affairs

#### Numbers of initial study students

the total	Evening study	Morning study	school grade
787	295	492	The first stage
555	142	416	The second phase
522	207	315	third level
480	212	268	The fourth stage
2344	856	1488	total summation

#### aCounter of graduate students

Writing stage	Courses stage	Type of study
5	12	MBA Masters
3	5	Ph.D

- The Quality Assurance and University Performance Division has previously conducted a quality performance evaluation Students College for:
  - 1- evaluation Faculty members by student Electronically, according to the form of the Ministry of Higher Education and Scientific Research
  - 2- The quality of the college's performance, as the college was evaluated by fourth-year students In the scientific department
  - 3- Quality of performance of final exams (electronic) It was evaluated by college students for all levels and academic departments.
- Issued by the Quality Assurance and University Performance Division New students reception guide Which includes (conditions for admission and graduation - objectives - definition of scientific departments - student discipline instructions). It was distributed to the students of the first stage and for the morning and evening studies within the college admission priority files. It was published on the Quality Assurance Division page on the college's website.
- Cultural and humanitarian activities
  - Cultural activities = 19
  - Humanitarian activities = 11
  - Scientific trips = 2



### **Sixth axis – Student services**

- Following up on the college's outcomes (graduate follow-up): Over the past six years, the College of Business and Economics has been following up on its graduates by concluding agreements with governmental and non-governmental agencies to provide them with suitable job opportunities. This has been done:
  - 1- Agreement with the Ministry of Planning / Central Bureau of Statistics regarding the appointment of graduates of the Statistics Department in the Basra Statistics Directorate, and this agreement is still in effect for this year.
  - 2- Agreement with foreign oil companies, especially the companyBP about hiring our college graduates.
  - 3- An agreement with Microsoft to train students and give them an accredited certificate to qualify them for appointment in governmental and non-governmental departments and give them an international certificate in this field.
  - 4- Agreement with private banks to accredit graduates of our college, especially graduates of the Department of Financial and Banking Sciences, for the purpose of attracting students and training them to obtain work in private banks operating in Basra.

### **The seventh axis– Academic programs and teaching methods**

- Obtaining academic accreditation: The Department of Economics seeks to obtain academic accreditation
- Scientific agreements: Our college has concluded agreements and memorandums of understanding with Arab and international universities, which number (7) agreements:
  - 1- The Spanish University of Fatsia, which is the fourth agreement signed by the college with international universities.
  - 2- The French University of Reit signed with the Department of Accounting.
  - 3- Britain's Durham University has signed with the college.
  - 4- Oklohama University signed with the Department of Banking and Finance.
  - 5- Mutah University of Jordan signed with the college.
  - 6- British Bazaar University signed with the college.
  - 7- Kone University Agreement, Germany, 3/27/2017

### **The eighth axis- Research**

- Published scientific research= 10
- Number of books written =3AuthorT
- Participated conferences=2
- Completed scientific seminarsAnd the participant in it=3
- Completed discussion sessions =3
- Postgraduate Student Discussions (Seminars) =8 episode
- CoursesDevelopmental Participated in training= Nothing

### **aFor the ninth axis -Community ServiceFor the scientific departments in the College of Administration and Economics**

- Completed seminars that contribute to community service= 7Seminars
- Scientific trips =2
- Visiting orphans The nursing home and others =10
- Cultural activities by the Educational Guidance Unit = 18

### **The tenth axis- Calendar**

Conducting an evaluation of the quality of performance of the College of Administration and Economics

- 1- Conducting an evaluation of the quality of performance of faculty members by college students. Ministry electronic form
- 2- Conducting an evaluation of the quality of performance of college graduates by employers, which included a sample of state departments.
- 3- Conducting an evaluation of the quality of performance of college graduates by beneficiaries, which included a sample of civil and governmental departments.
- 4- Conducting an evaluation of the quality of performance of final (electronic) exams by college students.
- 5- Conducting an evaluation of the quality of the performance of the college and its scientific departments by the satisfaction of the teaching staff
- 6- Conducting an evaluation of the quality of the college's performance by graduates for different years
- 7- Conducting an evaluation of the quality of the performance of the college and its scientific departments by fourth-year students
- 8- Conducting an evaluation of the quality of the performance of faculty members by the heads of scientific departments

### Conforming standards

For the purpose of applying quality and improving the programs offered by the college and their compliance with local and international standards, the following standards were applied:

- 1- Owning the college and scientific department Historical overview in Arabic and English
- 2- The college and the scientific department have the vision, mission, and goals in both Arabic and English
- 3- Spreading a culture of quality among the components of the academic program to ensure a more comprehensive understanding of the mechanisms and positives of the quality program in the program/ Student reception guide
- 4- Completing a self-study of the college and its scientific departments, preparing a self-evaluation report, and analyzing the data
- 5- Completing the college improvement plan And its sections Scientific
- 6- Completing the strategic plan document and setting policies for the college and scientific departments
- 7- There is interaction and communication between the Quality and Performance Evaluation Division of the college with the divisions and administrative units Within the administrative and academic structure (by evaluating faculty members, administrative leaders, and employees) by their direct officials.
- 8- Printing a number of brochures and posters for academic guidance and introducing the vision, mission and goals of the college
- 9- Implementing academic program and course description programs
- 10- Forming a main committee and subcommittees to monitor quality efforts in the colleges
- 11- Conducting student evaluation questionnaires for courses in scientific departments
- 12- Preparing student evaluation questionnaires for the quality of college performance and final exams
- 13- Conducting questionnaires to evaluate employers and beneficiaries of college graduates
- 14- Evaluation of scientific departments and administrative leaders by faculty members
- 15- Implementing the electronic archiving procedure for all files of administrative members, academics, graduates, students, and administrative archiving.
- 16- There are integrated electronic files that include the CVs of all faculty members of the program. (Advertised on the college's website)
- 17- Activating all units of the program's registration and admission department. Students are accepted in accordance with the controls and conditions applicable to the placement standards and absorptive capacity of the program.

- 18-There is a precise study and examination system that facilitates the follow-up of students in terms of the general evaluation of their performance rates in the program.
- 19-Developing the college's website in accordance with international standards.

## Conclusions

In general, it can be said that the issue of obtaining international, specialized, professional accreditation for the program of scientific departments of the College of Administration and Economics is not a difficult or impossible process to achieve. Rather, it requires the presence of a real will on the part of the program administration first, in addition to the presence of a strong and declared will on the part of the university presidency and the deanship. The college, and its adoption of the option of quality and international accreditation, also requires the presence of real support and assistance from the Ministry of Higher Education and Scientific Research through its endeavor to address the competent authorities regarding reconsidering some legislation and regulations that still obstruct the processes of building a work environment that contributes to the consolidation of leadership. And innovation, and finally, it also requires a mentality of determination, which means starting now, with what is possible, but in a unique way.

## Attachments

### College of Administration and Economics

#### Farst -College history

- ✚ **College of Administration and Economics** established on 01/09/1971 according to the decision of the Council of Higher Education and Scientific Research No. (Council / D / 3 / A / 5 / Q / A) in its third session. The period of studying in the college is four years. The first batch graduated in 1974/1975, so the bachelor's degree batches graduated from the college is (47). The college scientific construction, cognitive and social responsibility has deepened by opening postgraduate studies in (1982 - 1983) for masters study and in (1986-1987) for Ph.D.in addition to higher diploma in (12-20-2013)
- ✚ **Department of Banking and Financial Sciences**Established in 2002/2003.The department has graduated (15) batches of a bachelor's degree in financial and banking sciences graduated. Postgraduate studies opened in the 2012/2013 for master's studies, and doctoral studies opened in the 2016/2017

#### Department of Banking and Financial Sciences

**The vision** That the Department of Financial and Banking Sciences be at the forefront of financial and banking sciences departments in Iraq, with a commitment to excellence in the three main pillars of university education: teaching, scientific research, and community service.

**The message** To achieve this vision, the department directs its activities to achieve the following messages:

- 1- Providing distinguished, high-quality education for students that is compatible with the needs of the labor market.
- 2- Developing and developing the capabilities of faculty members in the teaching and research fields.
- 3- Providing consulting and training services through a close relationship with the community.

#### Objectives

- 1- Preparing highly qualified graduates who are able to compete in entering the labor market easily, and who are able to continue postgraduate studies, keeping pace with scientific

development in the field of financial and banking sciences, and supplying banking and financial institutions in Iraq with qualified graduates to manage and develop them.

- 2- Keeping pace with global and local developments in the field of financial sciences.
- 3- Increasing the ability to think, analyze and create for the department's students.
- 4- Developing the student's technological skills related to investment markets.

## **Second -Vision, Mission&Goals of the College**

**The Vision:**College of Administration and Economics at Basrah University seeks to be one of the internationally distinguished colleges in economic, administrative, financial and accounting fields. Also, it strives to be distinctive scientifically, administratively and in the quality of service it introduces to the society and stakeholders at the national, Arabic and international levels, in addition to adhering to the academic professional culture among academics and employees, as well as to The prospects of development in aspects pursued by the university academic process (educational, research and service).

**Mission of the College:**The College seeks to provide the best service to the community and the parties that exchange interests and benefits with it, and with the university, through an accurate diagnosis of their current needs and future expectations, in addition to achieving the effective and efficient response to these needs and expectations by ensuring the quality of all university operations (Educational / Research / Consulting / and Administrative), according to the following ...

- 1- Better investment of the college's resources and energies through effective commitment to implement the provisions of the Quality Assurance and Academic Accreditation System related to resource allocation.
- 2- Improving the performance of human resources (academic and functional bodies) by participating in specialized and advanced training and development courses inside and outside the country.
- 3- Preparing plans and programs that ensure the use of resources (physical, financial and technical) available to the college to improve the overall performance of the college.
- 4- Participation of all bodies (academic and career) and students in decisions and practices related to them, and those that contribute to the development of the college's work and improve its performance.
- 5- Developing a comprehensive plan that includes preparing the requirements, supplies and mechanisms that make the college's student outcomes respond to the labor market and the satisfaction of stakeholders.
- 6- Investing feedback information in improving the future performance of the college.

### **strategic goals:**

- 1- Set goals and plans that enable improving the academic level of the college (students and teaching bodies).
- 2- Developing plans and mechanisms that enable the pursuit of scientific and knowledge development in the field of the college's specializations.
- 3- Creating the requirements that enable a better teaching environment for students and teachers...
- 4- Creating appropriate opportunities to meet the college's need from scientific competencies.....
- 5- Laying down plans and providing the requirements that enable improvement and expansion in response to the labor market and community service.
- 6- Implementing the requirements and procedures that enable the college to obtain an academic accreditation certificate.

## **Financing & Banking Department**

**Vision:**The Department seeks to be at the forefront of departments of financial and banking sciences in Iraq, with a commitment to excellence in the three main pillars of university education: teaching, scientific research and community service.

**Mission:**To achieve this vision, the department directs its activities to achieve the following missions:

- 1- Providing high-quality education to students according to the needs of the labor market.

- 2- Developing the capabilities of faculty members in the teaching and research field.
- 3- Providing consulting and training services through a close relationship with society.

**Objectives:**

- 1- Preparing highly qualified graduates who are able to compete in entering the labor market easily, and are able to pursue postgraduate studies, in line with the scientific development in the field of financial and banking sciences and to supply banking and financial institutions in Iraq with graduates who are qualified to manage and develop them.
- 2- Keeping pace with global and local developments in the field of financial sciences.
- 3- Increasing the ability of students to think, analyze and create creativity.
- 4- Developing the student's technological skills related to investing in markets.

**Third–Academic Description Program**

**Reviewing the performance of higher education institutions ((academic program review))**

**Description of the academic program**This academic program description provides a necessary summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program.

Albasrah university	1- Educational institution
Faculty of Administration and Economics	2- University department/center
Department of Banking and Financial Sciences	3- Name of the academic program
Bachelor's courses	4- Name of the final certificate
AACSB	5- The academic system
	6- Accredited accreditation program
	7- Other external influences
2022- 2023	8- Date the description was prepared
9- Course objectives Improving the academic level of the department (students and faculty) Providing a better teaching climate for students and teachers Providing appropriate opportunities to meet the department's need for scientific competencies Improvement and expansion in response to the labor market and community service	
10- Learning outcomes and methods of teaching, learning and evaluation	
A- Knowledge and understanding A1-Knowledge of financial theories A2- Understanding financial analysis methods A3- Empowering the student with the ability to perform banking financial analysis A4- Analyzing the financial situation of banks in the country and knowing their problems and how to address them	
Teaching and learning methods 1- Lectures 2- Seminars 3- Discussions 4- Scientific trips	
Evaluation methods 1- Quarterly tests 2- Final exams 3- Homework 4- Short tests	

C- Thinking skills				
C1- Asking questions and answering them in the classroom				
C2- Creating discussion groups for students				
C3- Solving assignments				
Teaching and learning methods				
1- Teaching students how to use thinking and analysis methods				
2- Providing students with the basics of the curriculum and additional topics				
3- Asking intellectual questions in the classroom				
Evaluation methods				
1- Participate in daily preparation				
2- Find out what's happening				
D- General and transferable skills (other skills related to employability and personal development)				
D1- D1- Using computers and display screens to explain lectures to students to increase the student's mental comprehension				
D2- Participate in the virtual market for financial markets to learn how to work in the market in the future				
Teaching and learning methods				
1- Teaching students how to use thinking and analysis methods				
2- Providing students with the basics of the curriculum and additional topics				
3- Asking intellectual questions in the classroom				
4- Presenting different points of view on the topic among students in the classroom				
Evaluation methods				
1- Participate in daily preparation				
2- Knowing the developments that occur and have an impact on the course material				
<b>12- Certificates and credit hours</b>	<b>11- Program structure</b>			
	<b>Hours and credit units</b>	<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Level/year</b>
Bachelor's degree/required (138 hours) credit unit hours	3	Principles of Economics		The first stage The first course
	3	Principles of business administration		
	3	Accounting principles		
	3	Principles of Statistics		
	1	Human rights and democracy		
	2	English language		
	2	Arabic		
	2	Computer skills		
	3	Principles of Economics		The first stage The second course
	3	Principles of business administration		
	3	Accounting principles		
	3	Principles of Statistics		
	1	Human rights and democracy		
	2	Computer skills		
	2	Arabic		
	2	English		
	3	financial mathematics		
	3	Money and banks		

	2	Commercial law		The second phase The first course
	3	Quantitative methods		
	2	Financial Management1		
	2	Computer1		
	3	Intermediate Accounting1		
	3	English		The second phase The second course
	2	Public finance		
	3	Financial and banking institutions		
	3	Banking marketing		
	2	Financial management2		
	2	electronic trade		
	3	Intermediate Accounting2		
	2	English		third level The first course
	2	Computer 2		
	2	Cost Accounting1		
	3	Bank management		
	3	Banking information systems		
	3	Financial feasibility studies		
	2	Operations Research1		The third stage The second course
	3	Maliba markets		
	3	Monetary policy		
	3	Investment portfolios		
	3	International financing		
		Bank accounting		The fourth stage The first course
	2	Operations research 2		
	2	Cost accounting2		The fourth stage The second course
	3	Financial risk management		
	3	Financial econometrics		
	3	Audit and oversight		
	2	Financial derivatives		
	2	Ethics and methods of scientific research		The fourth stage The second course
	2	Management accounting 1		
	3	Banking operations		The fourth stage The second course
	3	Evaluating investment decisions		
	3	Islamic banks		
	3	International banking standards		
	2	Management accounting2		
	2	research project		

13- Planning for personal development 1- Personal and professional development 2- communication skills 3- Critical thinking and objective analysis 4- Scientific discussion
14- Acceptance Central admission – for morning studies Direct application for evening studies - according to grade and competition
15- The most important sources of information about the programs: 1- Scientific books 2- Scientific research

### Curriculum skills chart Department of Banking and Financial Sciences

Curriculum skills chart <b>The first course</b>																			
Please check the boxes corresponding to the individual learning outcomes from the programs being evaluated																			
Learning outcomes required from the programmes																			
General and transferable skills (or) other skills related to employability and personal development				thinking skills				Subject-specific skills				Knowledge and understanding				Essential or optional?	Course Name	Course Code	Year/level
		*	*			*	*				*				*	Basic	Principles of Economics1		The first stage
			*				*				*				*	Basic	Principles of business administration1		
			*				*				*			*	*	Basic	Accounting principles1		
			*				*			*	*		*	*	*	Basic	Principles of statistics1		
			*				*			*	*				*	Basic	Human rights and democracy1		
			*				*			*	*				*	Basic	English language 1		
			*				*				*				*	Basic	Arabic language1		
			*				*				*			*	*	Basic	Computer skills1		
			*				*				*			*	*	Basic	Public finance		The second phase
*	*				*	*				*				*	*	Basic	Financial and banking institutions		
		*	*			*	*				*				*	Basic	Banking marketing		
			*				*				*				*	Basic	Financial		



																			management 2		
			*				*				*				*			Basic	electronic trade		
			*				*			*	*			*	*			Basic	Intermediate Accounting2		
			*				*				*				*			Basic	English		
			*				*				*				*			Basic	Computer 2		
		*	*				*	*			*				*			Basic	Cost Accounting1		
*			*		*		*				*		*		*			Basic	Bank management		
*			*		*		*				*		*		*			Basic	Banking information systems		
		*	*				*			*	*		*	*	*			Basic	Financial feasibility studies		third level
		*	*				*			*	*		*	*	*			Basic	Operations Research1		
			*				*	*			*			*	*			Basic	Maliba markets		
*		*	*				*	*		*	*		*	*	*			Basic	Financial risk management		
			*				*			*	*		*	*	*			Basic	Financial econometrics		The fourth stage
			*				*			*	*		*	*	*			Basic	Audit and oversight		
			*				*			*	*		*	*	*			Basic	Financial derivatives		
			*				*			*	*		*	*	*			Basic	Ethics and methods of scientific research		
			*				*			*	*		*	*	*			Basic	Management accounting 1		

### Curriculum skills chart **The second course**

Please check the boxes corresponding to the individual learning outcomes from the programs being evaluated

#### Learning outcomes required from the programmes

General and transferable skills (or) other skills related to employability and personal development				thinking skills				Subject-specific skills				Knowledge and understanding				Essential or optional?	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
		*	*			*	*				*				*	Basic	Principles of economics2		

			*			*				*				*	Basic	Principles of business administration2		The first stage
			*			*				*	*			*	Basic	Accounting principles2		
			*			*			*	*		*	*	*	Basic	Principles of statistics2		
			*			*			*	*				*	Basic	Human rights and democracy2		
			*			*			*	*				*	Basic	English language 2		
			*			*			*	*				*	Basic	Arabic language2		
			*			*			*	*				*	Basic	Computer skills2		
			*			*			*	*				*	Basic	Public finance		
*	*				*	*			*	*				*	Basic	Financial and banking institutions		The second phase
		*	*		*	*			*	*				*	Basic	Banking marketing		
			*			*			*	*				*	Basic	Financial management 2		
			*			*			*	*				*	Basic	electronic trade		
			*			*			*	*		*	*	*	Basic	Intermediate Accounting2		
			*			*			*	*				*	Basic	English		
			*			*			*	*				*	Basic	Computer 2		
		*	*		*	*			*	*				*	Basic	Cost accounting2		third level
*			*		*	*			*	*		*	*	*	Basic	Monetary policy		
*			*		*	*			*	*		*	*	*	Basic	Investment portfolios		
		*	*		*	*			*	*		*	*	*	Basic	International financing		
		*	*		*	*			*	*		*	*	*	Basic	Bank accounting		
			*		*	*			*	*			*	*	Basic	Operations research 2		
*		*	*		*	*		*	*	*			*	*	Basic	Banking operations		
			*			*		*	*	*		*	*	*	Basic	Evaluating investment decisions		The fourth stage
			*			*			*	*			*	*	Basic	Islamic banks		
			*			*			*	*		*	*	*	Basic	International banking standards		
			*			*			*	*		*	*	*	Basic	Management		

																		accounting2		
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	research project		

### Course description form

#### Reviewing the performance of higher education institutions ((academic program review))

**Course description/**This course description provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the learning opportunities available. It must be linked to the program description.

Albasrah university	1- Educational institution
Faculty of Administration and Economics	2- University department/center
Money and banks	3- Course name and code
to divide Banking and Finance	4- The programs in which he participates
classrooms	5- Available forms of attendance
quarterly	6- Semester/year
45	7- Number of study hours (total)
2022/2023	8- The date this description was prepared
9- Course objectives	
1- Presenting and interpreting the theoretical framework of money and banking	
2- Providing the student with the ability to understand and use the tools of the theoretical framework of money and banking	
3- Expanding the student's understanding of how to conduct solutions to monetary and banking problems	
4- Using the scientific method to solve monetary problems faced by employees in for-profit government units	
10- Learning outcomes and methods of teaching, learning and evaluation	
A- Knowledge and understanding	
1- Determine the theoretical framework of money and banking	
2- Determine the practical framework for money and banking	
B- Subject-specific skills	
1- Critical/creative thinking.	
2- The ability to analyze and conclude.	
3- Active participation and self-expression	
4- Know how to obtain information.	
Teaching and learning methods	
1- Scientific lectures.	
2- Multimedia presentations.	
3- Positive interaction and participation.	
4- Presentations by the student.	
Evaluation methods	
1- Written exams	
2- For discussion and evaluation.	
3- Setting analytical questions for the student	
C- Thinking skills	
C1- Thinking and analysis skills for money and banking	
C2- Developing intellectual and intellectual abilities related to curriculum vocabulary	
Teaching and learning methods	
1- Explaining the importance of joint work in the study.	
2- Asking intellectual questions-2	

3- Linking the lecture topic to practical reality					
Evaluation methods					
1- Working within a team.					
2- Preparing field reports.					
3- - Knowing how to obtain information					
D- General and transferable skills (other skills related to employability and personal development)					
-					
-					
11- Course structure					
Evaluation method	Learning method	Name of the unit/course or subject	Required learning outcomes	The number of hours	the week
Questions and discussion	Lectures/classes				
Questions and discussion	Lectures/the line	The barter system and the difficulties of its application in the economy	The barter system and the difficulties of its application in the economy	3	1
Questions and discussion	Lectures/the line	Functions of money, the impact of money on the economy, characteristics of money	The concept of money	3	2
Questions and discussion	Lectures/the line	Types of money	Value of money	3	3
Questions and discussion	Lectures/the line	The two-metal rule, the one-metal rule, and the paper money rule	Monetary rules	3	4
Questions and discussion	Lectures/the line	Money supply in the narrow sense	The concept of money supply	3	5
Questions and discussion	Lectures/the line	Money supply in the broad sense, money supply in the broad sense, factors affecting the money supply	The concept of money supply	3	6
Questions and discussion	Lectures/the line	Money and liquidity, criteria for determining the liquidity of various assets, money and wealth	Money, liquidity and wealth	3	7
Questions and discussion	Lectures/the line	The concept of the speed of money circulation, factors affecting the speed of money circulation	The speed of money circulation and the factors affecting it	3	8
Questions and	Lectures/the line	Concept, functions, characteristics, budget	Commercial banks	3	9

discussio n					
Question s and discussio n	Lectures/ the line	Liabilities side, assets side	Analysis of the balance sheet of commercial banks	3	10
Question s and discussio n	Lectures/ the line	The concept of bank liquidity, factors affecting bank liquidity	Bank liquidity	3	11
Question s and discussio n	Lectures/ the line	Concept, characteristics	Central banks	3	12
Question s and discussio n	Lectures/ the line	Objectives and functions	Central banks	3	13
Question s and discussio n	Lectures/ the line	Liabilities side	Central bank budget analysis	3	14
Question s and discussio n	Lectures/ the line	Asset side	Central bank budget analysis	3	15
12- Infrastructure					
Books: 1- Monetary and financial theories and policies 2- Money, banking and financial markets			Required readings: 1- Lectures by the subject professor 2- Related books		
			Special requirements -		
			social services - -		
13- Acceptance - Central admission - for morning studies - Direct submission to evening studies - according to grade and competition					
			Prerequisites		
			The smallest number of students		
			The largest number of students		

#### Fourthly– Subjects

#### Firstly–Graduate Studies

#### Ph.D

The second course		The first course		T
The number of hours	Subjects	The number of hours	Subjects	
3	Financial markets	2	Financial institutions	1
3	Financial and monetary policies	2	English	2
3	International financing	3	Behavioral finance	3
3	Strategic management	3	Bank management	4
3	Discussion panel	3	Advanced financial management	5
		3	Investment portfolio	6
15	the total	16	the total	

#### Masters

The second course		The first course		T
The number of hours	Subjects	The number of hours	Subjects	
2	Investment management	2	International financing	1
2	Banking marketing	2	English	2
2	Research methodology	2	Financial management	3
2	Derivatives	2	Monetary policies	4
2	standard	2	Evaluating investment decisions	5
2	Financial Accounting	2	financial markets	6
12	the total	12	the total	

#### secondly–Initial study

#### The first stage

The second course		The first course		T
The number of hours	Subjects	The number of hours	Subjects	
3	Management principlesA	3	Management principlesA	1
3	Management principlesB	3	Management principlesB	2

3	Principles of economics	3	Principles of economics	3
2	Principles of Statistics	2	Principles of Statistics	4
2	Practical statistics	2	Practical statistics	5
3	accounting	3	accounting	6
2	ComputerA	2	ComputerA	7
2	ComputerB	2	ComputerB	8
2	English	2	rights	9
2	Arabic	2	English	10
		2	Arabic	11
24	the total	26	the total	

### The second phase

The second course		The first course		T
The number of hours	Subjects	The number of hours	Subjects	
2	Banking marketing	3	Public finance	1
2	English	3	Financial management	2
3	Financial management	2	English	3
3	Financial institutions	3	Money and banks	4
3	Quantitative methods	2	financial mathematics	5
3	Intermediate Accounting	3	Intermediate Accounting	6
2	electronic trade	2	Computer	7
2	Computer	2	Commercial law	8
20	the total	20	the total	

### third level

The second course		The first course		T
The number of hours	Subjects	The number of hours	Subjects	
2	Cost accounting	3	Money markets	1
2	Bank accounting	2	Operations research	2
3	Bank management	3	Feasibility studiesA	3
3	Monetary policies	2	Cost accounting	4
3	Investment portfolio	3	International financingA	5
2	Operations	3	Banking systems	6

	research			
		3	Feasibility studiesB	7
		3	International financingB	8
		2	Computer	9

#### The fourth stage

The second course		The first course		T
The number of hours	Subjects	The number of hours	Subjects	
3	Feasibility studies	3	Investment portfolio	1
3	Islamic banksA	2	English	2
3	Islamic banksB	2	accounting administration	3
3	International financing	3	Accounting standards	4
3	Audit	3	Audit	5
3	Banking systems	3	Islamic banks	6
2	Managerial Accounting		Graduation research	7
20	the total	16	the total	

#### Fifth–Conduct performance quality evaluation

#### Firstly - Conducting an evaluation of the quality of faculty members By the student

ScaleEvaluation of performance qualityFaculty membersBy the studentMinistry form

The final grade	Develops good attitudes, habits and morals among students	Discusses students' answers and responds to their inquiries flexibly to create a safe learning environment	Continuously monitors the level of students for the purpose of enhancing their strengths and addressing their weaknesses	Provides various cooperative or competitive activities to stimulate students' motivation	It uses various traditional and electronic methods in testing and evaluation	Time is invested within the lecture to enrich the scientific material	Encourages and develops self-learning among students	Improves methods of dealing with students and takes into account individual differences	Diversify the different teaching methods and methods within the lecture	It paves the way for the lesson and takes into account the sequence in presenting the material in a logical and interesting way	Teaching	T
											Department of Banking and Financial Sciences	
53.8	55	55.5	53.3	51.7	51.7	58.5	53.3	53.3	52.5	53.3	M. Khadija Kazem	1
82.8	84.5	84.5	84.0	81.1	79.7	82.1	84.0	82.6	82.6	82.6	millimeter. Sarah Abbas	2
81.6	82.5	84.3	82.5	80	77.5	81.8	81.8	82.5	80.6	82.5	A.M.D. Radi Obaid Ngheimesh	3
79.7	82.5	81.2	76.2	75	77.5	81.2	78.7	81.2	81.2	82.5	M. Fayza Hassan messaged	4
82.5	84	84	81	81	78	83	84	84	82	84	millimeter. Hassan Haider Abdel Karim	5
79.5	81.7	81.9	79.1	76.9	75.8	79.7	79.7	80.4	79.5	80.6	M.D. Ahmed	6



											Rassan	
77.6	80.8	79.1	75	74.1	74.1	80	77.5	78.3	78.3	79.1	M.D. Hassan student	7
61.0	62.0	62.6	59.7	60.2	58.5	62.0	61.4	60.8	61.4	61.4	M. M. Ahmed Abdel Karim	8
80.8	81.8	82.8	78.1	78.1	77.7	83.3	81.9	80.7	80.8	83.3	Mr. Dr. Waiting for Fadel	9
71.1	70.5	72.0	70.5	69.4	69.4	76.8	70.9	68.7	70.9	72.4	millimeter. Ahmad Sami	10
73.5	78.3	78.3	70	68.3	68.3	78.3	70	73.3	73.3	76.6	M.D. Ahmed Jabr	11
82.4	84.6	84	81.3	80.3	78.3	82.6	83.3	83.6	82	83.6	A.M.D. Mahdi Saleh	12
70.1	72.5	71.6	69.5	67.0	67.0	72.9	70.4	68.3	70.8	71.25	M.D. Hadi Abdel Wahed	13
81.2	81	83	81	79	79	83	83	79	83	81	A.M.D. Aqeel Abdul Muhammad	14
78	78.7	81.2	76.2	78.1	76.2	77.5	78.7	77.5	77.5	78.12	M. Ban Yassin	15
80.8	80.8	80.8	80.8	77.9	78.7	82.0	80.8	82.5	81.6	82.0	Mr. Dr. Ikhlas Baqir	16
80.6	81.2	81.2	80	79.3	78.7	81.8	79.3	80	81.8	82.5	M. Haider Salah	17
75.7	77	77	75	75	73	76	76	76	76	76	millimeter. Shorouk Khalaf	18
77.6	80.8	79.1	75	74.1	74.1	80	77.5	78.3	78.3	79.1	M.D. Talib Hashem	19
68.6	71.6	71.6	68.3	68.3	65	68.3	68.3	68.3	68.3	68.3	M. That Tawfiq	20
81.9	85	83.4	80.3	81.9	78.8	82.6	81.9	81.9	81.9	81.1	A.M.D. Morning bliss	21
82.2	83	83	81	79	81	83	83	83	83	83	M.D. Siham Ghaly	22
82.8	80	85	83.7	81.2	81.2	83.75	82.5	83.7	83.7	83.75	Mr. Dr. Hussein Jawad	23
80.8	81.8	82.8	78.1	78.1	77.7	83.3	81.9	80.7	80.8	83.3	A.M.D. Muhammad Jassim Muhammad	24
82.2	83	83	81	79	81	83	83	83	83	83	M. Mayada Kazem	25
81.6	81.9	81.1	79.6	78.8	81.1	81.9	82.6	82.6	82.6	83.4	M. Hossam Ahmed	26
67.3	73.1	68.6	64.0	62.2	65.9	68.6	69.5	66.8	66.8	67.7	A.M.D. Ali Qasim Khafif	27
77.7	80.7	77.8	73.5	72.1	72.1	83.5	76.4	77.8	82.1	80.7	millimeter. Qasim Muhammad Dahash	28
82	85	82.5	80	80	80	82.5	82.5	82.5	82.5	82.5	millimeter. Zainab Abdel Aziz	29
78	78.7	81.2	76.2	78.1	76.2	77.5	78.7	77.5	77.5	78.12	millimeter. Hello Saddam	30
81.6	83.7	83.7	81.2	80	78.7	82.5	81.2	82.5	82.5	80	millimeter. Abdallah Mohamed	31
71.1	70.5	72.0	70.5	69.4	69.4	76.8	70.9	68.7	70.9	72.4	M.D. Abdel Latif flowers	32

**secondly -Conducting an evaluation of the quality of final exam performance by the student**

**note/** Questionnaire with the opinions of (120 students) a random sample of all academic departments and academic levels / Opinion of (20 students) in each department

Student evaluation scale for quality **Performance of the college and academic departments** For final exams

Final college grade	Scientific departments						Student evaluation paragraphs	T	
	Administrative information system	Banking and Finance	Statistics	Accounting	Business Management	Economy			
		First - The college's level of interest in providing an environment conducive to taking exams in terms of:							
79	80	76	75	84	75	88	Provides continuous electrical current	1	
81	87	85	69	80	82	87	Good lighting in examination halls	2	
74	84	75	57	72	79	80	Providing cooling and fans in examination halls	3	
77	90	69	75	78	76	74	The presence of tight curtains and windows	4	
75	80	83	69	72	73	77	Cleanliness of examination halls	5	
75	80	95	57	79	72	71	Provides cold water service	6	
78	90	84	75	82	66	75	Classroom seats are suitable for taking the exam	7	
75%	84%	81%	68%	78%	74%	78%	The college's level of interest in providing an environment conducive to taking exams		
		Second: The quality of the performance of the examination committees in the scientific departments							
73	90	75	75	80	61	78	Announcing the pursuit grades for all academic subjects before the start of the final exams	1	
68	82	72	70	69	58	75	The Scientific Department takes into account the scheduling of examination schedules according to the needs and desires of students	2	
78	90	91	61	81	71	86	Commitment of academic departments to announce final exam schedules at the appropriate time	3	
80	87	91	78	75	69	90	Print level of exam questions	4	
74%	87%	82%	71%	76%	64%	82%	The quality of performance of examination committees in scientific departments		
		Third: The quality of the performance of faculty members in providing the examination atmosphere inside the examination halls in terms of:							
82	80	89	80	78	75	92	Speedy distribution of questions and exam books	1	
80	91	90	84	68	69	91	Commitment to the exam time without confusing the student by the end of the exam time	2	

71	90	86	64	68	57	83	It provides psychological calm and avoids nervous tension	3			
77%	87%	88%	76%	71%	67%	88%	The quality of the performance of faculty members in providing the examination atmosphere inside the examination halls				
Fourth - Your opinion of the uniform should be:											
							Robe s	The jacket	Trouse rs/skirt	the T-shirt	
77	70	89	61	74	72	92	Lead/ indig o	Indig o	Lead	the Whit e	1
82	78	91	69	81	74	98	Gray / black / indigo / coffee			the Whit e	2
79%	74%	90%	65%	77	73%	95%	What do you think about wearing a uniform?				
76%	86%	83%	70%	76%	70%	83%	Final grade for all topics %				

**Student evaluation scale for qualityPerformance of the college and academic departmentsFor final exams**

the college	Scientific departments						Student evaluation paragraphs
	Administr ative informati on system	Banking and Finance	Statistic s	Accounti ng	Busine ss Manag ement	Econo my	
75	84	81	68	78	74	78	<b>Firstly</b> -The level of interest of the college and its scientific departments in providing an encouraging environment for taking exams
74	87	82	71	76	64	82	<b>secondly</b> -The quality of performance of examination committees in scientific departments
77	87	88	76	71	67	88	<b>Third</b> -The quality of the performance of faculty members in providing the examination atmosphere inside the examination halls
79	74	90	65	77	73	95	<b>Fourthly</b> -Student opinion on uniform wear
76	86	83	70	76	70	83	The final grade

### Conducting an evaluation of the quality of final exam performance by the student

A measure of student evaluation of the quality of performance **Department of Finance and Banking**  
For exams Infinite

Appreciation						Student evaluation paragraphs	T			
Arithmetic mean	(1) acceptable	(2) middle	(3) good	(4) very good	(5) excellent					
First - The college's level of interest in providing an environment conducive to taking exams in terms of:										
4,45			4	3	13	Provides continuous electrical current	1			
4,2			5	6	9	Good lighting in examination halls	2			
3,8		2	6	6	6	Providing cooling and fans in examination halls	3			
3,4		5	5	7	3	The presence of tight curtains and windows	4			
3,65		4	5	5	6	Cleanliness of examination halls	5			
3,75		3	4	8	5	Provides cold water service	6			
3,75		1	8	6	5	Classroom seats are suitable for taking the exam	7			
81%						The final grade				
Second: The quality of the performance of the examination committees in the scientific departments										
3,8		1	6	9	4	Announcing the pursuit grades for all academic subjects before the start of the final exams	1			
3,35	1	3	7	6	3	The Scientific Department takes into account the scheduling of examination schedules according to the needs and desires of students	2			
3,8			8	8	4	Commitment of academic departments to announce final exam schedules at the appropriate time	3			
4,5			4	11	5	Print level of exam questions	4			
82%						The final grade				
Third - The quality of the performance of faculty members in providing the examination atmosphere inside the examination halls in terms of:										
3,65		1	8	8	3	Speedy distribution of questions and exam books	1			
3		7	7	5	1	Commitment to the exam time without confusing the student by the end of the exam time	2			
2,9	1	7	6	5	1	It provides psychological calm and avoids nervous tension	3			
88%						The final grade				
Fourth - Your opinion of the uniform should be:										
						The forehead	The jacket	Trousers/skirt	the T-shirt	
3,75		3	4	8	5	Lead/indigo	Indigo	Lead	the White	1
3,5		3	8	5	4	Gray / black / indigo / coffee			the White	2
90%						The final grade				
83%						Final axes score				

### Third -Conducting an evaluation of the quality of the performance of the college and its scientific departments by the satisfaction of the teaching staff

Evaluation scale **Teaching satisfaction** For the quality of performance of the college and scientific departments

the	Scientific departments		
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coll ege	Admini strative inform ation system	Banking and Finance	Statisti cs	Accou nting	Busin ess Mana gemen t	Econo my	Calendar paragraphs	T
4,5	4,7	4,55	5	4	3,8	5	Your keenness to provide the best for the development and success of the college and the scientific department	1
4	4,2	3.95	4,8	3,7	3,9	4	Your interest in scientific research for academic advancement	2
4,1	4,3	3.95	4,8	4,1	3,8	4	The extent to which your academic qualification is compatible with your work in the department	3
4,1	4,4	4	4,9	3,8	3,5	4,3	Feeling satisfied to work in your scientific department	4
3,8	4,2	3,65	4,9	3,5	3	4	Your participation in the scientific activities of the department	5
3,9	3,7	3.85	4,8	3,5	3,4	4,3	Feeling satisfied with the method of controlling the attendance of teachers in the department	6
3,8	4	3,4	4,9	3,5	3,2	4	Your participation in scientific conferences, seminars and seminars	7
4,2	4,3	4,1	4,9	3,8	3,9	4,5	Your level of completion of the course	8
3,7	3,7	4	4,5	3	2,7	4,1	Students' level of success	9
3	2	2,5	4,3	2,8	2,3	3,1	The number of students is proportional to the number of teachers and classrooms	10
3,2	3	2,7	4,3	3,4	2,3	2,3	The suitability of academic courses with the labor market	11
3,9	4,3	4,3	3,8	4	3,3	3,9	What is the level of relationship and cooperation with your teaching colleagues?	12
<b>3,9 The result of the arithmetic mean</b>								
<b>Your level of satisfaction with administrative leadership</b>								
3,7	4	3,6	3,9	3,5	3,5	4,3	Administrative leadership competence of the college dean	13
3,9	4,2	3,7	4,6	3,6	3,5	4,1	The scientific leadership of the Dean of the College in terms of support and encouragement for development and progress in scientific research	14
3,8	3,9	4	4,6	3,3	3,5	3,9	The scientific and administrative leadership competence of the Assistant Dean for Scientific Affairs	15
3,8	3,8	4	4,6	3,2	3,5	3,9	The level of interest of the Assistant Dean of Science in the development of scientific	16

							research	
3,5	3,7	3,5	4,6	3,5	3,4	3,95	Administrative efficiency, managed by the Assistant Administrative Dean	17
3,5	4	3,15	4,6	3,5	3,3	3,5	Interest in construction and infrastructure development	18
3,5	4,2	3,25	4,6	3,3	3,1	3,8	Suitable classrooms for study	19
3,9	4,3	3,95	4,7	3,4	3,6	4,3	How satisfied are you with the management of the head of your scientific department?	20
4	4,3	4,05	4,5	3,6	3,7	4,5	Efficiency of the scientific department's curriculum	21
3,9	4,3	4,45	4,4	3,2	3,6	4,2	Your department head's interest in developing and encouraging scientific research	22
3,7	4,3	3,9	4,2	3,5	3	4,2	You feel satisfied in distributing lectures	23
3,9	4	3,59	4,3	3,6	3,4	4,2	Opportunities to participate in graduate seminars	24
3,6	3,8	3,65	4,3	3,5	2,9	3,95	Opportunities to participate in evaluating scientific research	25
3,7	The result of the arithmetic mean							
3,8	3,9	3,7	4,6	3,5	3,4	4	The result of the final arithmetic mean	
77%	%79	75%	92%	70%	69%	80%	The final grade	

**Evaluation scale Teaching satisfaction Department of Finance and Banking For the quality of performance of the college and the scientific department**

Appreciation						Calendar paragraphs	T
Arithm etic mean	(1) acce ptab le	(2) midd le	(3) go od	(4) very good	(5) exce llent		
4,5			1	7	12	Your keenness to provide the best for the development and success of the college and the scientific department	1
4		3	3	6	8	Your interest in scientific research for academic advancement	2
3,9		1	4	10	5	The extent to which your academic qualification is compatible with your work in the department	3
4			5	10	5	Feeling satisfied to work in your scientific department	4
3,6		3	5	8	4	Your participation in the scientific activities of the department	5
3,8		2	5	7	6	Feeling satisfied with the method of controlling the attendance of teachers in the department	6
3	1	3	6	7	3	Your participation in scientific conferences, seminars and seminars	7
4			4	10	6	Your level of completion of the course	8
4			4	12	4	Students' level of success	9
2,5	5	6	4	4	1	The number of students is proportional to the number of teachers and classrooms	10
2,7	2	7	6	5		The suitability of academic courses with the labor market	11
4			1	12	7	What is the level of relationship and cooperation	12

with your teaching colleagues?							
Your level of satisfaction with administrative leadership							
3,6			8	12		Administrative leadership competence of the college dean	13
3,7		2	5	10	3	The scientific leadership of the Dean of the College in terms of support and encouragement for development and progress in scientific research	14
4			5	9	6	The scientific and administrative leadership competence of the Assistant Dean for Scientific Affairs	15
4			6	8	6	The level of interest of the Assistant Dean of Science in the development of scientific research	16
3,5			12	6	2	Administrative efficiency, managed by the Assistant Administrative Dean	17
3		4	12	1	3	Interest in construction and infrastructure development	18
3	1	6	4	4	4	Suitable classrooms for study	19
3,9		2	3	9	6	How satisfied are you with the management of the head of your scientific department?	20
4			5	9	6	Efficiency of the scientific department's curriculum	21
4				11	9	Your department head's interest in developing and encouraging scientific research	22
3,9		1	4	11	4	You feel satisfied in distributing lectures	23
3,9		1	4	10	5	Opportunities to participate in graduate seminars	24
3,7	1	2	4	9	4	Opportunities to participate in evaluating scientific research	25
3,8						The result of the arithmetic mean	
75%						The final grade	

**Fourthly** -Conducting an evaluation of the quality of the performance of the college and its scientific departments by graduate students

**Evaluation scale** **College graduate** For the quality of performance of the college and scientific departments

Appreciation						Student evaluation paragraphs	T
Arithm etic mean	(1) acce ptab le	(2) midd le	(3) go od	(4) very good	(5) exce llent		
3.12	14	15	25	37	9	The extent to which the college's goals are realistic and ambitious for graduates.	1
4.48	7	8	25	31	29	The level of study focus on providing opportunities, specialization, and depth in the field of knowledge.	2
2.97	17	20	28	19	16	Level of focus on encouraging scientific research and intellectual independence.	3
2.83	22	15	33	18	12	The level of focus of the study on introducing modern methods into the learning system that increase the graduate's ability to be creative at work.	4
3.84	2	7	30	27	34	The extent of the link between academic education and various production sectors.	5
3.43	5	13	34	30	18	Adapting programs to community needs, the labor market, and cognitive development requirements.	6

4.48	7	8	25	31	29	The college's commitment to credibility and integrity in all its policies and decisions.	7
3.54	4	9	37	29	21	The scientific department's commitment to credibility and integrity in all its policies and decisions.	8
3.61	3	12	28	35	22	The teaching staff is committed to credibility and integrity in his policies, decisions, and dealings equally with all students.	9
3.53	3	13	31	34	19	The college and the scientific and teaching department urge the student before graduation to commit to integrity and honesty in behavior and conduct when practicing work after graduation.	10
3.46	2	20	32	22	24	Does the teaching profession emphasize ethical dimensions when practicing work after graduation?	11
3.30	11	17	27	24	21	Did the scientific department provide rules that guarantee every student the right to appeal?	12
3.28	7	21	24	33	15	Did the scientific department seek to ensure fairness and non-discrimination between students in terms of teaching and learning opportunities?	13
3.12	14	15	25	37	9	Does the scientific department use the ethical scientific method in evaluating students by faculty members?	14
4.48	7	8	25	31	29	Did the college provide guarantees and legal guarantees to preserve students' rights?	15
2.83	22	15	33	18	12	Did the college care about the security and safety of its students?	16
3.84	2	7	30	27	34	Were the scientific departments evaluating the causes of student dropout and failure and discussing them with the students?	17
3.43	5	13	34	30	18	Do academic departments compare the level of their students with their peers at other universities?	18
3,53						The result of the arithmetic mean	
70,63						The final grade	

### **Fifth -Conducting an evaluation of the quality of the performance of graduate students according to the satisfaction of the beneficiaries and employers**

A scale for evaluating the level of beneficiaries and employers **The quality of performance of graduates of the College of Administration and Economics**

Scientific departments					Student evaluation paragraphs	
Banking and Finance	Statistics	Accounting	Business Management	Economy		
3,9	3,7	3,7	3,5	3,4	Are the college's goals realistic and meet the ambitions of graduates and the job market?	1
4	3,8	3,3	3,5	3,4	The extent to which academic study focuses on providing opportunities, specialization, and depth in the field of knowledge and work in state departments.	2
4,2	3,9	4,1	3,3	3,5	The extent to which the graduate focuses on work development and intellectual independence	3



4,1	3,8	3,5	3,2	3,4	The extent to which the graduate is able to introduce modern methods into the learning system that increase the ability to be creative at work.	4
3,9	3,7	2,9	3,1	3,9	The extent of the link between academic education and the various sectors of production and work.	5
4	3,7	2,9	3,2	4,6	The suitability of programs to the needs of society, the labor market, and the requirements of cognitive development.	6
4,3	3,7	3,2	3,6	4,6	The extent of the graduate's commitment to credibility and integrity in all his policies and decisions.	7
4,4	3,9	3,2	3,9	4,2	The extent of the graduate's commitment to integrity and honesty in behavior and ethical behavior when practicing work.	8
4,4	3,7	3,8	3,8	4,3	The level of our graduates and their pairing with graduates of other colleges?	9
4,13	3,8	3,3	3,5	3,9	The result of the arithmetic mean	
<b>83%</b>	<b>76%</b>	<b>68%</b>	<b>70%</b>	<b>79%</b>	<b>The final grade</b>	

**Evaluation scale** Satisfaction of beneficiaries and employers touch The quality of graduates' performance **Department of Banking and Financial Sciences**

Appreciation						Student evaluation paragraphs	T
Arithm etic mean	(1) acce ptab le	(2) midd le	(3) go od	(4) very good	(5) exce llent		
3,9			4	3	3	Are the college's goals realistic and ambitious for graduates? And the labor market?	1
4			3	4	3	The study focuses on providing opportunities, specialization, and deepening the field of knowledge and work in state departments.	2
4			1	6	3	The extent to which the graduate focuses on work development and intellectual independence	3
4		1		6	3	The extent to which the graduate is able to introduce modern methods into the learning system that increase the ability to be creative at work.	4
3,9			3	5	2	The extent of the link between academic education and the various sectors of production and work.	5
4			2	6	2	The suitability of programs to the needs of society, the labor market, and the requirements of cognitive development.	6
4			1	5	4	The graduate's commitment to credibility and integrity in all his policies and decisions.	7
4			1	4	5	The extent of commitment to integrity and honesty in behavior and ethical behavior when practicing work.	8
4				6	4	The level of our graduates when they are paired with graduates of other colleges?	9
4						The result of the arithmetic mean	
<b>83%</b>						<b>The final grade</b>	

## Sixthly– Description Career opportunities for graduates of the College of Administration and Economics

- Certificate description–Bachelor of Financial and Banking Sciences
- Job description of the graduate

### 1- Top students and all academic departments

Number of years of service	Career Title	Class
4	Research Assistant	Seven
4	Researcher	Six
5	Senior researcher	Fifth
5	Associate Head of Research	Fourth
5	Head of Research	Third
5	Senior Research Head	the second
	Expert	The first

### 2-Department of Banking and Financial Sciences

- He works in the Accounts Division

Number of years of service	Career Title	Class
4	Assistant accountant	Seven
4	accountant	Six
5	Senior accountant	Fifth
5	Assistant Account Manager	Fourth
5	Account Manager	Third
5	Senior Accounts Manager	the second
	-	<b>The first</b>

- He works in the Auditing Division

Number of years of service	Career Title	Class
4	Auditor assistant	Seven
4	Auditor	Six
5	Senior auditor	Fifth
5	Assistant Audit Manager	Fourth
5	Audit Manager	Third
5	Senior Audit Manager	the second
	-	The first

- He works in divisions and units Administrative

Number of years of service	Career Title	Class
4	Associate observant	Seven
4	Observed	Six
5	supervisor	Fifth
5	Assistant manager	Fourth
5	boss	Third
5	Senior manager	the second
	Director general	The first

**Seventh–Spreading a culture of quality in the college**

- 1- Folder: A guide to welcoming new students
- 2- Folder for the College of Administration and Economics