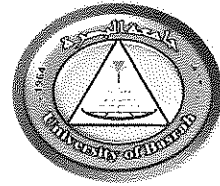


The Republic of Iraq
Ministry of Higher Education
and Scientific Research
Albasrah university
Faculty of Administration and
Economics



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

Prof. Montazer Fadel Saad

Head of the Department of Banking
and Financial Sciences

Prof. Abdul Hussein Tawfiq Shibli

Dean

work team

In order to prepare the standards conformity report for the Department of Banking and Finance, the Program Accreditation Committee in the department contributed, which consists of:

Position	Name of the person in charge	T
President	A.Dr.Hussein Jawad Kazim	١
Member	A.m.Dr.Mohammed Jassim Mohammed	٢
Member	M.Fayza Hassan recorded	٣
Member	Ms. Mayada Kazem Natoush	٤
Member	M.M. Asia Ali Hadi	٥
Member	M.M. Israa Khairi Abdel	٦

As well as the conformity report preparation team, which consists of:

Position	Name of the person in charge	T
President	A.m.Haider Salah Hashem	١
Member	m.Dr.Azhar Abdul Latif Hussein	٢
Member	M.M. Abdullah Mohammed Radhi	٣

- Historical overview

Department of Financial and Banking Sciences It was established in the academic year 2002/2003. The first batch graduated in the academic year 2005/2006, so the number of batches holding a Bachelor's degree in Accounting Sciences is (18) batches. Postgraduate studies opened in the academic year 2012/2013 for the Master's program, or the PhD program in the academic year 2016/2017.

Standards Conformity Report

The concept of quality assurance and academic accreditation includes the following main concepts:

- Standards -١
- Evaluation and assessment -٢
- Accreditation -٣

This implicitly means the educational institution's commitment. By providing academic and educational services with specific standards, through the use of evaluation and assessment mechanisms, which may be internal or external, to obtain the required accreditation.

Standards -١

Standards are the specifications necessary for education that can be accepted to ensure its quality, increase its effectiveness and competitiveness. yourA benchmark that can be used as a guide when evaluating university performance by comparing it with the desired

standard levels. It is divided into: Standards into two types:

Type I-Standard criteria: These are the foundations established by the Center for Quality Assurance and Accreditation of Educational Institutions. They represent the minimum standards that an institution must meet in its educational programs.

Type II-Approved standards: These are the foundations that the educational institution determines for itself, and are approved by the Center for Quality Assurance and Accreditation of Educational Institutions, provided that they are not less than the standard criteria..

Evaluation and assessment -٢

The concepts of evaluation and assessment lead us to measure 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 the accepted standards to achieve the targeted quality levels in the educational institution..

Accreditation -٣

It is an academic status granted to an educational institution or educational program in exchange for meeting approved standards 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.. Any set of procedures and processes undertaken by the center to ensure that the institution has met the conditions of the approved quality specifications and assurance, and that its programs are consistent with the approved and announced standards. The educational institution is accredited based on two accreditations:

Institutional accreditation- It means ensuring that the organization has the capacity and capabilities to implement its mission and approved objectives according to specific standards.

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

The process of implementing quality and accreditation in university education is based on six foundations and pillars. They are:

- License application. -١
- Initial institutional accreditation. -٢
- Initial program accreditation. -٣
- Final institutional accreditation. -٤
- Final program accreditation. -٥
- Quality assurance. -٦

Seeking to divide Financial and Banking Sciences Towards obtaining the final program accreditation, but with the aim of obtaining 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? This also prompts us to search for the nature of international academic accreditation.

International accreditation in general means Recognition and accreditation of an educational program, whereby the evaluation process is carried out by a specialized international organization or body according to specific and announced standards, and it acknowledges that the evaluated program has achieved or reached the required level of announced standards.

Report of conformity with standards

Either the school or the association specialized in the program Sections Scientific of the Faculty of Management and Economics in Obtaining international accreditation is the American Association of Colleges and Schools of Business. AACSB Association to advance collegiate schools of business

The steps to obtain international professional accreditation are determined by (AACSB)

The institution that wants to obtain accreditation submits an application to (AACSB). -1

The institution seeking accreditation is required to submit the documents required for accreditation. Perhaps the most important of these documents are: -2

A self-evaluation report that reviews the current status of an institution or program, including identifying strengths and weaknesses in the academic curriculum and system. Administrative, social responsibility, and monitoring Contributions Academic and research work of faculty members. -1

Faculty, staff, students, and representatives of the labor market, both from the public and private sectors, must be involved. -2

Working to align its strategic objectives with the accreditation standards issued by AACSB Program Accreditation Preparing the strategic plan. -3

The criteria are also divided into: AACSB) to four Sections President In order to reach advanced levels of performance, Each of them includes a number of criteria, which are as follows: the to dividethe first Strategic Management and Innovation

the message, impact, innovation -1

Intellectual contributions, impact, and alignment with mission -2

Financial strategies and resource allocation -3

1-the message, impact, innovation

Standard 1. Mission, Impact and Innovation						requirements A to A General accreditation
the M Guarantee			the M Availability			
Not matching	partial	Perfect match	unavailable	partial	Fully available	
		✓			✓	1. Approved strategic plan
		✓			✓	.2 The message
		✓			✓	.3 Results M Expect
		✓			✓	.4 Vision and Mission of the University M The institution to which the scientific department is affiliated
Documentation			Application			Documentation requirements for determining availability A to standard
Not matching	partial	Completely reliable	unavailable	partial	Fully equipped	
		✓			✓	1. Providing the plan A Strategy and results M The expectations and strategies adopted by the scientific department in line with its mission
		✓			✓	2. Describe the message, expected results, and strategies and check their consistency with each other.
		✓			✓	.3 Verify relationship The Scientific Department's Message with the Institution's

						Vision and Mission(the university)Of which the scientific department is a part
		✓			✓	.4 Describe the process of verifying the impact of the message on the decision-making process and identify the distinguishing features.
		✓			✓	.5 Describe how the message affects the decision-making process in the academic department, and how everyone participates to achieve the message. and expected results.
		✓			✓	6. Describe the relevance of the message to the academic department council, students, employers, and other stakeholders.
		✓			✓	7. Discuss how the message contributes positively to society and to the education of administrative sciences. Economic and success graduates.
		✓			✓	8. Discuss the extent to which the message is compatible with students and stakeholders.Andand society in general.
		✓			✓	9. Describe how the mission, expected outcomes, and strategies articulate the department's areas of focus related to the activities. Educational and scientific output.
		✓			✓	10. Describe the extent to which the teaching-and-learning models in the academic programs are consistent with the mission, expected outcomes, and strategy. Scientific Department.
		✓			✓	11. Describe the processes of formulating and revising the message, identifying expected outcomes, and formulating strategies and how they relate to each other. And its integration.
		✓			✓	12. Summarize and document the success achieved in continuous improvement and innovations since the accreditation review during The past five years.
		✓			✓	13. The department's scientific mission and expected results are transparent and Available to all.
		✓			✓	14. Progress towards achieving the mission is evaluated and documented.
		✓			✓	.15 Future continuous improvement activities are consistent with and support

Report of conformity with standards

						the mission, results, and strategies.
		✓			✓	16. Identify future plans for continuous improvement and potential opportunities for innovation.
		✓			✓	17. How do future plans relate to the mission, expected results, and strategies, and how do resources and entities be identified? The official
		✓			✓	18. Define responsibilities and time frames for implementing activities that support message.
Documentation			Application	Content	Availability	a summary/initial audit
Completely reliable			Fully equipped	Full content	Fully available	
Complete ✓						Final result of the standard audit
Supporting Notes:						

2-Contributions Scientific

Standard 2- The impact of scientific contributions and their compatibility with the message						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	Unavailable	partial	Fully available	
		✓			✓	1. Table of research portfolio, scientific contributions and publication methods
		✓			✓	.2 indicators) Scales Impact evaluation
		Documentation			Application	Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	Unavailable	partial	Fully equipped	
		✓			✓	.1 The impact of academic research and scientific contributions on theory, practical practice, and the principles of science teaching. Administrative and economic
		✓			✓	2. The presence of an analysis of the impact of scientific contributions on the message and community service.
		✓			✓	.3 Consistency of the results of the

Report of conformity with standards

						indicators evaluating the impact of scientific contributions on the thesis.
		✓			✓	4. The quality of the academic research portfolio and scientific contributions, and examples of achievements that demonstrate their originality.
		✓			✓	5 Clear contribution of faculty members to the portfolio of scientific contributions in each specialty.
		✓			✓	6. Policy guides are used to guide faculty members in making scholarly contributions.
		✓			✓	7 The presence of a clear statement of research priorities in the portfolio of scientific contributions with the thesis and results and strategies.
		✓			✓	8 There is an impact of scientific research on future theory, practice and/or teaching.
		✓			✓	9 Contribute to involve faculty members from other institutions in generating joint scholarly contributions. It contributes to achieving the mission of the scientific department.
		✓			✓	10. Describe how to document high-quality, high-impact scientific contributions over the past five years. The last
		✓			✓	11. Evidence is available of ancient scientific contributions, documenting their level of impact and their realization over time.
Documentation		Application		Content	Availability	Initial audit
Completely reliable		Fully equipped		Full content	Fully available	summary
Complete ✓					Final result of the standard audit	

Supporting Notes:

3-Financial strategies and resource allocation

Standard3: Financial strategies and resource allocation						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	Unavailable	partial	Fully available	
		✓			✓	1. Annual operating budget.
		✓			✓	.2 Investment budget and sources of financing for major projects.
		✓			✓	.3 Sources of funds.
		Documentation			Application	Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	Unavailable	partial	Fully equipped	
		✓			✓	1. Describe the financial strategy and its ability to secure financial resources.
		✓			✓	.2 Describe the alternative plan to address the decline in resources.
		✓			✓	3. Sufficient financial resources to provide appropriate infrastructure for education and other teaching methods. Quality.
		✓			✓	4. The amount of financial support to provide services to students and offer academic guidance.
		✓			✓	5. Sufficient financial resources to provide services such as distance learning. After and others.
		✓			✓	6. Adequate financial resources are available to support the production of high-quality scientific contributions.
		✓			✓	7. Description of changes in financial resources for current and future planned activities and the financial model. For the next five years

Report of conformity with standards

		✓			✓	8. Presentation and discussion of sources of funding for projects. President	
		✓			✓	9. Sufficient financial resources to provide and improve administrative and economic education, and support all programs and methods. education- And - High quality learning.	
Documentation			Application		Content	Availability	Initial audit summary
Completely reliable			Fully equipped		Full content	Fully available	
Complete ✓					Final result of the standard audit		
Supporting Notes:							

Second focus: Participants - Students, Faculty, and Technical Staff
 Student Admission, Advancement and Career Development -1
 Sufficiency and spread -2
 College Administration and Support -3
 Professional competence of employees and its dissemination -4

Standard4: Student Admission and Graduation						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	Unavailable	partial	Fully available	
		✓			✓	1. Policies and procedures for accepting students into undergraduate and graduate studies.
		✓			✓	.2 Examination instructions
		✓			✓	.3 Final semester/final year exam results
		Documentation			Application	Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	unavailable	partial	Fully equipped	

Report of conformity with standards

					d	
		✓			✓	1. Describe the admission policies and instructions, and demonstrate that they are consistent with the expectations of the academic program and the mission of the Scientific Department,
		✓			✓	2. Documenting students' academic status and how admission policies and processes are applied and providing justifications. Logical when there are exceptions.
		✓			✓	3. Describe the efforts made to ensure diversity in the study situations for students, to ensure students' interaction with Their backgrounds and development.
		✓			✓	4. Describe and provide evidence of the success of the academic department's policies and procedures in qualifying accepted students. Benefit from educational models- And - the required learning,
		✓			✓	.5 Document and demonstrate the effectiveness of current policies and procedures to ensure academic progress and completion. Graduation requirements.
		✓			✓	6. Ensuring the integrity of student participation in the evaluation of academic programmes.)Through paper and electronic questionnaires)
		✓			✓	7. Examining data on success rates in academic programmes, including planned (expected) rates. normal circumstances
		✓			✓	8. Documenting processes and proving the effectiveness of supporting job opportunities and employment during study and after graduation.
		✓			✓	9. Data on graduate employment rates in the last five years (interviews with graduates(
		✓			✓	10. Document annual performance levels and student achievement information on an annual basis.

Report of conformity with standards

Documentation	Application	Content	Availability	Initial audit summary
Completely reliable	Fully equipped	Full content	Fully available	
Complete ✓			Final result of the standard audit	
Supporting Notes:				

Standard5: Sufficiency of faculty members and their distribution						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	unavailable	partial	Fully available	
		✓			✓	1. Instructions and guidelines for the work of the faculty member
		✓			✓	2 Teaching and learning models
		✓			✓	3 resultsExamination
		Documentation			Application	Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	unavailable	partial	Fully equipped	
		✓			✓	1. The degree of implementation of faculty members' work instructions and their compatibility with the mission.
		✓			✓	2. Review faculty member performance indicators periodically to ensure continuous improvement.
		✓			✓	3. Describe the teaching-and-learning models and the distribution of work among faculty members and staff. specialized academics.
		✓			✓	4. Discussing ways for faculty members to participate in developing, monitoring, and evaluating curricula. Review and compare them with the curricula of similar programmes at the national, regional and international levels..
		✓			✓	5. Discuss the participation of faculty members in developing courses (study materials) and developing content. Courses and learning assessment for each course, unit, or lecture.
		✓			✓	6. Describe the participation of faculty members in implementing the course (subject) and ensuring that instructions

Report of conformity with standards

						are delivered to each Instructors who deliver the course.
		✓			✓	.7 Describe the involvement of faculty members in assessing and ensuring learning, and verifying that commitments are met. Specific to ensure the learning process.
		✓			✓	8. Verify the availability of a sufficient number of faculty members to ensure the implementation of all mission activities. Other.
		✓			✓	9. Verify the allocation of faculty members. permanent On permanent property 75% of their time At least for teaching.
		✓			✓	10. Verifying the participation of permanent faculty members in teaching at a rate of at least 60% in Every major, program, location, and teaching method.
		✓			✓	11. Verifying the distribution of permanent faculty members across programs, specializations, locations, and methods. Teaching in line with the department's mission.
Documentation		Application		Content		Availability
Completely reliable		Fully equipped		Full content		Fully available
Complete ✓						Initial audit summary
						Final result of the standard audit
Supporting Notes:						

Standard6: Faculty Management and Support						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	unavailable	partial	Fully available	
		✓			✓	1. Faculty load tables according to their titles.
		✓			✓	.2 Faculty Evaluation System
		✓			✓	.3 Faculty Provision Plan
		✓			✓	4. Ways to manage and support teaching assistants
Documentation			Application			Documentation requirements for determining compliance
Not	partial	Completely	unavailable	partial	Fully	

Report of conformity with standards

matching		reliable	ble		equipped	with the standard
		✓			✓	1. Describe the process of determining the responsibilities of faculty members.
		✓			✓	2. Describe the process of setting faculty performance expectations.
		✓			✓	3. Describe the method of clearly communicating the required effort to faculty members, in a way that allows By investing time appropriately.
		✓			✓	4. Describe the distribution of workloads among faculty members in a transparent, fair and reasonable manner.
		✓			✓	5. Describe the process of regularly evaluating, promoting and rewarding faculty members.
		✓			✓	6. Verifying the implementation of mechanisms for directing faculty members and providing guidance and advice. and applications Comprehensive to contribute to providing a comprehensive educational environment.
		✓			✓	7. Describe methods for managing and supporting teaching assistants in alternative education models.
		✓			✓	8. Verify the faculty provision plan and expected resource provision procedures.
		✓			✓	9. Verify that performance evaluation systems include the results of scientific contributions.
Documentation		Application		Content		Availabili
						Initial audit summary

Report of conformity with standards

			ty	
Completely reliable	Fully equipped	Full content	Fully available	
Complete ✓			Final result of the standard audit	
Supporting Notes:				

Standard 7. Sufficiency and distribution of specialized academic staff.		
Content	Availability	General accreditation requirements
Not guaranteed	unavailable	1. Table of numbers and specifications of specialized academic staff
Not guaranteed	unavailable	2. Distributing specialized academic staff to scientific, educational and administrative activities.
Not guaranteed	unavailable	3. Development Program specialized academic staff
Documentation	Application	Documentation requirements for determining compliance with the standard
No documentation	Not applicable	1. Describe the resource plan to provide specialized academic staff to provide academic assistance to students. And their education and development of education and information technology
No documentation	Not applicable	2. Demonstrate that the specialized academic staff and services are sufficient to support student learning and development. Academic.
No documentation	Not applicable	3. Clarify the adequacy of academic staff specialized in supporting scientific contributions, consultations, and guidance. Academic, Alumni Affairs, Public Relations, Financial Affairs, and Student Admissions.
No documentation	Not applicable	4. Describe the recruitment procedures, development and evaluation systems for specialized academic staff, and their role in Achieving high-quality educational outcomes.
No documentation	Not applicable	5. Verifying the processes of managing and developing specialized academic staff.

Report of conformity with standards

Documentation	Application	Content	Availability	Initial audit summary
No documentation	Not applicable	Not guaranteed	unavailable	
Complete			Final result of the standard audit	
Not fulfilled (It was completed. Attach a report of gaps and remedies in the self-assessment report and improvement plan)				
Supporting Notes:				

Third focus: Education and Learning
 Curriculum Management and Learning Assurance -1
 Curriculum content -2
 Student interactions in the program -3
 Academic degree, educational level, structure, and equivalency -4
 Teaching effectiveness. -5

Standard: 8 Curriculum and Learning Assurance						General accreditation requirements
Content			Availability			
Not matching	partial	Perfect match	Unavailable	partial	Fully available	
		✓			✓	1. Learning objectives for each study program
		✓			✓	2. Procedures for improving curricula and linking them to the learning process.
		Documentation			Application	Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	Unavailable	partial	Fully equipped	
		✓			✓	1. Describe the processes of linking and matching curriculum management processes with the department's academic mission and outcomes, and strategies.
		✓			✓	2. Describe the mechanism for the participation of qualified faculty members in curriculum management.
		✓			✓	3. Describe how learning objectives are identified, curriculum content is designed, and continually reviewed.

Report of conformity with standards

		✓			✓	.4 Describe the source of information used to develop the new or revised software.
		✓			✓	.5 Describe how to adopt teaching-and-learning models and division of labor,
		✓			✓	.6 Describe the interaction between faculty members and the interaction between faculty members and staff. To develop the learning process.
		✓			✓	.7 Describe how to include the expectations of stakeholders, the labor market, graduates, students, and the community. Policy makers, in curricula, and setting learning objectives
		✓			✓	8. Evidence and proof that learning objectives have been achieved. A stock of reliable improvements based on evidence. community.
		✓			✓	9. Provide a portfolio of evidence for each study program to demonstrate that students have achieved learning objectives and efforts to address them. Not being achieved.
		✓			✓	.10 Describe the process of reviewing, developing, or reconsidering modern curricula.
		✓			✓	.11 Describe the method and activities for evaluating the curriculum and the results achieved.
Documentation			Applicati on	Conte nt	Availability	Initial audit summary
Completely reliable			Fully equipped	Full content	Fully available	
Complete					Final result of the standard audit	
Supporting Notes:						

Standard9. Curriculum Content

Report of conformity with standards

Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	unavailable	partial	Fully available	
		✓			✓	1. Learning experiences required for graduation for each program
		✓			✓	2. General skills required for each program
						3. Specialized skills for master's programs and PhD
		Documentation			Application	Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	unavailable	partial	Fully equipped	
		✓			✓	1. Describe the learning experiences accepted in the curriculum to prepare graduates for administrative positions, and economic.
		✓			✓	2. The areas that the curricula should cover are available and can be transformed into competencies that are consistent with the learning objectives. For the study program,
		✓			✓	3. Describe the method for accrediting and documenting the general skill areas of the bachelor's program.
		✓			✓	4. Describe the method for accrediting and documenting the general knowledge areas of the bachelor's program.
		✓			✓	5. Describe the method for accrediting and documenting the general areas of knowledge and skills for the Master's program.
		✓			✓	6. Describe the method for accrediting and documenting advanced research skills and advanced in-depth knowledge in the field. Specialization in the PhD program

Report of conformity with standards

		✓			✓	7. Describe the learning experiences appropriate to the areas identified in the standard achievement, including how they are determined. Fields and their relevance to the curriculum.
Documentation	Application		Content		Availability	Initial audit summary
Completely reliable	Fully equipped		Full content		Fully available	
Complete						Final result of the standard audit
Supporting Notes:						

Standard:10 Interaction between students and faculty members						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	unavailable	partial	Fully available	
		✓			✓	.1 Learning objectives for a set of programs
		✓			✓	.2 A curriculum model describing the interaction between students and faculty members.
		✓			✓	.3 Vocabulary for a range of study programmes
Documentation			Application			Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	unavailable	partial	Fully equipped	
		✓			✓	1. Describe how the curriculum includes opportunities for interaction between students themselves, and between students and faculty members. Faculty to facilitate learning
		✓			✓	.2 Provides evidence of models of interaction between students and

Report of conformity with standards

						faculty members to achieve learning objectives.
		✓			✓	3. Describe classroom observation models for monitoring, describing, and recording faculty and student behavior. Objectively and accurately.(Methods used)
		✓			✓	4. Providing opportunities for students to work with each other and engage in learning activities.
		✓			✓	5. Describe activities that enable students to access faculty members.
		✓			✓	6. Describe the directions and feedback provided and the dialogue between students and their teachers.
		✓			✓	7. Describe how the activities will be implemented.(Extracurricular non-curricular)
		✓			✓	8 examples of vocabulary and activity design that emphasize interaction.
Documentation		Application		Content	Availability	Initial audit summary
Completely reliable		Fully equipped		Full content	Fully available	
Complete					Final result of the standard audit	
Supporting Notes:						

Standard:11 level Programs Thehead, And its structure And its equivalent						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	unavailable	partial	Fully available	
		✓			✓	.1 Samples of study programs
		✓			✓	.2 Academic certificate form

Report of conformity with standards

		✓			✓	3. Controls for evaluation, accreditation and acceptance of courses and materials		
		✓			✓	4. Graduation certificates for students who graduated in less than the usual period.		
Documentation			Application			Documentation requirements for determining compliance with the standard		
Not matching	partial	Completely reliable	unavailable	partial	Fully equipped			
		✓			✓	1. The proportion of knowledge included in the curricula covers the content and achieves participation.		
		✓			✓	2. Evidence of equal effort required and expected from students and quality of education in the programs included under Same certificate.		
		✓			✓	3. Description of the approved course study models to obtain the certificate(As defined by the accreditation system, lecture hours, or other measures)		
		✓			✓	4. Describe the method of implementing the policy of evaluating, accrediting, and accepting courses and subjects studied by the student in universities. Other.		
		✓			✓	5. Describe how students can complete courses upon graduation in a shorter period of time according to the skills and abilities they possess. They own it.		
		✓			✓	6. Verifying the implementation of the course system.(Credit hours)		
		✓			✓	7. Verifying the implementation of the courses implemented under the direct assessment system (obtaining the certificate after Proof of reaching the required proficiency) And the percentage of these courses.		
		✓			✓	8. Verify quality control and monitoring in joint program agreements with partner institutions, and verify From the presence of supervision of students.		
Documentation			Application			Content	Availability	Initial audit summary
Completely reliable			Fully equipped			Full	Fully	

Report of conformity with standards

					content	available
				Complete	Final result of the standard audit	
				Supporting Notes:		

Standard:12 Teaching Effectiveness						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	unavailable	partial	Fully available	
		✓			✓	.1 Continuous development and improvement initiatives For the past five years
		✓			✓	.2 Faculty Performance Evaluation Form
		✓			✓	.3 Awards and certificates of appreciation Awarded to faculty members for outstanding teaching
						4. Innovative educational experiences with impact Positive impact on student learning
		Documentation			Application	Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	unavailable	partial	Fully equipped	
		✓			✓	1. Describe the methodology for evaluating the quality of teaching when reviewing the performance of faculty members and staff. specialized academics.
		✓			✓	.2 Describe teaching capacity development activities for all teaching staff, using all teaching methods.
		✓			✓	.3 Description of educational curricula, teaching methods and tools for the academic programmes.

Report of conformity with standards

		✓			✓	4. Describe the ways in which faculty members participate in teaching students different viewpoints and enabling them to: express their opinion freely.	
		✓			✓	5. Describe how all teaching staff participate in enriching education and improving the quality of student learning.	
		✓			✓	6. Verifying the adoption of a clear and transparent methodology for evaluating the quality of teaching as an essential part of the process. Review the performance of all teaching staff.	
		✓			✓	7. Verifying student participation by faculty members' evaluation.	
		✓			✓	8. Summarize awards or other recognitions received by faculty members.	
		✓			✓	9. Document innovative and/or effective educational experiences that had a significant positive impact on student learning.	
Documentation		Application		Content		Availability	Initial audit summary
Completely reliable		Fully equipped		Full content		Fully available	
Complete						Final result of the standard audit	
Supporting Notes:							

Fourth focus: Academic and professional participation.

Academic and professional student engagement. - 1

Education on training. - 2

Faculty participation and their academic qualifications. - 3

Standard 13. Scientific and professional participation of students						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	unavailable	partial	Fully available	
		✓			✓	1. Teaching and learning models used

Report of conformity with standards

		✓			✓	.2 Models of teaching methods used
		✓			✓	.3 Models of Experiential Learning Opportunities
Documentation			Application			Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	unavailable	partial	Fully equipped	
		✓			✓	1. Describe the students' interaction style with the difficult learning situations they face. Activities when Use any Model for teaching and learning
		✓			✓	2. Describe the learning process in the form of projects, research, presentations, exams, etc., and their results.
		✓			✓	.3 Describe how Use Educational methods to raise the level of students' challenge, including (solution-based learning) Problems, project preparation, simulation, etc..)
		✓			✓	4. Describe experiential learning opportunities, to understand applications in field organizations.
						5. Describe the scientific and professional participation methods and their adequacy and compatibility with the type of study program and its objectives. learning.
		✓			✓	.6 Describe student participation in faculty evaluations and use the results as feedback.
Documentation			Application		Content	Availability
						Initial audit summary

Report of conformity with standards

Completely reliable	Fully equipped	Full content	Fully available
Complete			Final result of the standard audit
Supporting Notes:			

Standard 14: Educating Executives				
This standard applies if executive education revenues exceed 5% of the department's total annual revenue Scientific				
Content	Availability	General accreditation requirements		
Not guaranteed	unavailable	1. Disclosure of executive education resources and their percentage of annual revenue.		
Not guaranteed	unavailable	2. Executive Education Program Portfolio Template		
Documentation	Application	Documentation requirements for determining compliance with the standard		
No documentation	Not applicable	1. Describe the executive education program portfolio and identify how it contributes to achieving the mission.		
No documentation	Not applicable	2. Describe how executive education programs integrate with curricula, and the contributions Scientific, with sufficient examples.		
No documentation	Not applicable	3. Describe the target audience of the programmes, the levels of education possessed by the beneficiaries and how they match. Program package with the department's mission and strategy		
No documentation	Not applicable	4. Describe how procedures are applied to determine the extent to which executive expectations are met and identify opportunities. Development and improvement		
No documentation	Not applicable	5. Examples of admission opportunities to academic programs created by executive education		
No documentation	Not applicable	6. Describe how to ensure that beneficiary expectations are met and its impact on program development.		
Documentation	Application	Content	Availability	Initial audit

Report of conformity with standards

No documentation	Not applicable	Not guaranteed	unavailable	summary
Not fulfilled (It was completed Attach a report of gaps and remedies. In the self-assessment report and improvement plan)			Final result of the standard audit	
Supporting Notes:				

Standard 15. Faculty qualifications and contributions						
Content			Availability			General accreditation requirements
Not matching	partial	Perfect match	Unavailable	partial	Fully available	
		✓			✓	1. Policy defining the qualifications of faculty members.
		✓			✓	2. Table showing the adequacy and qualifications of faculty members for the current academic year
		✓			✓	3. Table of development of faculty members according to their qualifications and contribution to the programs for the age group And Current study
		✓			✓	4. Plans for the appointment and distribution of qualified faculty members in the next five years.
Documentation			Application			Documentation requirements for determining compliance with the standard
Not matching	partial	Completely reliable	Unavailable	partial	Fully equipped	
		✓			✓	1. How to implement a policy that specifies the qualifications of faculty members and their distribution across departments and activities. Different
		✓			✓	2. Describe the method of dealing with modern scientific specializations, and the models applied in providing faculty members. The teacher.
		✓			✓	3. Method of classifying the distribution of faculty members, and details of faculty member participation activities.

Report of conformity with standards

						Teaching, its impact and timing.
		✓			✓	4 List of faculty members from the partner institution in the joint programs.
		✓			✓	5 Explanations of the changes in the distribution of faculty members that have taken place in the past five years.
		✓			✓	6. Content of strategies and plans for appointing and distributing qualified faculty members in the years The next five.
		✓			✓	7. Verify that faculty members who teach non-specialized subjects are not added to the list. Interdisciplinary programs.
		✓			✓	8. Describe the qualifications of teaching assistants, trainers, or other support staff involved in the patterns. Alternative education.
						9. Evidence for maintaining high-quality results Using teaching assistants.
Documentation		Application		Content	Availability	Initial audit summary
Partially reliable		Partially applied		Partial content	Partially available	
Complete ✓					Final result of the standard audit	
Supporting Notes:						