



وزارة التعليم العالي والبحث العلمي
كلية الطب - جامعة ديالى



تقرير التقييم الذاتي
وفق المعايير الوطنية للاعتماد الأكاديمي
لكليات الطب العراقية



May 2023

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Dean's Letter

College of Medicine at University of Diyala was established in 2002 and is affiliated to the Ministry of Higher Education as a component of the Iraqi higher education system and one of the main academic centers in Iraq.



Most of our graduates contribute and support the health system through their hard work and professional skills, and many others have joined further studies and specialization specializations, and post-doctoral studies

Our vision is to graduate qualified physicians who are lifelong learners equipped with the essential knowledge, skills and attitudes that enable them to engage with the needs of society and actively participate in managing change towards improving the health system.

The college adopts a policy of equality and non-discrimination of students in terms of gender, race, religion or socio-economic status and ensures that all students, regardless of their profile, feel safe, have equal access to the same resources and facilities, giving them equal chances of success.

We continue to build a community of exceptionally talented academic faculty, students, and staff and help our aspiring students become the empathetic, highly skilled healthcare providers of tomorrow.

In the end, I will say (self-belief and hard work will always win you success).

Professor. Dr. Ismail Ibrahim Latif

Dean of College of Medicine

University of Diyala

2023

Acknowledgments

The accreditation committee of college of Medicine/ University of Diyala would like to express deepest appreciation to all who helped in completing the self-study report. Special gratitude to steering committee, head committee, and subcommittees for assembling and analyzing data in order to identify strength points, weakness points, opportunities, and threats facing the college.

Furthermore, we would like to acknowledge with much appreciation the crucial role of Professor. Dr. Ismail Ibrahim Latif, Dean of our college for the support in achieving and updating the final report. Many thanks to faculty members, staff, and students who participated in data collection and for all the support that has given to us.

At last, but not the least, we highly appreciate the guidance given by the National Council for Accreditation of Medical Colleges, Iraq (NCAMC). Hopefully this is the first step in meeting the standards set for medical college's accreditation in Iraq.

Background

Self-assessment evaluates all the educational activities and programs including, but not limited to, administration, faculty, supporting staff, students, facilities and building of particular college.

Objectives

Self-assessment of the elements and standards according to the guidelines of the National Council for Accreditation of Medical Colleges (NCAMC) published in 2020.

Methodology

Naming the steering committee, its chairman and allocating subcommittees according to the domains. Self-assessment relies on questionnaires, interviews of the relevant personnel, and recording the observation of the on-site visits. Furthermore, accesses to documents and databases are evaluated. All data will be subjected to statistical analyses when possible to point out the strengths and weaknesses of the study program.

اعضاء فريق تدقيق كتابة التقييم الذاتي للاعتماد الأكاديمي

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عضوا	• م.د. منار عبد الرزاق حسن
عضوا	• م.د. اسماء عباس اجود
عضوا	• ملاحظ اكرام منعم مصطفى

Republic of Iraq
Ministry Of Higher Education
And Scientific Research
University of Diyala
College Of medicine

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة ديالى
كلية الطب
الشعبة الادارية

عدد: ٢٨٥
اريخ: ٢٠٢٣/٧/٢٤

استثمار الطاقة النظيفة طريقنا نحو التنمية المستدامة

أمر اداري

استنادا للصلاحيات المخولة لنا ...
تقرر تشكيل لجنة كتابة تقرير التقييم الذاتي من السادة منتسبي كليتنا المبينة أسمائهم في ادناه.

الأسماء :-

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٢- م.د. أسماء عباس اجود عضوا
٣- م. منار عبد الرزاق حسن عضوا
٤- م. رئيس مبرمجين. رنا عبد الستار عضوا
٥- ملاحظ. اكرام منعم مصطفى عضوا

ينفذ امرنا اعتبارا من تاريخ صدوره

أ.د. اسماعيل ابراهيم لطيف
العميد وكالة
٢٠٢٣/٢/٢٤

نسخه منه الي :-
شعبة ضمان الجودة / كليتنا . مع التقدير .
السادة رئيس وأعضاء اللجنة المحترمون مع التقدير .
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أ.د. اسماعيل ابراهيم لطيف	اللجنة المشرفة	1
أ.د. جليل إبراهيم كاظم		2
م.د. وليد خالد محمد		3
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أ.د. بروج محمد رزوقي	المعيار الثالث: تقييم الطلبة	
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أ.د. سعاد مصلح الدين	المعيار الخامس: الطلبة	7
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Chapter One: an Overview About the College

- **Name and address of the institution:** Ministry of Higher Education and Scientific Research - University of Diyala - College of Medicine .Diyala/Baquba.
- **Name and title of the head of the institution:** Prof. Dr. Ismail Ibrahim Latif
- **Year of establishment:** 2002

The Historical background of the college:

The College of Medicine was established at the University of Diyala in 2002 according to the administrative order No. (19 S / 4130) on 6/24/2002, as the college received its first batch of students for the academic year 2003-2004 with (16) male and female students. The number of students began to increase. For the college to witness the graduation of courses from doctors. The new building of the College of Medicine was inaugurated at the Muradia site within the university campus. Its inauguration included a visit by the respected Minister of Higher Education and Scientific Research and the respected President of Diyala University. The new building included the building of the deanship, and it contains all the offices of the dean, the offices of the assistant dean for scientific affairs, the office of the assistant dean for administrative affairs, and private offices for employees and heads of divisions and units.

The college buildings are equipped with offices and rooms for heads of departments, laboratories and classrooms with a high level of modernity in terms of furniture and material resources. They are equipped to suit the developments of the current stage in terms of accepting large numbers of students, whether undergraduate or graduate studies. The college has provided the research unit, which is a specialized unit to conduct Research of postgraduate students and research of teachers with the latest laboratory equipment to facilitate the task of researchers in conducting their research.

The college also includes the library, which includes all students' needs, including reading rooms with a good space for each student to maintain his privacy from reading and writing, as well as the availability of an electronic library that consists of 14 computers equipped with the latest electronic books available to all students in various scientific and clinical fields. The library has provided Recent editions of books on surgery, internal medicine, diseases, obstetrics and gynecology, as well as basic sciences.

A group of laboratories has been established in the College of Medicine after it was integrated and equipped with the latest laboratory equipment, following the conditions and standards of laboratory accreditation, such as the tissue laboratory, the immunology laboratory, and the research laboratory.

Organization and Governance: The organizational and administrative structure of the College of Medicine consists of many scientific branches, divisions and administrative units. At the top of the administrative structure is the College Council responsible for defining, implementing and planning the College.

The dean of the college is considered the supreme president of the college, and he is granted certain powers as authorized by the minister, the president of the university, or the college council. Decisions are taken according to the powers, some of them are taken by the branch president, or they may need the approval of the college council, and some require that they be submitted to the university president. As a result, Due to the centralization of the higher education system, there is difficulty in making changes to the administrative and organizational structure of the college and benefiting from international experiences for the reason that Iraqi universities are not independent because most of their funding is centralized and depends on the central government, and the ministries control most of the decisions, including the curricula.

Academic degrees granted by the institution: Bachelor Degree in Medicine and General Surgery.

• عدد الفروع في الكلية:

• فرع الباطنية
• فرع طب الاطفال
• فرع الجراحة
• فرع التوليد وامراض النساء
• فرع التشريح
• فرع الأمراض
• فرع الاحياء المجهرية
• فرع الكيمياء الحياتية
• فرع الفلسفة والفيزياء الطبية
• فرع الادوية
• فرع طب الاسرة والمجتمع

Faculty members by title, certificate, and position:

The academic staff consists of a number of holders of doctoral and master's degrees, provided that the two teachers who hold the title of teacher and above teach the theoretical subject, and holders of the title of assistant teacher teach the practical subject and laboratories.

جامعة ديالى / كلية الطب / التدريسيين حسب التوصيف الوظيفي لغاية آذار للعام ٢٠٢٣

المنصب بالإضافة الى أخرى	اللقب العلمي	الشهادة	الاسم الثلاثي	ت
عميد الكلية	أستاذ	دكتوراه	إسماعيل إبراهيم لطيف	١
معاون عميد للشؤون العلمية	أستاذ	بور	جليل إبراهيم كاظم	٢
معاون عميد للشؤون الإدارية	أستاذ	دكتوراه	عامر داود مجيد	٣
تدريسي فرع الاحياء المجهرية رئيسه للجنة الامتحانية	أستاذ	دكتوراه	اريج عطية حسين	٤
تدريسي فرع الباطنية / مسؤول وحدة الليزر	أستاذ	دكتوراه	خضير خلف إبراهيم	٥
تدريسي فرع الكيمياء	أستاذ	دكتوراه	زهير معروف حسين	٦
رئيس فرع الفلسفة	أستاذ	دكتوراه	سعاد مصلح الدين	٧
رئيس فرع طب الاسرة والمجتمع	أستاذ	بور	شهاب احمد شاكر	٨
رئيس فرع الباطنية	أستاذ	بور	عادل حسن محمد	٩
رئيس فرع الأطفال	أستاذ	بور	مهدي شمخي جبر	١٠
تدريسي فرع طب المجتمع	أستاذ	دكتوراه	ناظم غزال نعمان	١١
تدريسي فرع الباطنية	أستاذ	بور	احمد مذب عذاب	١٢
رئيس فرع التشريح	أستاذ	دكتوراه	شكر محمود ياسين	١٣
رئيس فرع الاحياء المجهرية	أستاذ	دكتوراه	لمى طه احمد	١٤
تدريسية فرع الاحياء المجهرية	أستاذ	دكتوراه	بروج محمد رزوقي	١٥
تدريسي فرع الادوية	أستاذ	دكتوراه	صالح مهدي سلمان	١٦
تدريسي فرع النسائية	أستاذ	بور	علي حسن محمد	١٧
رئيس فرع الادوية	أستاذ	بور	علي موسى جعفر	١٨
تدريسي فرع الأطفال	أستاذ	بور	نجدت شكر محمود	١٩

تدريسي فرع الادوية	استاذ مساعد	دكتوراه	قتيبة غانم حسين	٢٠
تدريسي فرع الأطفال /مقرر فرع الأطفال	أستاذ مساعد	بورده	اسيل جاسم محمد	٢١
تدريسي فرع النسائية	أستاذ مساعد	بورده	ايناس جليل حسين	٢٢
تدريس فرع النسائية	أستاذ مساعد	بورده	رغد كامل سعدي	٢٣
تدريسي فرع الجراحة / سنة تفرغ معيل	أستاذ مساعد	بورده	مصطفى خليل حميد	٢٤
رئيس فرع الامراض والطب العدلي	أستاذ مساعد	دكتوراه	مصطفى غني طاهر	٢٥
تدريسية فرع النسائية /مجاز دراسيا/ تفرغ جزئي	أستاذ مساعد	بورده	انعام فيصل محمد	٢٦
رئيس فرع النسائية	أستاذ	بورده	سوسن طالب سلمان	٢٧
تدريسية فرع الاحياء المجهرية	أستاذ مساعد	دكتوراه	رواء عبد الخالق حسين	٢٨
تدريسي فرع الاحياء المجهرية / مقرر فرع الاحياء المجهرية	أستاذ مساعد	دكتوراه	محمد جاسم شاكر	٢٩
تدريسي فرع الجراحة / رئيس فرع الجراحة	أستاذ	بورده	محمد محمود حبش	٣٠
تدريسي فرع الجراحة / مجاز دراسيا	أستاذ مساعد	بورده	مقداد فؤاد عبد الكريم	٣١
تدريسية فرع الاحياء المجهرية	أستاذ مساعد	دكتوراه	انفال شاكر متعب	٣٢
تدريسية فرع الاحياء المجهرية مجاز دراسيا تفرغ جزئي	أستاذ مساعد	دكتوراه	شيماء رحيم حسين	٣٣
تدريسي فرع التشريح	أستاذ مساعد	دكتوراه	نمير فاضل غائب	٣٤
تدريسي فرع الجراحة	أستاذ مساعد	بورده	احمد مظهر خلف	٣٥
تدريسي فرع التشريح	أستاذ مساعد	ماجستير	دريد حميد عبد كاظم	٣٦
تدريسي فرع الباطنية	أستاذ مساعد	بورده	وسام فالح حسن	٣٧
تدريسي فرع الجراحة	أستاذ مساعد	ماجستير	عمار نجم عبود	٣٨
تدريس فرع الاحياء المجهرية / إجازة خمس سنوات براتب اسمي	مدرس	دكتوراه	ابتسام يونان بيركو	٣٩

٤٠	احمد خالد عبد الله	دكتوراه	مدرس	تدريسي فرع الفلسفة / مجاز سنة معيل
٤١	أسماء عباس اجود	دكتوراه	مدرس	تدريسي فرع الفلسفة / مقرر فرع الفلسفة
٤٢	بسمة حميد مجيد	بورده	مدرس	تدريسية فرع النسائية / سنة امومة
٤٣	مظهر نصر الله خلف	ماجستير	مدرس	مسؤول شعبة البعثات والعلاقات الثقافية
٤٤	ميساء غني طاهر	ماجستير	مدرس	تدريسية فرع الامراض / مجاز دراسيا / تفرغ جزئي
٤٥	هيلة عثمان حبيب	بورده	مدرس	تدريسيه فرع الأطفال
٤٦	إبراهيم طارق إبراهيم	ماجستير	مدرس	تدريسي فرع الفلسفة ومقرر فرع الادويه
٤٧	احسان علي حسن	ماجستير	أستاذ مساعد	مسؤول شعبة الحاسبة وانترنت
٤٨	أسماء نجم عبد	ماجستير	مدرس	تدريسية فرع الادوية / مجازة دراسيا / تفرغ جزئي
٤٩	قيس جعفر خلف	ماجستير	مدرس	مقرر فرع الجراحة
٥٠	مصطفى عبد الكريم سلمان	ماجستير	مدرس	مقرر فرع التشريخ مسؤول شعبة المكتبة
٥١	وليد خالد محمد	بورده	مدرس	تدريسي فرع الجراحة
٥٢	بشرى محمود حسين	بورده	أستاذ مساعد	تدريسية فرع الكيمياء / رئيس فرع الكيمياء
٥٣	انتصار احمد حسن	بورده	أستاذ مساعد	تدريسية فرع الباطنية
٥٤	رنا عبد السلام مجيد	بورده	مدرس	تدريسية فرع الكيمياء
٥٥	زهراء نجاح مهدي	بورده	أستاذ مساعد	تدريسية فرع الامراض
٥٦	نرى عباس فاضل	بورده	مدرس	تدريسية فرع الامراض
٥٧	مؤيد كاظم رشيد	بورده	مدرس	تدريسي فرع الباطنية
٥٨	عمر جاسم كطوان	دكتوراه	مدرس	تدريسي فرع الكيمياء
٥٩	غسق معن بكر	بورده	مدرس	فرع الجراحة

فرع الجراحة	مدرس	دكتوراه	علي لفته سلمان	٦٠
فرع التشريح	مدرس	الدكتوراه	حيدر مهدي عيدان	٦١
فرع الجراحة	مدرس	بورده	زينب فيصل عطية	٦٢
تدريسية فرع التشريح	مدرس مساعد	ماجستير	خلود عدنان عبد الله	٦٣
تدريسية فرع التشريح / مجازة دراسيا تفرغ جزئي / مقررة فرع الامراض	مدرس مساعد	ماجستير	حلا ياسين كاظم	٦٤
تدريسية فرع التشريح / مجازة دراسيا تفرغ جزئي	مدرس مساعد	ماجستير	زينب جاسم محمد	٦٥
تدريسي فرع الامراض	مدرس مساعد	ماجستير	محمد سبع جلوب	٦٦
مقررة فرع الكيمياء	مدرس مساعد	ماجستير	ياسمين سامي ناصر	٦٧
مسؤول شعبة الشؤون العلمية	مدرس مساعد	ماجستير	رغد مجيد عزاوي	٦٨
تدريسيه فرع الاحياء المجهرية / مسؤول شعبة الدراسات العليا	مدرس	ماجستير	هبة هادي رشيد	٦٩
تدريسي فرع الجراحة	مدرس مساعد	ماجستير	علي حكيم توفيق	٧٠
تدريسية فرع الفسلجة / مسؤول شعبة ضمان الجودة والأداء الجامعي	مدرس	ماجستير	منار عبد الرزاق حسن	٧١
مسؤول الشعبة القانونية	مدرس مساعد	ماجستير	رمضان غزال نعمان	٧٢
فرع الباطنية	مدرس مساعد	ماجستير	ياسر عبد الله خميس	٧٣
فرع الاحياء المجهرية / مقررة فرع النسائية	مدرس مساعد	ماجستير	شهد خضير خلف	٧٤
فرع الأطفال	مدرس مساعد	ماجستير	سيف حكيم توفيق	٧٥
الاحياء المجهرية	مدرس مساعد	ماجستير	نور إبراهيم زيدان	٧٦
فرع الكيمياء	مدرس مساعد	ماجستير	وسن ساهر حسن	٧٧
مقرر فرع الباطنية	مدرس	دكتوراه	حنان رحيم حسوني	٧٨
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فرع الامراض	مدرس مساعد	ماجستير	نور عدنان حسن	٨٤
فرع الباطنية	مدرس مساعد	ماجستير	ايناس عمار محمد	٨٥
فرع التشريح	مدرس مساعد	ماجستير	ريم علي منصور	٨٦
فرع الاحياء المجهرية	مدرس مساعد	ماجستير	مصطفى احمد داود	٨٧
فرع الامراض	مدرس مساعد	ماجستير	مريم سامي عبد العزيز	٨٨
فرع التشريح	مدرس مساعد	ماجستير	ريهام سعد كاظم	٨٩
الإدارية	مدرس مساعد	ماجستير	احمد سالم علي	٩٠
فرع الاحياء المجهرية	مدرس مساعد	ماجستير	علياء هاشم محمد	٩١
فرع طب الأسرة	مدرس مساعد	ماجستير	محمد قاسم صالح	٩٢
فرع الامراض	مدرس مساعد	ماجستير	منار إبراهيم حسن	٩٣
فرع الامراض	مدرس مساعد	ماجستير	رنا فتاح محمود	٩٤
فرع التشريح	مدرس مساعد	ماجستير	نغم محمد خلف	٩٥
فرع الاحياء المجهرية	مدرس مساعد	ماجستير	ايمان سلمان خميس	٩٦
فرع الاحياء المجهرية	مدرس دكتور	دكتوراه	عدنان ياس خضير	٩٧
فرع التشريح	مدرس مساعد	ماجستير	رنا طالب جواد	٩٨
فرع الامراض	مدرس مساعد	ماجستير	مروه منصور حسين	٩٩
فرع الكيمياء	مدرس مساعد	ماجستير	ديني مجيد قادر	100
فرع الكيمياء	مدرس مساعد	ماجستير	إسماعيل خليل عبد	١٠١
فرع الكيمياء	مدرس مساعد	ماجستير	رسل عدنان عباس	١٠٢

فرع الكيمياء	مدرس مساعد	ماجستير	اية خضير خلف	١٠٣
فرع الكيمياء	مدرس مساعد	ماجستير	عمار احمد حسن	١٠٤
فرع الامراض	مدرس مساعد	ماجستير	رحمه محمد عباس	١٠٥
فرع الاطفال	مدرس مساعد	ماجستير	زينب رشيد حميد	١٠٦
ضمان الجودة	مدرس مساعد	ماجستير	لينا علي حسب الله	١٠٧
فرع الامراض	أستاذ مساعد	دكتوراه	فاطمة كاظم ابراهيم	١٠٨
ضمان الجودة	مدرس مساعد	ماجستير	وسام فيصل وادي	١٠٩
شعبه الاعلام	مدرس مساعد	ماجستير	حيدر كاطع صيهود	١١٠
فرع الكيمياء	مدرس مساعد	ماجستير	محمد جاسم محمد	١١١
فرع الاحياء المجهرية	مدرس مساعد	ماجستير	هبة محمد جاسم	١١٢
فرع الأدوية	مدرس مساعد	ماجستير	سرى عدنان هاشم	١١٣
شعبة الدراسات العليا	مدرس مساعد	ماجستير	تضامن حسين عبدالله	114

- ✓ العدد الكلي للتدريسيين (١١٤) تدريسي (الملاك الدائم)
- ✓ عدد الممنوحين اجازات دراسية (٤) تدريسي للحصول على شهادة الدكتوراه
- ✓ عدد التدريسيين من حملة لقب أستاذ عدد (١٩)
- ✓ عدد التدريسيين من حملة لقب أستاذ مساعد (٢٣)
- ✓ عدد التدريسيين من حملة لقب مدرس (٢٥)
- ✓ عدد التدريسيين من حملة لقب مدرس مساعد (٤٧)

Number of administrators in the college:

The college includes 110 employees, male and female, with different degrees and positions, distributed among all branches, divisions, units, and scientific branches in the college.

الشعب في الكلية

•	شعبة التسجيل	▼
•	شعبة الدراسات والتخطيط والمتابعة	▼
•	شعبة البعثات	▼
•	شعبة التعليم المستمر	▼
•	شعبة التأهيل والتوظيف	▼
•	شعبة البحث والتطوير	▼
•	شعبة الادارية	▼
•	شعبة ضمان الجودة والاداء الجامعي	▼
•	شعبة الشؤون العلمية	▼
•	شعبة القانونية	▼
•	شعبة المالية	▼

Number of students:

The total number of students in the Faculty of Medicine for the academic year (2021-2022) reached a total of (1080) male and female students, of whom (321) males and (759) females. The process of accepting students takes place in a central manner, as their acceptance depends on the extent of their performance in the final exams in the middle school (scientific - biological stream) and based on specific admission criteria. The college is only responsible for the number of students through the admission plan and capacity. The college attracts students from all governorates of Iraq. The table below shows the number of students by gender for the past five years.

Number of alumni in the past five years

ت	السنة الدراسية	عدد الخريجين
١	٢٠١٧-٢٠١٦	63
٢	٢٠١٨-٢٠١٧	47
٣	٢٠١٩-٢٠١٨	55
٤	2020-2019	55
٥	2021-2020	72
٦	2022-2021	٨٨

ت	السنة الدراسية	العدد الكلي	الذكور	الاناث
١	٢٠١٧-٢٠١٦	٣٨٣	١١٨	٢٦٢
٢	٢٠١٨-٢٠١٧	٤٢٢	١٢٦	٢٩٦
٣	٢٠١٩-٢٠١٨	٥٢١	١٥٢	٣٦٧
٤	2020-2019	656	200	356
٥	2021-2020	914	260	654
٦	2022-2021	1080	٣٢١	٧٥٩

Accommodation in the Medical College

A. College

A1: Campus

Faculty of Medicine is located on a unified campus within the main campus of the university of Diyala in the Mouradia area.

A2: Administrative block: located inside the main building of the college, consisting of the following:

1. Accommodation provided for – Principal/Dean's office (41m²).
2. Principal/Dean's secretary office (30m²).
3. College council room or meeting room: (48 m²).
4. Office superintendent's room (28 m²)
5. Administration Staff Room (54 m²)
6. IT staff room (16 m²).
7. Account room (12m²).
8. Account manager room (16 m²).
9. Account Checker room (22 m²).
10. Principal/Dean's assistant office (40m²).
11. Principal/Dean's assistant secretary office (22m²).
12. Registration room (56 m²).
13. Registration manager room (40 m²)
14. Registration archive room (28 m²).
15. Scientific affairs room (16m²).
16. Scientific affairs assistant room (34m²).
17. Continuous academic education room: (40m²).
18. Planning room (28m²).
19. Printer and copying room (14m²).
20. Tea room (42 m²).

21. Continuing Academic Education room (16m²).



A3: College Council

College of Medicine/University of Diyala has a college council comprising of the head of departments as members and dean as chairperson. The council meets at least one time per month to draw up the details of curriculum and training programs, enforcement of discipline and other academic matters. The council organizes interdepartmental meetings like grand rounds, statistical meetings and clinic-pathological meetings including periodical research review in the college regularly.

مجلس الكلية : يتألف مجلس الكلية من :



كلية الطب - جامعة ديالى

28 Feb 2022 · 📍

مجلس كلية الطب يعقد اجتماعه الدوري.

<https://medicine.uodiyala.edu.iq/news?ID=2354>

<https://t.me/diyalamedicine>



College Council Meeting

A4: Lecture Theatres

The main building possesses 9 air-conditioned lecture theatres, of gallery type with an area of 100 m² and a seating capacity from 70-300 students. Lecture theatre provided with necessary independent audiovisual aids including data-show overhead projector, white board and computer. These lecture theatres are shared by all the departments in a programmed manner. There is also a provision for E - class.



A5: Electricity

There is a continuous electricity supply as well as standby generator.

A6: Sanitation and water supply

Adequate sanitary facilities (toilets separately for men and women) and safe continuous drinking water facilities are provided for the teaching staff, students, technical and other staff in all sections as required.

A7: Accommodation for Staff

Accommodation is provided for the staff as under namely Head of the Department (24 m²) with an attached secretary room of 12m².

A8: Laboratories

Ten laboratories (Anatomy, Biophysics, Biology, Chemistry, Biochemistry, Histology, Physiology, Pathology, Parasitology and Microbiology) are available for demonstration of practical sessions. Each one is of 120m² and is provided with adequate numbers of seats and tables which have steam proof top. Also, each laboratory is provided with one preparation room of 12 m² areas and one staff room of 12 m². All of these laboratories are used for specific department.

	Laboratory	DEPARTMENT
1	Medical Physics Laboratory Physiology Laboratory	Department of Physiology and Medical Physics
2	Anatomy Laboratory Biological and Histological Laboratory	Department of Anatomy
3	Parasitology lab - Bacteria lab - Immunology lab	Department of Medical Microbiology
4	Pharmacology laboratory	Department of Pharmacology
5	Pathology laboratory	Department of Pathology
6	Chemistry laboratory	Department of Medical Chemistry
7	Research laboratory	Research and Postgraduate Studies Unit



Computer Lab

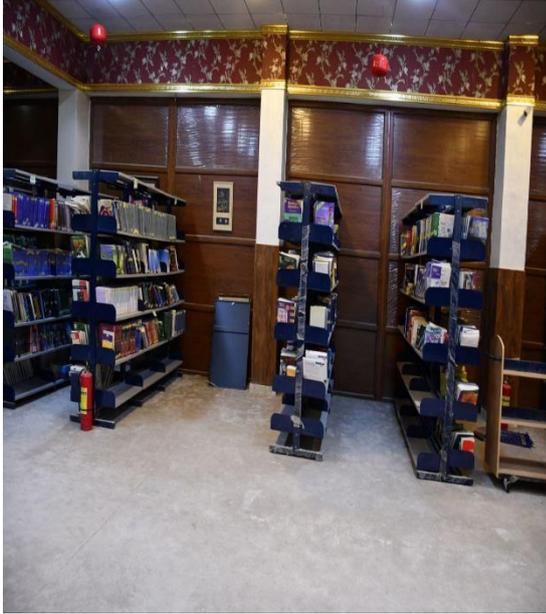


Chemistry Lab

A9: College's Library

The college contains a building for the college library and contains an air-conditioned reading hall equipped with modern and comfortable furniture for students. The table below shows the contents of the library in terms of books, magazines and treatise.

رسائل واطاريح		مجلات		كتب		ت
العدد	العنوان	العدد	العنوان	العدد	العنوان	
						1
١٦	احياءمجهرية	٦٠٠	٢٠٠	٦١٠	١٦١	2
						3
				٣٣٥	٩٢	3
				١١٢	٥٤	4
				١٩٤	٥٥	5
				٧٥٧	١٨٨	6
				٥٢٢	١٥٤	7
				٩	٨	8
				١٦٠	٣٣	9
				١٢٢	٦٢	10
				٢٢٤	٨٣	11
				٣٢	١٦	12
				١٨٧	٩٠	13
				٣٣٢	٩٣	14



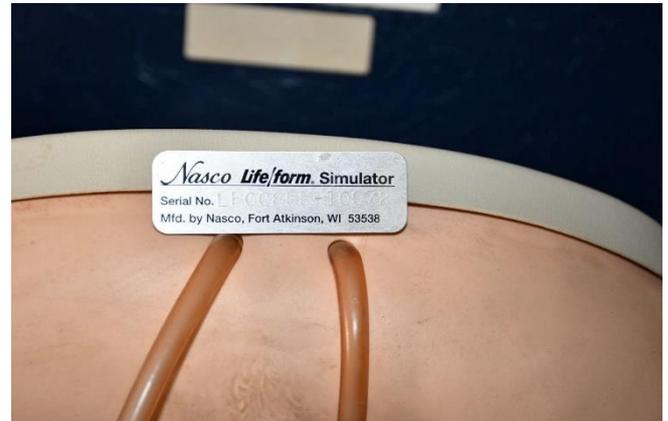
A10: Simulation Skill Laboratory

Students are referred to simulation labs before treating actual patients; designed for surgical, medical and pediatric procedures and it is located within the accessory building. Students gain skills and confidence in treating a wide range of cases on lifelike models in a true clinical environment.

The main simulation Laboratory includes many high-fidelity models including:

1- **Rectal Examination Trainer:** For training on digital rectal examination, a realistic representation of the buttocks, anus and rectum allowing for the practice of diagnostic skills associated with rectal examination. An additional Rectal Examination Perineum is included which contains 2 rectal pathologies. So the student will be trained on the following:

- a. Digital examination of prostate.
- b. Digital rectal examination.
- c. Proctoscope insertion and use.



2- Advanced Injection Arm: This unit is the simulation of the entire human arm from the shoulder to fingertips. Externally, the skin texture is realistic to touch, and the fingertips actually have fingerprints. The student will be trained on procedure for simultaneous IV infusion and drawing blood. Also, the model can be used to train student on intramuscular as well as intradermal injections.



3- Arterial Puncture arm: Arterial Puncture Arm Simulator is the most realistic training simulator possible for demonstrating and practicing arterial injections. Visual as well as tactile realism is designed into this training aid to allow students to develop the skills necessary to learn how to draw arterial blood samples.



4- **Gluteal Intramuscular Injection Model:** This model has been designed to teach students how to inject intramuscularly in gluteal region. With clarification of different skin, subcutaneous and muscular layer in the region and the course of the Sciatic nerve.



5- **Central Venous cannulation simulator:** The Central Venous Cannulation Simulator is designed to instruct medical personnel in the practice of central venous cannulation. The simulator incorporates superficial anatomical detail and functional accuracy to simulate the clinical experience.



6- **foley's catheter simulator:** it's almost the real thing, treatment should be the same as with a patient for male and female patient.



7- **Obstetrics Simulation system:** On the other hand, the obstetrics and gynecology lab possess a unique Maternal and teaching system model that permits students to appreciate the complete birthing experience from the onset of labor, to delivery, and treatment of the mother during delivery. It provides capabilities in deal with obstetrics protocols.

Future Plan for their Development:

With the advance in teaching methods and with the adaptation of new teaching techniques, the college plan for the followings in the future:

1. Building new lecture rooms supported with tables and chairs to be suitable for small group teaching.
2. Incorporation of new simulation modules to facilitate teaching.
3. Provision of laboratories with new microscopes with advanced features.
4. Re-new of old books with introduction of electronic copies of books, journal and other periodic.
5. Building new hall to be fit for small group teaching
6. Building OSCE lab for examinations.

B. Clinical Learning Environment and Teaching Hospital and Primary Health Care

1. General Remarks

- Students are attached to 2 hospitals for clinical training in 4 main branches including internal medicine, Surgery, Pediatrics and gynecology and obstetrics.

The hospitals include:

- a) Baquba teaching hospital for internal medicine and surgery, acute surgical cases, traumatology, orthopedic and neurosurgery.
 - b) AL-Batool teaching hospital for childhood medicine and surgery; obstetrics and gynecology. All these hospitals are located within 10 Km from the main college building.
- All the teaching hospitals run under the administrative control of Diyala directorate of health (Ministry of health) with close conjunction control from the college of medicine as the manager are from the college who are members of various departments from the college.

- In addition to the above main teaching hospitals, students referred to AL-Mustafa primary health center for limited period to complete their training.
- Accommodation is provided for teaching staff within the teaching hospitals along with computer and internet facility in each department, waiting space for visitors. There is also accommodation for:
 - a) One lecture theatre of gallery type with a seating capacity of 70 persons and audio-visual aids provided in the hospital *in addition to those in medical college/institution.
 - b) Reception area: including waiting space for patients and visitors.
- There is a minimum Outpatient department attendance of 4 patients (old & new) per day per student intake of the subjects of Undergraduate curriculum.

Educational Facilities in Hospitals

1. Each teaching hospital has their own seminar halls that can be utilized freely by teaching staff and the student for the teaching process.
2. Each out-patient clinic has been specially designed to include teaching rooms that accommodate up to 10 persons in addition to the teaching staff, bed for the patient.



Seminar Hall at Baquba Teaching Hospital provided with white board and Audiovisual aid.



Seminar hall at Al-Batool Teaching Hospital provide with white board and Audiovisual aid.

2. Clinical Departments in the Hospital

All functional teaching hospitals with 200 beds (Baquba teaching hospital), 250 beds (AL-Batool Teaching Hospital).

3. Clinical Departments-Indoor

The following accommodation is available with each ward, namely: -

1. General Ward: each hall does not accommodate exceed >8 patients/hall and distance between the two beds shall not be less than 1.0 m.
2. Nurses Duty Room/Nursing Station.
3. Examination and Treatment room.
4. Ward Pantry.
5. Store room for linen and other equipment.
6. Resident Doctors and students Duty Room.
7. Clinical Demonstration Room.
8. Offices for Heads of Departments.
9. Accommodation for other unit staff.

4. Operation Theatre Unit

Each hospital has their operation theaters and each has the following facilities; namely: -

1. Waiting room for patients.
2. Operation theatre.
3. Post-operative recovery room.
4. Soiled Linen room.
5. Instrument room.
6. Sterilization room.
7. Nurses and assistant rooms.
8. Surgeon's and Anesthetist's room (separate for male and female).

9. Observation gallery for students.
10. Store rooms
11. Washing room for Surgeons and Assistants.

*Additional spaces are present for various Endoscopy procedures.

**Minor Operation Theatre – one minor operation theatre in addition to above is also provided for surgical departments /emergency unit.

5. Central Casualty Department

Each hospital has its well-equipped and updated intensive care unit (I.C.U) and Intensive Coronary Care Unit (I.C.C.U.).

6. Central Laboratories

Each hospital has its well-equipped laboratory provided with common required investigations in Haematology, immunopathology, microbiology, biochemistry and other specialized work if any. Also, a central laboratory located within the health square provides facilities for histopathology, cytology, molecular and other sophisticated investigations.



7. Department of Radio-Diagnosis

All teaching hospitals are provided with Radio-Diagnosis department. Accommodation is provided for the following namely:

- a) Conventional digital X-ray.
- b) Ultrasound.
- c) Computed tomography CT scan: with accommodation room for equipment, examination, control and computer. In addition, a service room for Electrical Panels, UPS and Servo Stabilizer.
- d) Magnetic Resonance Imaging (MRI) system.
- e) Waiting room for patient
- f) Enquiry office and staff rooms.



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Outpatient Clinics:

Students are referred during their academic years to outpatient clinics attached to the teaching hospitals for training and dealing simpler daily cases that do not required hospitalization and these includes the followings:

A. Baquba Teaching Hospital

1. Neurology out-patient clinic
2. Internal medicine out-patient clinic.
3. Surgery out-patient clinic
4. Urology out-patient clinic.
5. Oncology out-patient clinic.
6. Psychology out-patient clinic
7. Eye out-patient clinic.
8. Otolaryngology out-patient clinic.
9. Dermatology out-patient clinic.
10. Orthopedic out-patient clinic
11. Neurosurgery out-patient clinic.

B. Al-Batool Teaching Hospital for Pediatrics and Genecology/

Obstetrics:

1. Genecology and obstetrics out-patient clinic.
2. Family planning out-patient clinic.
3. Infertility out-patient clinic
4. Pediatrics out-patient clinic.

8. Family and Community Medicine

Primary Health Center (PHCC), Al- Mustafa Primary Health Center located in Baquba city, we use mainly the preventive medicine department.

The center is under administrative jurisdiction of directorate of health with close monitoring and cooperation with the college of medicine. Adequate transports are provided for carrying out field work, teaching and training activities by the department of Community Medicine and other departments (both for staff and students) For the simplest daily cases, center that are managed by qualified family physicians (usually Board degree).

Each center provides the following service (the following unit):

1. Daily cases unit: that manages simple daily medical and surgical cases and usually managed by qualified physician.
2. Gynecology Unit: that manage simple gynecological daily cases and usually managed by qualified physician.
3. Nutrition unit.
4. Antenatal care unit.
5. Family planning unit
6. Immunization Unit (that provides immunization according to the national schedule).
7. Dental Unit.
8. Nursing Unit.



Sports

As the college of medicine is located within the campus of university of Diyala, so all sport facilities and activities are hold and provided by the university sport unit and the medical students have access to updated sporting facilities and are encouraged to take part in tournaments with other colleges on the campus.

A wide variety of sports activities are readily available such as soccer, basketball, volleyball, chess, table tennis, and swimming.





كلية الطب - جامعة ديالى

5 Dec 2022 · 🌐

طب ديالى تكرم الطالبات المشاركات ببطولة الريشة لمزيد من
التفاصيل متابعة الرابط التالي:

<https://medicine.uodiyala.edu.iq/?p=2...> See more



Awarding students in the badminton tournament by the dean (٥-١٢-2022)



كلية الطب - جامعة ديالى

5 Mar · 🌐

طب ديالى تحرز مراتب متقدمة في بطولة الجامعة لألعاب
القوى لمزيد من التفاصيل متابعة الرابط التالي:

<https://medicine.uodiyala.edu.iq/?p=2...> See more



Awarding students in the athletics by the dean (٥-٣-2022)

Student Center

All students in Diyala University including medical students have free access to a very famous and fantastic student's center located within the main campus at the center which is continuously active and provide and involve in variety of activities.

1. Social club for the university.
2. Center for volunteer (Volunteer Duhok university).
3. Cafeteria and restaurant for students.
4. Market and exhibition hall for requirement for students.
5. Unit for foreign relations with other universities in the region and outside the country.
6. Stationery for student requirements.
7. Center for printing and binding of books.

University of Diyala Cultural and Social Center

The Center since its established began its career as a permanent communication gateway between the university community and society in all segments and classes, where the atmosphere is tranquil and comfortable for guests, professors, staff and students to spend break times with the availability of the required supplies. The Center endeavors to perform and implement academic and scientific duties, activities and diverse events of nationalism and patriotism. It has goals, duties and private vision where they are reflected in the activities and the events of the center. It includes the sections of Administration, Media and Activities and IT, University Radio, Sports Hall, Maintenance, and Stores.

Hold different Cultural and social activities including:

1. Social club for the university.
2. Center for volunteer (Volunteer Duhok university).
3. Reading Club:

4. Halls for discussion for Master and PH.D. Thesis
5. Stationery for student requirements.
6. Center for distribution of internet to all college within the campus
7. Different scientific champions
8. Graduation ceremony.
9. Scientific seminar and conferences
10. Scientific Debate.
11. Support courses for students including language, politic, medical education... etc.
12. Interviews
13. Exhibition for photos for variety of condition.



Appointment of Graduates (Central appointment):

Graduates are appointed to hospitals in the governorate and other governorates.

Scientific research:

According to the directives of the Ministry and the university to develop scientific research, the college is emphasizing this subject, which is based on:

- ⇒ **Research plan:** The college emphasizes on the faculty members the need to register their research within the research plan for the academic year and discuss it in the scientific branch before it is approved by the college council.
- ⇒ **Attending conferences:** The college encourages faculty members to participate in internal and external conferences and benefit from experiences between universities to develop scientific research.
- ⇒ **Letters of thanks and appreciation:** Researchers are encouraged to publish internationally in Scopus and Clarvet magazines by giving them books of thanks and appreciation.
- ⇒ The college organizes seminars through which research and scientific topics of interest related to the departments of the college are presented. Some of these seminars are at the college level and some at the university level. The table below shows the research plan for the past five years:

ت	العام الدراسي	المخططة	المنجزة	المنشورة	المقبولة للنشر
١	٢٠١٧-٢٠١٦	46	15	6	25
٢	٢٠١٨-٢٠١٧	90	70	53	37
٣	٢٠١٩-٢٠١٨	46	37	12	37
٤	2020-2019	113	72	72	41
٥	2021-2020	94	73	70	30
6	2022-2021	٧٨	٦٧	١١	٣٤

• **Diyala Journal of Medical Sciences:**

For the purpose of developing and supporting scientific research in the College of Medicine in particular, the university and the country in general, the College of Medicine publishes a peer reviewed Journal known as Diyala Medical Journal, (DMJ) in the year (2010), the journal has obtained the International Standard Serial Number: ISSN 2219-9764 (print) and SSN 2617-8982 (Online), which is a solid scientific journal that publishes original research presented by researchers in various medical and scientific specialties. The editorial board is from the editorial board chairman who holds a PhD with the title (Professor) and members of the editorial board hold a PhD with the title (Assistant Professor) The table below shows the issues issued by the magazine during the past five years:

ت	السنة	الإصدار خلال السنة	عدد البحوث
1	٢٠١٧-٢٠١٦	4	40
٢	٢٠١٨-٢٠١٧	4	60
٣	٢٠١٩-٢٠١٨	4	54
٤	2020-2019	4	54
٥	2021-2020	4	70
٦	202٢-202١	4	51

• External Relations:

There are many attempts and talks related to the aspect related to external relations, whether they are within the university or with local and international universities, although they are few, but they are somewhat characterized by improvement and development because of their impact on the development of the college by benefiting from the old universities and experiences. Through holding seminars and various activities, as well as holding memorandums of scientific cooperation with other colleges to benefit from applied scientific research and work on it, as well as holding a document of cooperation between the college and the Diyala Health Department for joint cooperation in all scientific research fields, training students of preliminary and postgraduate studies, and establishing scientific courses and joint scientific conferences.

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة ديالى
كلية الطب
الشعبة الادارية

Republic of Iraq
Ministry Of Higher Education
And Scientific Research
University of Diyala
College Of medicine

استثمار الطاقة النظيفة طريقنا نحو التنمية المستدامة

العدد: ٦٥٦
التاريخ: ١٠/١١/٢٠٢٢

أمر اداري

استنادا للصلاحيات المخولة لنا
أشارة الى الامر الجامعي ذي العدد ٣٧٢٢ في ٢٠٢٢/٣/٧ الصادر من رئاسة
الجامعة قسم البعثات والعلاقات الثقافية المتضمن أيفاد الاستاذ المساعد الدكتور
مصطفى غني طاهر عضو الهيئة التدريسية في كليتنا الى دولة الامارات العربية
المتحدة للفترة من ٢٠٢٢/١/٣١ لغاية ٢٠٢٢/٢/٥ عدا أيام السفر لغرض المشاركة
في المؤتمر الدولي لطب الاسنان .
أنفك الموما أليه بتاريخ ٢٠٢٢/١/٣٠ ق.ض
باشر بتاريخ ٢٠٢٢/٢/٦ ق.ض

ينفذ أمرنا اعتبارا من تاريخ الانفكاك والمباشرة

أ.د. اسماعيل إبراهيم لطيف
العميد / وكالة
٢٠٢٢/٣/٨

نسخه منه الى
رئاسة الجامعة / قسم البعثات والعلاقات الثقافية أركزم الجامعي أعلاه مع التقدير
فرع الامراض مع التقدير
شعبة البعثات والعلاقات الثقافية مع التقدير
الاضبارة الشخصية
الصادرة

ديالى - بعقوبة
البريد: ٨٠ بعقوبة الجديدة
medicine.dms@uodiyala.edu.iq
www.medicine.uodiyala.edu.iq
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And Scientific Research
University of Diyala
College Of medicine

1098
2022/6/19
الموافق 19/6/2022
الصادرة 11/6/2022

(استثمار الطاقة النظيفة طريقنا نحو التنمية المستدامة)

أمراذاري

أستنادا للصلاحيات المخولة لنا
أشارة الى أمرنا الإداري ذي العدد ١٤٠٣ في ٢٠٢٢/٦/٦ المتضمن أنفكك المدرس
الدكتور قتيبة غانم حسين عضو الهيئة التدريسية في كليتنا بتاريخ ٢٠٢٢/٦/٥ لايغاده
الى جمهورية ألمانيا للمشاركة في المؤتمر الدولي لأبحاث أمراض القلب للمدة من
١٢-٢٠٢٢/٦/١٥ عدا أيام السفر
باشر الموماً إليه يوم الاحد الموافق ١٩ /٦/ ٢٠٢٢ لكون يومي الجمعة والسبت الموافق ١٧-
٢٠٢٢/٦/١٨ عطلة رسمية .

ينفذ امرنا اعتبارا من تاريخ المباشرة

أ.د. أسماعيل إبراهيم لطيف
العميد / وكالة
٢٠٢٢/٦/٢٢

نسخه منه الى
رئاسة الجامعة / قسم البعثات والعلاقات الثقافية مع التقدير
فرع الأدوية مع التقدير
شعبة البعثات والعلاقات الثقافية - كليتنا مع التقدير
وحدة المعلوماتية مع التقدير
الأضبارة الشخصية
الصادرة

www.medicine.uodiyala.edu.iq

البريد الإلكتروني - بعقوبة
البريد الإلكتروني: 80 بعقوبة الجديدة
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Republic of Iraq
Ministry Of Higher Education
And Scientific Research
University of Diyala
College Of medicine

وزارة التعليم العالي والبحث العلمي
جامعة ديالى / كلية الطب
الشعبة الإدارية

سليمار الطائفة النظيفة طريفا نحو التنمية المستدامة

العدد : ٥٤٦
التاريخ : ٢٠٢٢/٣/١١

No:
Date :

أمر إداري

أستنادا للصلاحيات المخولة لنا
تقرر ايفاد الأستاذ الدكتور نمير فاضل غائب عضو الهيئة التدريسية في كليتنا الى محافظة الناصرية
لحضور المؤتمر الطبي لامراض القلب والتدخلات القسطارية للفترة من ٢ - ٢٠٢٢/٣/٤
- أنفك الموما اليه يوم الثلاثاء الموافق ٢٠٢٢/٣/١ ق.ظ.

ينفذ امرنا اعتبارا من تاريخ الانفكاك

أ.د. أسماعيل إبراهيم لطيف
العميد وكالة
٢٠٢٢/٣/

نسخه منه الى
فرع التشريح مع التقدير
الشعبة المالية مع التقدير
الاضبارة الشخصية
الصادرة

العنوان : العراق - ديالى - بعلبوبة
صندوق البريد : ٨٠ بعلبوبة الجديدة
الموقع الإلكتروني : www.medicine.uodiyala.edu.iq
البريد الإلكتروني : info@medicine.uodiyala.edu.iq

Address: Iraq-Diyala-Baquba
P.O. Box: 80 New Baquba
Website: www.medicine.uodiyala.edu.iq
Email: info@medicine.uodiyala.edu.iq

ترأس الاستاذ الدكتور علي موسى جعفر الجلسة العلمية الثانية في مؤتمر طبي اقيم في فندق بابل وجاءت مشاركة التدريسي في مؤتمر ارتفاع الضغط الدولي الخامس ممثلا عن كلية الطب بجامعة بابل ومشاركة عدد من الاطباء العراقيين الاختصاص بالإضافة الى اطباء من دول عربية واطباء عراقيين لمناقشة اخر التطورات مرض ارتفاع الضغط والعلاجات العالمية الحديثة بهذا الخصوص



(أ.د. علي موسى جعفر فرع الباطنية يترأس الجلسة العلمية الثانية في مؤتمر طبي اقيم في فندق بابل بتاريخ ٢٦-١١-٢٠٢٢).

تدريسي في طب ديالى يشارك في مؤتمر دولي لمزيد من
التفاصيل متابعة الرابط التالي:
<https://medicine.uodiyala.edu.iq/?p=2...> See more



👍❤️ عبد الاله احمد المعموري and 77 others 25 comments



Like



Comment



Share



كلية الطب - جامعة ديالى

29 Jan · 🌐

(م.د. قيس جعفر فرع الجراحة)



كلية الطب - جامعة ديالى

20 Nov 2022 · 🌐

تدريسي من طب ديالى يحصل على زمالة كلية الجراحين
الامريكية

لمزيد من التفاصيل متابعة الرابط التالي: ... See more



العدد: ٤٨٤٩
التاريخ: ٢٠٢٢/١١/٢٢

(استثمار الطاقة النظيفة طريقنا نحو التنمية المستدامة)

أمر إداري

أستنادا للصلاحيات المخولة لنا
تقرر: ايفاد الأستاذ المساعد الدكتور احمد مظهر خلف عضو الهيئة التدريسية في كليتنا الى مؤتمر كلية الجراحين الأمريكية (فرع العراق) المقام في أربيل للفترة من ١٧-١٨/١١/٢٠٢٢ الى حصوله على زمالة الجراحين الأمريكية خلال سنة ٢٠٢٢
- انكف الموما اليه يوم الأربعاء الموافق ٢٠٢٢/١١/١٧ ق.ظ.
- باشر الموما اليه يوم الاحد الموافق ٢٠٢٢/١١/٢٠ ق.ظ. كون يوم السبت الموافق ٢٠٢٢/١١/١٩ عطلة رسمية.

أ.د. اسماعيل إبراهيم لطيف
العميد / وكالة
٢٠٢٢ / ١١ / ٢٢

نسخه منه الى
الشعبة المالية مع التقدير
الاضبارة الشخصية
الصادرة

ديالى - بعقوبة
لبريد: ٨٠ بعقوبة
medicine.dms@uodiyala.edu.iq
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www.medicine.uodiyala.edu.iq

رواء ٢٠٢٢

السيد المحترم
اسماعيل لطيف

- **Quality Management and Improvement:**

In recent years, in particular, the quality and improvement process has been given attention by the Ministry, the university and the college because of its important role in the development of research, scientific and academic activities, which are greatly interested in improving quality management and improvement.

The College of Medicine has relied on effective policies to ensure quality according to specific criteria The college has adopted the following mechanisms to achieve quality:

- ⇒ Creation of the Division of Quality Assurance and Performance Evaluation.
- ⇒ Formation of quality assurance committees from various scientific branches.
- ⇒ Adopting standards for academic programs and striving towards achieving them to bring together scientific disciplines.
- ⇒ Participation in the national classification for the quality of Iraqi universities.
- ⇒ Developing special mechanisms for laboratory quality.
- ⇒ Participate in the accreditation of medical colleges and Iraqi universities.

Republic of Iraq
Ministry Of Higher Education
And Scientific Research
University of Diyala
College Of medicine

الجمهورية العراقية
وزارة التعليم والبحث العلمي
جامعة ديالى
كلية الطب
الشعبة الإدارية

العدد: ٣٤٠
التاريخ: ٢٠٢٣ / ٢ / ٩

استثمار الطاقة النظيفة طريقنا نحو التنمية المستدامة

أمر إداري

الصادرة
العدد /
التاريخ /

استنادا للصلاحيات المخولة لنا ...
تقرر توجيه كافة الفروع العلمية في كليتنا من اجراء امتحان بصيغة المحطات (osce) للحاجة
الماسة له في الحصول على الاعتمادية وحسب تعليمات مجلة الاعتماد الأكاديمي.
ينفذ امرنا اعتبارا من تاريخ صدوره

أ.د. اسماعيل إبراهيم لطيف
العميد / وكالة
2023 / 2 / ٩

نسخه منه الى:-
- الفروع العلمية كافة . للأطلاع . واتخذ ما يلزم . مع التقدير .
- الصادرة .

عراق - ديالى - بعقوبة
سندوق البريد: 80 بعقوبة
medicine.dms@uodiyala.edu.i
www.medicine.uodiyala.edu.iq info.med@uodiyala.edu.i

يستهدف هذا عادةً طلاب السنة النهائية من خلال مشاركة ممتحنين خارجيين من كليات طبية أخرى في العراق

• Community Service:

Community service is considered one of the most important basic tasks of the Faculty of Medicine. In this regard, the Faculty provides medical and advisory services, in addition to courses and seminars that contribute to professional development. The Faculty provides these services through the Scientific Services Office of the Faculty and Continuing Education. The Faculty of Medicine organizes many seminars and courses and seminars and workshops every academic year with the participation of many sectors of society. In addition, the faculty members provide various medical advisory services and sentinels in educational hospitals. The table below shows the activities of the Continuing Education Division for the past five years:

المحاضرات	ورش العمل	الدورات	الندوات	العام الدراسي	ت
2	---	16	1	٢٠١٧-٢٠١٦	١
5	4	27	9	٢٠١٨-٢٠١٧	٢
9	8	37	17	٢٠١٩-٢٠١٨	٣
1	4	21	41	2020-2019	٤
2	4	19	59	2021-2020	٥
٤	١٦	٢٣	٥٠	202٢-202١	6

Services Provided by the Clinical Departments

Clinical departments include the internal medicine and its branches, general surgery and its branches, pediatrics, gynecology and obstetrics.

The Department of Surgery provides medical and consultative services in all the aspects of the specialization and conducts all the operations in the wards of the teaching hospitals and emergency as well as intensive care units in addition to using the endoscopic operations and diagnosis. Moreover, a breast unit was also established.

جمهورية العراق
محافظة ديالى
دائرة صحة ديالى
مستشفى بعقوبة التعليمي
العدد :
التاريخ : ٢٠٢٣ / /

لاول عراق اخضر مستدام
معا نترشبه استهلاك للطاقة الكهربائية
والمحافظة على البيئة من التلوث

أمر إداري /
أدناه جدول خفارات أطباء الجراحة العامة الجراح الخافر+ (السائد) لشهر آذار (٣) ٢٠٢٣
الجراح السائد

اليوم	التاريخ	الجراح الخافر	الجراح السائد
الاربعاء	٣/١	د. عادل منشد	د. احمد مظهر
الخميس	٣/٢	د. صلاح صالح	د. عمر سالم
الجمعة	٣/٣	د. عمر سالم	د. كريم عطاالله
السبت	٣/٤	د. نزار صالح	د. سعد يوسف
الاحد	٣/٥	د. محمد شاكر	د. فاضل احمد
الاثنين	٣/٦	د. عمر مظهر	د. مصطفى نبيل
الثلاثاء	٣/٧	د. احمد قاسم	د. هاشم محمد
الاربعاء	٣/٨	د. احمد مظهر	د. محمد محمود
الخميس	٣/٩	د. بشار اكرم	د. صلاح صالح
الجمعة	٣/١٠	د. دريد جميل	د. همام الدين عيدان
السبت	٣/١١	د. فؤاد ثامر	د. نزار صالح
الاحد	٣/١٢	د. مصطفى نبيل	د. عادل منشد
الاثنين	٣/١٣	د. عمر مظهر	د. عمر سالم
الثلاثاء	٣/١٤	د. أنور نوري	د. احمد قاسم
الاربعاء	٣/١٥	د. همام الدين عيدان	د. دريد جميل
الخميس	٣/١٦	د. احمد رفعت	د. كريم عطاالله
الجمعة	٣/١٧	د. رغد فائز	د. أنور نوري
السبت	٣/١٨	د. سعد يوسف	د. فؤاد ثامر
الاحد	٣/١٩	د. بشار اكرم	د. محمد شاكر
الاثنين	٣/٢٠	د. مصطفى نبيل	د. رغد فائز
الثلاثاء	٣/٢١	د. احمد قاسم	د. هاشم محمد
الاربعاء	٣/٢٢	د. محمد محمود	د. أنور نوري
الخميس	٣/٢٣	د. كريم عطاالله	د. احمد رفعت
الجمعة	٣/٢٤	د. فؤاد ثامر	د. سعد يوسف
السبت	٣/٢٥	د. رغد فائز	د. نزار صالح
الاحد	٣/٢٦	د. محمد شاكر	د. همام الدين عيدان
الاثنين	٣/٢٧	د. فراس كامل	د. عمر مظهر
الثلاثاء	٣/٢٨	د. احمد رفعت	د. فراس كامل
الاربعاء	٣/٢٩	د. صلاح صالح	د. رغد فائز
الخميس	٣/٣٠	د. عمر سالم	د. بشار اكرم
الجمعة	٣/٣١	د. دريد جميل	د. فراس كامل

مصادقة الدكتور
حيدر جاسم حمود
مدير مستشفى بعقوبة التعليمي
٢٠٢٣/٢/

د. نزار صالح
نظير المشعل
تدقيق: د. عبد العزيز

نسخة منه الى:
دائرة صحة ديالى / قسم التفقيش / للتفضل بالاطلاع مع الاحترام
مكتب المدير
قسم الجراحة - شعبة الجراحة العامة
المتابعة - الاضبارة - الاعاشة - البصمة
جعفر ٢/٢٧

جمهورية العراق
محافظة ديالى
دائرة صحة ديالى
مستشفى بعقوبة التعليمي
العدد :
التاريخ : ٢٠٢٣ / /

لأجل عراق اخضر مستدام سنعمل
معا لتزويد استهلاك للطاقة الكهربائية
والمحافظة على البيئة من التلوث

أمر إداري /
أدناه جدول خفارات أطباء الجراحة العامة (العيادة الاستشارية) + عيادة الثدي لشهر اذار (٣) ٢ٰ٢٣

اليوم	التاريخ	العيادة الاستشارية	عيادة الثدي
الاربعاء	٣/١	د. همام الدين عيدان	د. احمد مظهر
الخميس	٣/٢	د. بشار اكرم	د. عمر سالم
الجمعة	٣/٣	د. فاضل احمد	د. سعد يوسف
السبت	٣/٤	د. عادل منشد	د. فاضل احمد
الاحد	٣/٥	د. فؤاد ثامر	د. مصطفى نبيل
الاثنين	٣/٦	د. أنور نوري	د. هاشم محمد
الثلاثاء	٣/٧	د. رغد فائز	د. محمد محمود
الاربعاء	٣/٨	د. كريم عطاالله	د. صلاح صالح
الخميس	٣/٩	د. نزار صالح	د. نزار صالح
الجمعة	٣/١٠	د. سعد يوسف	د. عادل منشد
السبت	٣/١١	د. محمد شاكر	د. عمر سالم
الاحد	٣/١٢	د. نزار صالح	د. احمد قاسم
الاثنين	٣/١٣	د. هاشم محمد	د. دريد جميل
الثلاثاء	٣/١٤	د. عمر مظهر	د. كريم عطاالله
الاربعاء	٣/١٥	د. صلاح صالح	د. فؤاد ثامر
الخميس	٣/١٦	د. نزار صالح	د. محمد شاكر
الجمعة	٣/١٧	د. احمد قاسم	د. رغد فائز
السبت	٣/١٨	د. دريد جميل	د. هاشم محمد
الاحد	٣/١٩	د. سعد يوسف	د. أنور نوري
الاثنين	٣/٢٠	د. احمد مظهر	د. احمد رفعت
الثلاثاء	٣/٢١	د. عمر سالم	د. سعد يوسف
الاربعاء	٣/٢٢	د. فاضل احمد	د. همام الدين عيدان
الخميس	٣/٢٣	د. فراس كامل	د. عمر مظهر
الجمعة	٣/٢٤	د. مصطفى نبيل	د. صلاح صالح
السبت	٣/٢٥	د. هاشم محمد	د. فاضل احمد
الاحد	٣/٢٦	د. محمد محمود	د. بشار اكرم
الاثنين	٣/٢٧	د. احمد رفعت	د. احمد مظهر
الثلاثاء	٣/٢٨	د. احمد رفعت	د. احمد مظهر
الثلاثاء	٣/٢٩	د. احمد رفعت	د. احمد مظهر
الاربعاء	٣/٣٠	د. احمد رفعت	د. احمد مظهر
الخميس	٣/٣١	د. احمد رفعت	د. احمد مظهر
الجمعة	٣/٣١	د. احمد رفعت	د. احمد مظهر

مصادقة الدكتور
حيدر جاسم حمود
مدير مستشفى بعقوبة التعليمي
٢٠٢٣/٢/

د. احمد خضير
رئيس قسم الجراحة

د. نزار صالح
مدير العيادة الاستشارية

منه الى :
سحة ديالى / قسم التفتيش / للتفضل بالاطلاع مع الاحترام
لمدير

فرع الجراحة (ا.م.د. محمد محمود و ا.م.د. احمد مظهر طبيب خفر قي مستشفى بعقوبة التعليمي)

The Department of Medicine offers consultative and treatment services to the society members by all its specializations and units which prevail in all the teaching hospitals such as the coronary care unit, intensive therapeutic and respiratory unit, , cardiac catheterization, renal dialysis.

محافظة ديالى
دائرة صحة ديالى
مستشفى بعقوبة التعليمي
قسم الباطنية
العدد :
التاريخ: ٢٠٢٣ / ٣ / ٣

جمهورية العراق

لاجل عراق اخضر
مستدام
لترشيد الطاقة الكهربائية
والمحافظة على البيئة من
التلوث

امر اداري /
ادناه جدول خفارات اطباء اخصائي الباطنية في مستشفى بعقوبة التعليمي / لشهر شباط لسنة / ٢٠٢٣

اليوم	التاريخ	الاستشارية	خفر الزدفة
الاربعاء	٢/١	د. رافع ثامر حبيب	د. ساجد علي حسين
الخميس	٢/٢	د. محمد كريم احمد	د. علي قيس خليل
الجمعة	٢/٣	-----	د. علي حسين حمو
السبت	٢/٤	د. سامر احمد عباس	د. رافع ثامر حبيب
الاحد	٢/٥	د. محمد اسماعيل جوامير	د. علي مهدي محمود
الاثنين	٢/٦	د. علي حسن خزعل	د. سامر احمد عباس
الثلاثاء	٢/٧	د. علي قيس خليل	د. حازم مكي حميد
الاربعاء	٢/٨	د. حسن ياسين حسن	د. طارق عوني صبري
الخميس	٢/٩	د. محمد كريم احمد	د. محمد كمال سليمان
الجمعة	٢/١٠	-----	د. علي حسن خزعل
السبت	٢/١١	د. علي ثامر رشيد	د. مصطفى مجيد مهدي
الاحد	٢/١٢	د. علي مهدي محمود	د. مصعب زبير محمد
الاثنين	٢/١٣	د. احمد مذب عذاب	د. حسن ياسين حسن
الثلاثاء	٢/١٤	د. طارق عوني صبري	د. محمد اسماعيل جوامير
الاربعاء	٢/١٥	د. مصعب زبير محمد	د. علي قيس خليل
الخميس	٢/١٦	د. محمد كمال سليمان	د. محمد كريم احمد
الجمعة	٢/١٧	-----	د. علي ثامر رشيد
السبت	٢/١٨	د. رافع ثامر حبيب	د. علي حسن خزعل
الاحد	٢/١٩	د. محمد اسماعيل جوامير	د. رافع ثامر حبيب
الاثنين	٢/٢٠	د. حسن ياسين حسن	د. علي فائق فاضل
الثلاثاء	٢/٢١	د. محمد كريم احمد	د. علي مهدي محمود
الاربعاء	٢/٢٢	د. طارق عوني صبري	د. محمد كمال سليمان
الخميس	٢/٢٣	د. علي موسى جعفر	د. طارق عوني صبري
الجمعة	٢/٢٤	-----	د. سامر احمد عباس
السبت	٢/٢٥	د. علي فائق فاضل	د. حسن ياسين حسن
الاحد	٢/٢٦	د. محمد اسماعيل جوامير	د. مصعب زبير محمد
الاثنين	٢/٢٧	د. سامر احمد عباس	د. علي فائق فاضل
الثلاثاء	٢/٢٨	د. محمد كمال سليمان	د. حسام عبدالستار عبدالجبار

الاجبات مركز امراض الكلى (الديزة) :
الخميس ٢-٢ : د. محمد كمال سليمان
الخميس ٩-٢ : د. علي قيس خليل
الخميس ١٦-٢ : د. طارق عوني صبري
الخميس ٢٣-٢ : د. محمد كريم احمد

الاجبات الطبية :-
الاحد : د. علي قيس خليل
الاثنين : د. مصعب زبير محمد
الثلاثاء : د. علي ثامر رشيد
الاربعاء : د. علي حسن خزعل
الخميس : د. علي مهدي محمود

نسخة منه إلى /
دائرة صحة ديالى / التفتيش
رئيس قسم الباطنية الاستشارية
الطوارئ - الموارد البشرية. صليات المستشفى
القسم الفني - الإحصاء المتابعة -
الإحصاء

مصادقة الدكتور /
٢١ كهدر اجاسم حمود
مدير المستشفى

الدكتور /
عمار عباس محمد
رئيس قسم الباطنية

الدكتور /
علي ثامر رشيد
مدير الشعبة

بسم الملائكة قسم الباطنية

فرع الباطنية (ا.م.د. علي موسى و ا.م.د. احمد مدب طبيب خفر في مستشفى بعقوبة التعليمي)

لأجل عراق اخضر مستدام
سنعمل معا لترشيد استهلاك
الطاقة الكهربائية والمحافظة
على البيئة من على البيئة
من التلوث

جمهورية العراق

محافظة ديالى
دائرة صحة ديالى
مستشفى بعقوبة التعليمي
قسم الباطنية
العدد :
التاريخ ٢٠٢٣ / ١ / ٣

امر اداري / ٢٠٢٣

ادناه جدول خفارات اطباء اخصائي الباطنية (الجملة العصبية) في مستشفى بعقوبة التعليمي / لشهر شباط لسنة ٢٠٢٣

اليوم	التاريخ	الاستشارية	خفر الردة
الاربعاء	٢/١	د.محمد حسين مال الله	د.محمد حسين مال الله
الخميس	٢/٢	د.احمد سامي محمد	د.احمد سامي محمد
الجمعة	٢/٣	د.محمد حسين مال الله	د.محمد حسين مال الله
السبت	٢/٤	د.احمد سامي محمد	د.احمد سامي محمد
الاحد	٢/٥	د.وسام فالح حسن	د.وسام فالح حسن
الاثنين	٢/٦	د.احمد سامي محمد	د.احمد سامي محمد
الثلاثاء	٢/٧	د.هيثم حميد باصبي	د.هيثم حميد باصبي
الاربعاء	٢/٨	د.احمد سامي محمد	د.احمد سامي محمد
الخميس	٢/٩	د.محمد حسين مال الله	د.محمد حسين مال الله
الجمعة	٢/١٠	د.احمد سامي محمد	د.احمد سامي محمد
السبت	٢/١١	د.وسام فالح حسن	د.وسام فالح حسن
الاحد	٢/١٢	د.احمد سامي محمد	د.احمد سامي محمد
الاثنين	٢/١٣	د.وسام فالح حسن	د.وسام فالح حسن
الثلاثاء	٢/١٤	د.احمد سامي محمد	د.احمد سامي محمد
الاربعاء	٢/١٥	د.هيثم حميد باصبي	د.هيثم حميد باصبي
الخميس	٢/١٦	د.احمد سامي محمد	د.احمد سامي محمد
الجمعة	٢/١٧	د.محمد حسين مال الله	د.محمد حسين مال الله
السبت	٢/١٨	د.وسام فالح حسن	د.وسام فالح حسن
الاحد	٢/١٩	د.وسام فالح حسن	د.وسام فالح حسن
الاثنين	٢/٢٠	د.احمد سامي محمد	د.احمد سامي محمد
الثلاثاء	٢/٢١	د.هيثم حميد باصبي	د.هيثم حميد باصبي
الاربعاء	٢/٢٢	د.احمد سامي محمد	د.احمد سامي محمد
الخميس	٢/٢٣	د.محمد حسين مال الله	د.محمد حسين مال الله
الجمعة	٢/٢٤	د.احمد سامي محمد	د.احمد سامي محمد
السبت	٢/٢٥	د.وسام فالح حسن	د.وسام فالح حسن
الاحد	٢/٢٦	د.احمد سامي محمد	د.احمد سامي محمد
الاثنين	٢/٢٧	د.احمد سامي محمد	د.احمد سامي محمد
الثلاثاء	٢/٢٨	د.هيثم حميد باصبي	د.هيثم حميد باصبي

HEALTH DIRECTORATE

نسخة منه إلى /
دائرة صحة ديالى / التفتيش
رئيس قسم الباطنية / الاستشارية
الطوارئ - الموارد البشرية - عمليات المستشفى
القسم الفني - الإحصاء - المتابعة -
الإشهاد

الدكتور احمد سامي محمد مدير الشعبة
الدكتور عمار عباس محمد رئيس قسم الباطنية
مصادقة الدكتور جاسم حمود مدير المستشفى

شحن قسم الباطنية

فرع الباطنية (ا.م.د.وسام فالح طبيب خفر قي مستشفى بعقوبة التعليمي)

The Department of Gynecology and obstetrics provides intensive services to the society represented by supervising the deliveries and taking care of premature babies and treating the infertility cases.

جمهورية العراق

محافظة ديالى
دائرة صحة ديالى
مستشفى البتول التعليمي
للنسائية والأطفال
التاريخ ٢٠٢٣ / ١٥ / ٢٠٢٣

أجل عراق الخضرم مستدام
منعسل معسل لتزويد
استهلاك الطاقة الكهربائية
و المحافظة على البيئة من التلوث

أمر إداري
١٩٤٨

استناداً إلى الصلاحية المخولة لنا بموجب أمر وزارة الصحة المرقم ٥٥ في ٢٠٢٣/٢/١٥. تقرر تكليف الطبيبات نسائية وتوليد بخفارات قسم النسائية لشهر نيسان / ٢٠٢٣.

اليوم و التاريخ	الخفر	الإستشارية	استاذام العام	السجون	تنظيم الأسرة
الجمعة ٤/١	حسام شاكر	ازهار عمران	لقاء شاهر		
الأحد ٤/٢	هديل جاسم	لقاء شاهر	شيماء كنعان		
الاثنين ٤/٣	هدى خليل	شيماء كنعان	نسرين احمد	هديل جاسم	
الثلاثاء ٤/٤	رغد كامل	سجى عبود	حسام شاكر	نسرين رشيد	
الأربعاء ٤/٥	ايه كامل	شيماء كنعان	هديل جاسم		
الخميس ٤/٦	نسرين احمد	حسام شاكر	نسرين رشيد		
الجمعة ٤/٧	لقاء شاهر				
السبت ٤/٨	ازهار عمران	سجى عبود	عايدة محمد		
الأحد ٤/٩	هدى خليل	نسرين احمد	ايه كامل		
الاثنين ٤/١٠	ازل صادق	ايه كامل	لقاء شاهر	حسام شاكر	
الثلاثاء ٤/١١	سجى عبدالكريم	عايدة محمد	نسرين احمد		هدى خليل
الأربعاء ٤/١٢	الام غصوب	ايه كامل	سجى عبدالكريم		
الخميس ٤/١٣	نسرين احمد	حسام شاكر	هدى خليل		
الجمعة ٤/١٤	سجى عبود				
السبت ٤/١٥	عايدة محمد	ازهار عمران	سجى عبود		
الأحد ٤/١٦	نسرين رشيد	ازل صادق	سجى عبود		
الاثنين ٤/١٧	شيماء كنعان	نسرين احمد	حسام شاكر	ايه كامل	
الثلاثاء ٤/١٨	سجى عبدالكريم	سجى عبود	ازهار عمران		عايدة محمد
الأربعاء ٤/١٩	حسام شاكر	سجى عبدالكريم	ازل صادق		
الخميس ٤/٢٠	هدى خليل	ايه كامل	نسرين رشيد		
الجمعة ٤/٢١	شيماء كنعان				
السبت ٤/٢٢	سجى عبود	شيماء كنعان			
الأحد ٤/٢٣	ايه كامل	حسام شاكر			
الاثنين ٤/٢٤	ازهار عمران	هديل جاسم			
الثلاثاء ٤/٢٥	سجى عبدالكريم	عايدة محمد	هدى خليل	نسرين رشيد	
الأربعاء ٤/٢٦	حسام شاكر	الام غصوب	هديل جاسم		
الخميس ٤/٢٧	لقاء شاهر	نسرين احمد	ايه كامل		
الجمعة ٤/٢٨	عايدة محمد				
السبت ٤/٢٩	وسن حميد	هديل جاسم	ازهار عمران		
الأحد ٤/٣٠	هديل جاسم	لقاء شاهر	وسن حميد		

مصادقة السيد المدير العام

الدكتور علي جديس شريف مدير المستشفى

الدكتورة عائشة جويهي رئيسة قسم النسائية

نسخة ملحة الى //

دائرة صحة ديالى /العمليات/شعبة طب الطوارئ.
دائرة صحة ديالى/قسم التفتيش/البصمة / الموارد البشرية

هبة ٣/٢٩

The Department of Pediatrics provides comprehensive services to children and there are "advanced centers" for special child diseases such as that of Thalassemia.

لاجل عراق اخضر مستدام
سنعمل معا لترشيد استهلاك
الطاقة الكهربائية والمحافظة
على البيئة من التلوث

جمهورية العراق
محافظة ديالى
دائرة صحة ديالى
مستشفى البتول التعليمي

التاريخ: ٢٠٢٣/٣/٢٦

أمر اداري ١٢٢١

بيات المصلحة العامة و إستنادا إلى الصلاحية المخولة لنا بموجب أمر وزارة الصحة الرقم (٥٥) في ٢٠٢٣/٢/١٥ تنسب مابيلي : ادناه جدول استشاريات و خفارات
الاختصاص اطفال لشهر نيسان /٢٠٢٣

اليوم والتاريخ	الاستشارية	خفر طبواري	خفر طوارىء
السبت ٤/١	د.سرى قيس	د.مصطفى خليل	خفر طوارىء
الاحد ٤/٢	د.هديل عواد	د.مصطفى خليل	د.ميسر حافظ
الاثنين ٤/٣	د.جليل ابراهيم	د.خالد جمال	د.مصطفى خليل
الثلاثاء ٤/٤	د.سيف سعد	د.حيدر جواد	د.استبقرى عيد
الاربعاء ٤/٥	د.مهدي شمخي	د.سرى قيس	د.سارة ستار
الخميس ٤/٦	د.هالة قاسم	د.محمد عبد القادر	د.فراس عباس
الجمعة ٤/٧		د.احمد خليل	د.عماد محمود
السبت ٤/٨	د.حسام الدين تغلب	د.مصطفى خليل	د.ميسر حافظ
الاحد ٤/٩	د.براء نجم	د.ميسر حافظ	د.مصطفى خليل
الاثنين ٤/١٠	د.حيدر جواد	د.خالد جمال	د.عدنان يحيى
الثلاثاء ٤/١١	د.فلاح مخبير	د.سارة ستار	د.استبقرى عيد
الاربعاء ٤/١٢	د.عماد محمود	د.براء نجم	د.سارة ستار
الخميس ٤/١٣	د.اسيل جاسم	د.حيدر جواد	د.هالة قاسم
الجمعة ٤/١٤		د.شيماء حسون	د.براء نجم
السبت ٤/١٥	د.هديل عواد	د.عماد وسام	د.ميسر حافظ
الاحد ٤/١٦	د.احمد خليل	د.حسام الدين تغلب	د.ميسر حافظ
الاثنين ٤/١٧	د.جليل ابراهيم	د.محمد عبد القادر	د.خالد جمال
الثلاثاء ٤/١٨	د.سيف سعد	د.شفاء منصور	د.سارة ستار
الاربعاء ٤/١٩	د.مهدي شمخي	د.شيماء حسون	د.هالة قاسم
الخميس ٤/٢٠	د.اسيل جاسم	د.تجدت شكر	د.حيدر جواد
الجمعة ٤/٢١		د.سرى قيس	د.هديل عواد
السبت ٤/٢٢	د.حسام الدين تغلب	د.عماد وسام	د.احمد خليل
الاحد ٤/٢٣	د.فلاح مخبير	د.براء نجم	د.عدنان يحيى
الاثنين ٤/٢٤	د.استبقرى عيد	د.محمد عبد القادر	د.سارة ستار
الثلاثاء ٤/٢٥	د.عماد محمود	د.شفاء منصور	د.شيماء حسون
الاربعاء ٤/٢٦	د.سارة ستار	د.فراس عباس	د.اسيل جاسم
الخميس ٤/٢٧	د.هالة قاسم	د.احمد خليل	د.حسام الدين تغلب
الجمعة ٤/٢٨		د.فلاح مخبير	د.ميسر حافظ
السبت ٤/٢٩	د.سرى قيس	د.عماد وسام	د.ميسر حافظ
الاحد ٤/٣٠	د.هديل عواد	د.عدنان يحيى	

الدكتور
الشيخ محمد احمد
مدير قسم الاطفال
باصف قاسم
منه الى
كرة صحة ديالى/قسم الاطفال
وارد البشرية/ البصمة

فرع الاطفال (ا.م.د.اسيل جاسم و ا.د.مهدي شمخي و ا.د.جليل ابراهيم طبيب خفر في مستشفى البتول التعليمي)

The other unit which is affiliated to the surgery department such as Radiology provides a wide variety of diagnostic services in all the teaching hospitals through the units of x-ray, ultra-sonic waves, CT-scan and magnetic resonance imaging "MRI", in addition to working in the units of urology using ultra-sonic waves.

محافظه ديالى
دائرة صحة ديالى
مستشفى بعقوبة التعليمي
العدد :
التاريخ : ٢٠٢٣ / /

جمهورية العراق

لاجل عراقى اخضر مستدام سنعمل
معا لنرشيد استهلاك للطاقة الكهربائية
والمحافظة على البيئة من التلوث

أمر إداري /
يكون جدول خفارات الأطباء اخصائي الاشعة والمونار في مستشفى بعقوبة التعليمي لشهر (٣) ٢٠٢٣

اليوم	تاريخ	الرتين	المفراس	المونار الداخلي	سونار	سونار الصدر
الاربعاء	٣/١	د. مصطفى سعد	د. تاميم اكرم	د. فراس صلاح	د. فيس عبدالقادر	د. دعاء طه
الخميس	٣/٢	د. علي عبد صالح	د. غسق معن	د. احمد حمودي	د. اثير رعد	د. دعاء طه
الجمعة	٣/٣	د. مصطفى سعد	د. غسق معن	د. احمد حمودي	د. اثير رعد	د. دعاء طه
السبت	٣/٤	د. زينة عدنان	د. فراس صلاح	د. مصطفى سعد	د. هدير جدوع	د. دعاء طه
الاحد	٣/٥	د. احمد حمودي	د. سيف عامر	د. هيثم فالح	د. اثير رعد	د. دعاء طه
الاثنين	٣/٦	د. تاميم اكرم	د. مصطفى سعد	د. اثير رعد	د. هدير جدوع	د. دعاء طه
الثلاثاء	٣/٧	د. هيثم فالح	د. علي عبد صالح	د. سيف عامر	د. فيس عبدالقادر	د. دعاء طه
الاربعاء	٣/٨	د. فراس صلاح	د. اثير رعد	د. زينة عدنان	د. فيس عبدالقادر	د. تاميم اكرم
الخميس	٣/٩	د. علي عبد صالح	د. احمد حمودي	د. غسق معن	د. فيس عبدالقادر	د. دعاء طه
الجمعة	٣/١٠	د. مصطفى سعد	د. غسق معن	د. احمد حمودي	د. اثير رعد	د. دعاء طه
السبت	٣/١١	د. زينة عدنان	د. فراس صلاح	د. دعاء طه	د. هدير جدوع	د. دعاء طه
الاحد	٣/١٢	د. احمد حمودي	د. سيف عامر	د. هيثم فالح	د. اثير رعد	د. دعاء طه
الاثنين	٣/١٣	د. مصطفى سعد	د. زينة عدنان	د. سيف عامر	د. فيس عبدالقادر	د. تاميم اكرم
الثلاثاء	٣/١٤	د. سيف عامر	د. زينة عدنان	د. مصطفى سعد	د. هيثم فالح	د. زينة عدنان
الاربعاء	٣/١٥	د. فراس صلاح	د. علي عبد صالح	د. اثير رعد	د. فيس عبدالقادر	د. دعاء طه
الخميس	٣/١٦	د. غسق معن	د. احمد حمودي	د. علي عبد صالح	د. فيس عبدالقادر	د. دعاء طه
الجمعة	٣/١٧	د. مصطفى سعد	د. غسق معن	د. احمد حمودي	د. اثير رعد	د. دعاء طه
السبت	٣/١٨	د. زينة عدنان	د. مصطفى سعد	د. فراس صلاح	د. هدير جدوع	د. دعاء طه
الاحد	٣/١٩	د. احمد حمودي	د. هيثم فالح	د. سيف عامر	د. اثير رعد	د. دعاء طه
الاثنين	٣/٢٠	د. تاميم اكرم	د. زينة عدنان	د. اثير رعد	د. فيس عبدالقادر	د. دعاء طه
الثلاثاء	٣/٢١	د. هيثم فالح	د. سيف عامر	د. علي عبد صالح	د. هدير جدوع	د. دعاء طه
الاربعاء	٣/٢٢	د. فراس صلاح	د. تاميم اكرم	د. مصطفى سعد	د. هيثم فالح	د. دعاء طه
الخميس	٣/٢٣	د. علي عبد صالح	د. غسق معن	د. احمد حمودي	د. فيس عبدالقادر	د. دعاء طه
الجمعة	٣/٢٤	د. مصطفى سعد	د. غسق معن	د. احمد حمودي	د. اثير رعد	د. دعاء طه
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الاحد	٣/٢٦	د. احمد حمودي	د. هيثم فالح	د. سيف عامر	د. اثير رعد	د. دعاء طه
الاثنين	٣/٢٧	د. تاميم اكرم	د. اثير رعد	د. مصطفى سعد	د. دعاء طه	د. دعاء طه
الثلاثاء	٣/٢٨	د. هيثم فالح	د. علي عبد صالح	د. سيف عامر	د. هدير جدوع	د. دعاء طه
الاربعاء	٣/٢٩	د. فراس صلاح	د. مصطفى سعد	د. هيثم فالح	د. اثير رعد	د. تاميم اكرم
الخميس	٣/٣٠	د. سيف عامر	د. احمد حمودي	د. غسق معن	د. علي عبد صالح	د. دعاء طه
الجمعة	٣/٣١	د. مصطفى سعد	د. غسق معن	د. احمد حمودي	د. اثير رعد	د. دعاء طه

د. احمد حمودي كريم
رئيس قسم الأشعة

مصادقة الدكتور
حيدر جاسم حمود
مدير مستشفى بعقوبة التعليمي
٢٠٢٣/٢/

نسخه منه الي:
دائرة صحة ديالى / قسم التفتيش / للتفضل بالاطلاع مع التقدير
مكتب مدير المستشفى
قسم الأشعة
الموارد البشرية. عمليات المستشفى
المتابعة. الاضبارة - البصمة - الاعاشة
امجد ٢٠٢٣/٢/٢١

فرع الجراحة - الأشعة (م.د. غسق معن خفر في مستشفى بعقوبة التعليمي)

⇒ Services Provided by the Main Departments

The main departments include the Department of Family and Community Medicine, which aims to promote public health and improve health care for community members through primary health care programs and educational seminars that are offered to the community, family and individuals.

The Department of Pathology provides diagnostic and scientific consultations through part-time work for its members in teaching hospitals. The Departments of Pharmacy, Biochemistry, and Medical Physiology provide consulting and research services to various sectors of society.

Moreover, the staff from the clinical and basic departments are actively involved with other staff colleges and with the health staff in conducting scientific research in different disciplines.

Updating the medical knowledge and skills of students and doctors

Training in the field of primary health care

The college recognized the importance of engaging students in primary care training. The goal was to graduate students who are able to diagnose, treat and prevent common health problems in their community. To achieve this goal, a portion of the fourth-year students' training has been directed to family medicine practice as well as a 4-week family medicine course conducted in family health centers for final year students in medicine. The goal is to allow students to practice clinical problems of medicine before graduation.

Services offered by graduate programs

The college has an enthusiastic graduate program. The goal is to meet the professional needs of the college as well as the community. Our college offers a master's degree in pediatrics and a master's degree in general surgery (the duration of study is two years).

The number of graduate students for the academic years:

Years	Number of Graduate Students	Degree
2012-2013	5	master's degree in general surgery
2013-2014	5	master's degree in general surgery
2014-2015	10	master's degree in general surgery (2) Higher Diploma Family Medicine (8)
2015-2016	22	Higher Diploma Medicine (3) Higher Diploma Family Medicine (8) M Sc. Microbiology (10) master's degree in general surgery(1)
2016-2017	23	M Sc. Microbiology (9) M.Sc. Pediatric (8) Higher Diploma Family Medicine (6)

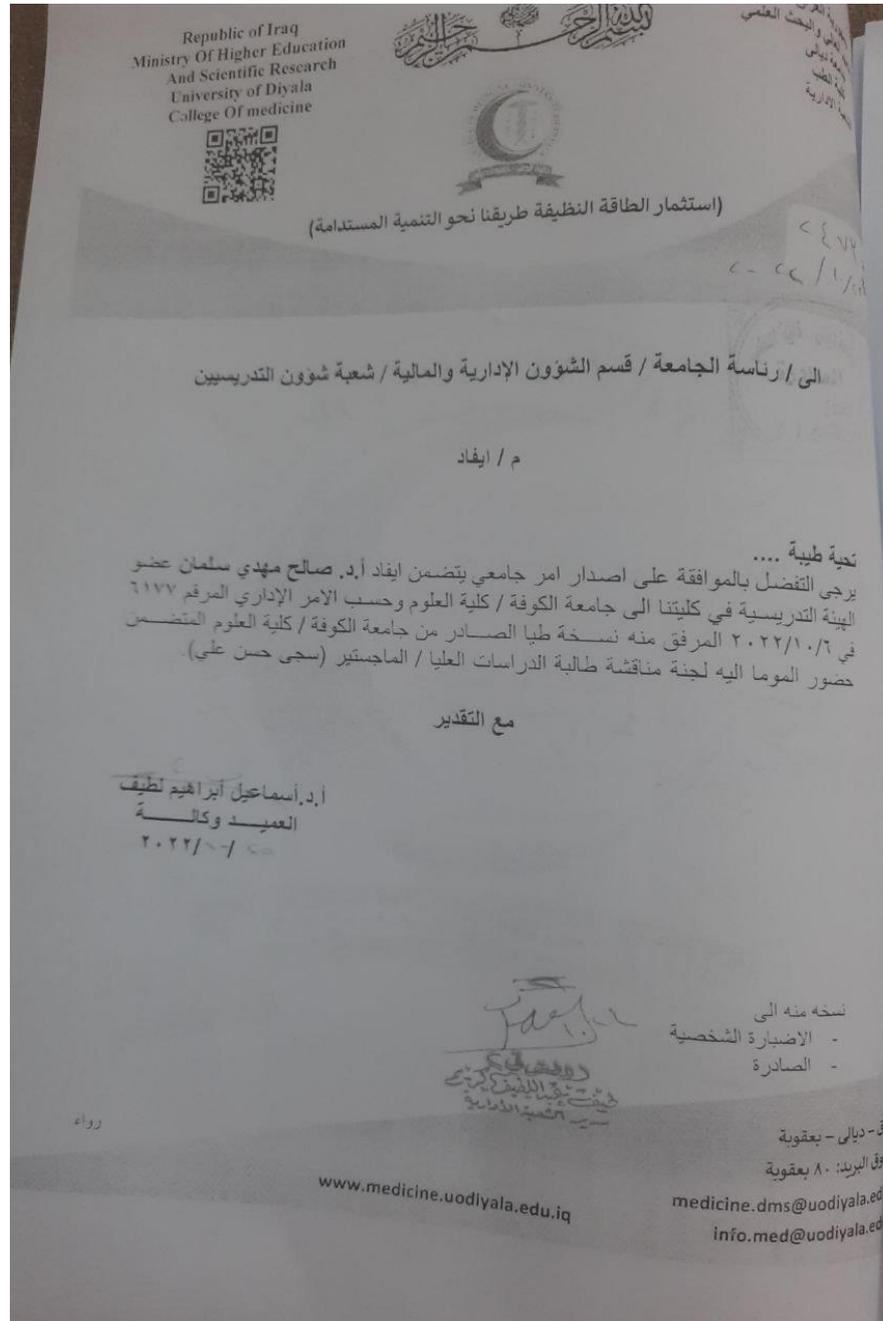
2017-2018	14	M Sc. Microbiology (11) Higher Diploma Family Medicine (1) Higher Diploma Medicine (2)
2018-2019	22	M Sc. Microbiology (15) M.Sc. Pediatric (2) Higher Diploma Medicine (1) Higher Diploma Family Medicine (2) master's degree in general surgery (2)
2019-2020	20	M Sc. Microbiology (14) Higher Diploma Family Medicine (6)
2020-2021	2	M.Sc. Pediatric (2)

Scientific Cooperation

The college recognized the importance of continuing medical education in providing updated knowledge and skills to physicians and other health workers. The need for this has become more urgent due to the outbreak of the Corona pandemic.

The college has established a good relationship with the Continuing Medical Education Center in the Diyala Health Department. It is to provide educational and training activities for health personnel to maintain and improve their professional competence by acquiring new knowledge and upgrading their skills to enhance the quality of health care. College staff are actively involved in the center.

•The College of Medicine has developed a wide range of active scientific cooperation with various distinguished national and international bodies, in addition to other medical colleges in Iraq, the Iraqi Council and the Arab Council for Medical Specialties.



Participate in discussing postgraduate research studies in other universities

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جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة ديالى
كلية الطب
الشعبة الإدارية

استثمار الطاقة النظيفة طريقنا نحو التنمية المستدامة

العدد: ٢١٨٧
التاريخ: ٢٠٢٢ / ١٢ / ٢٦

أمر اداري

جامعة ديالى شعبة الطب
الصادرة
العدد /
التاريخ / /

أستنادا للصلاحيات المخولة لنا
إشارة الى الأمر الجامعي المرقم ١٩٩٧٠ في ٢٠٢٢/١٢/١٨ الصادر من رئاسة جامعة ديالى /
قسم الشؤون الإدارية والمالية / شعبة شؤون التدريسيين.
تقرر: ايفاد الأستاذ الدكتور إسماعيل إبراهيم لطيف عميد كليتنا الى كلية الطب / الجامعة العراقية
كونه عضوا ومشرفا في لجنة مناقشة طالبة الدراسات العليا (عبير عائد عبد الأمير) / الماجستير
يوم الخميس المصادف ٢٠٢٢/١٢/٨
- انفاك المؤتمر اليه يوم الأربعاء الموافق ٢٠٢٢/١٢/٧ ب.ظ.
- بائتر المؤتمر اليه يوم الاحد الموافق ٢٠٢٢/١٢/١١ ق.ظ. كون يومي جمعة والسبت
المصادف ٢٠٢٢/١٢/١٠-٩ عطلة رسمية.

ينفذ امرنا اعتبارا من تاريخ الانفاك والمباشرة

أ.د. إسماعيل إبراهيم لطيف
العميد / وكالة
٢٠٢٢ / ١٢ / ٢٦

نسخه منه الى
الشعبة المالية مع التقدير
الاضبارة الشخصية
الصادرة

العراق - ديالى - بعقوبة
صندوق البريد: ٨٠ بعقوبة
medicine.dms@uodiyala.edu.iq
info.med@uodiyala.edu.iq

رءاء ٢٠٢٢

www.medicine.uodiyala.edu.iq

تدريسي من طب ديالى يترأس لجنة مناقشة ماجستير لمزيد من
التفاصيل متابعة الرابط التالي:
<https://medicine.uodiyala.edu.iq/?p=1...> See more



Active participation in international and regional scientific forums



جامعة ديالى
كلية الطب
College of Medicine



المستمر

READ MORE



10

أغسطس

السيد عميد الكلية يزور مدير
عام صحة ديالى



جامعة ديالى
كلية الطب
College of Medicine



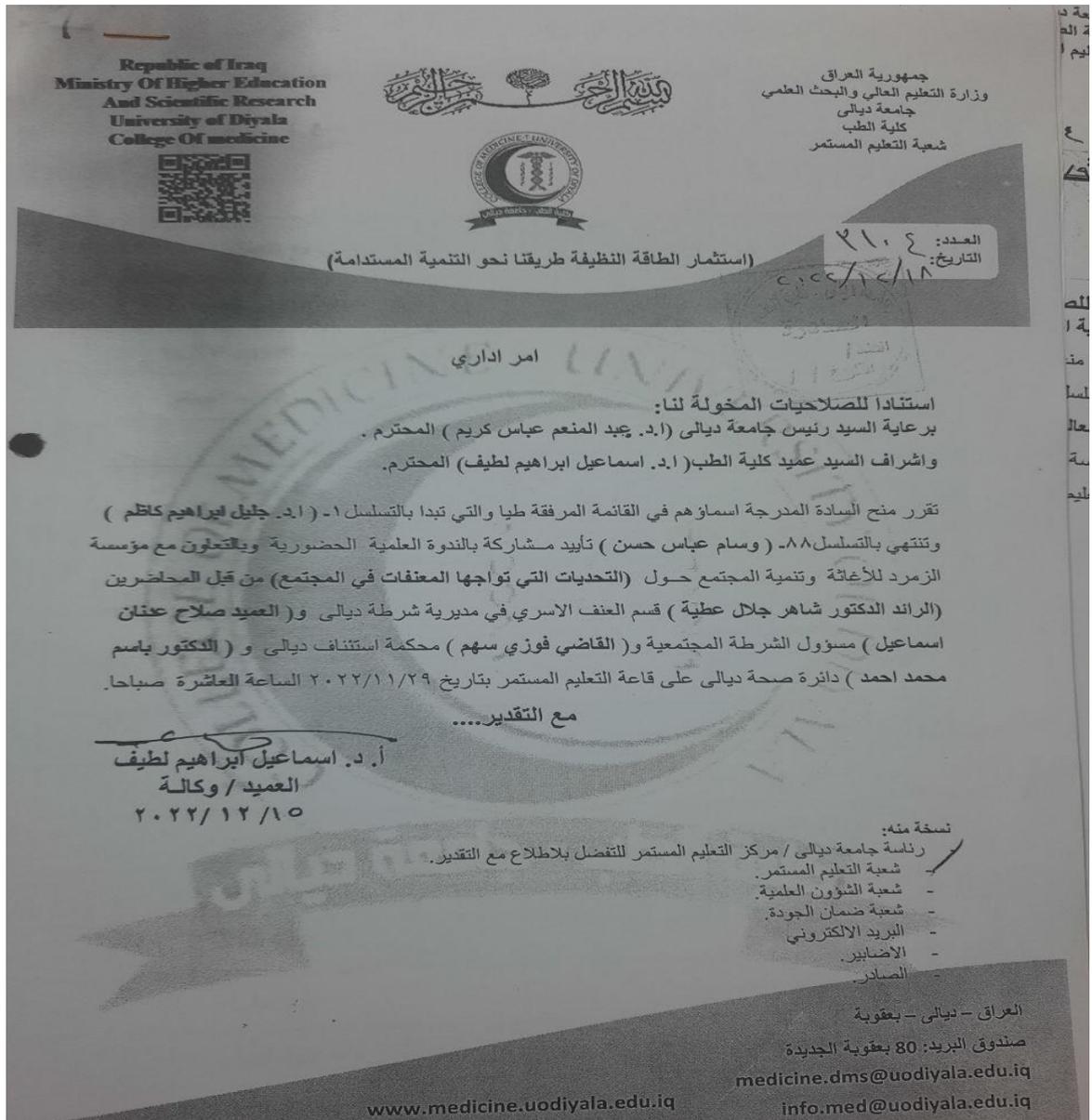
12

أبريل

عميد كلية الطب وعدد من
تدريسي الكلية يشاركون في
ندوة حوارية حول وباء كورونا
في دائرة صحة ديالى

Comments
COMMENT 0

Categories
اخبار الكلية



During the COVID19 outbreak, gathering and face-to-face activities became dangerous, but our college did not stop and the learning process continues in an electronic way (online) and also partly on campus with universal precautions.

Now in 2021-2022 most of our activities started again and many workshops and symposium achieved in this academic year

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College Of medicine

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة ديالى
كلية الطب
شعبة التعليم المستمر

العدد: ٨٠٨٢
التاريخ: ٢٠٢١/٥/٢١

حقوق الانسان شرعنا نحو المستقبل- جامعة ديالى منارة في خدمة المجتمع

امر اداري

استناداً على المخرجات المخولة لنا:
الحاقاً بالقرار الإداري رقم ١٠٤٠ بتاريخ ٢٠٢١/٥/٢٥ ضمن مبداء التعاون العلمي بين جامعة ديالى وجامعة زين
العابدين في ماليزيا تقرر منح السادة المدرجة أسماؤهم في القائمة المرفقة طياً والتي تبدأ بالتسلسل ١- (ا.د. جنيل
ابراهيم كاظم) وتنتهي بالتسلسل ٤٠- (تقوى سنالم محمد) تأييد مشاركة بورشة العمل حول (النهج الجراحي
لمرضى Covid-19 و آخر تحديث لتطوير الفاحات لفايروس Covid-19) من قبل المحاضرين (ا.د. اسماعيل
ابراهيم لطيف) عميد كلية الطب /جامعة ديالى و(ا.د. سعد محمود حسين الاركي) جامعة السلطان زين العابدين /
ماليزيا بتاريخ ٢٣-٢٤/٥/٢٠٢١ الساعة ٨:٤٥ مساءً .

مع التقدير ...

أ. د. اسماعيل ابراهيم لطيف
ع/عميد الكلية

رئاسة جامعة ديالى / مركز التطوير و التعليم المستمر للتفضل بلاطلاع مع التقدير.
شعبة التعليم المستمر.
شعبة ضمان الجودة.
الاضابير.
البريد الالكتروني.
الصادر

رسمياً ٢٠٢١

العنوان: العراق - ديالى - بعق
صندوق البريد: ٨٠ بعقوبة الجديدة
الموقع الالكتروني: www.medicine.uodiyala.edu.iq

Address: Iraq-Diyala-Baquba
Mail Box: 80 New Baquba
Website: www.medicine.uodiyala.edu

The Most Important Achievements and Activities

Since the establishment of the college and until 2022 DCM has graduated **1191** of Skillful Physicians with various specializations and given postgraduate degrees to 298 participants in different disciplines of medicine High Diploma (1 year), Higher Diploma (2 year), Master (2 years).



كلية الطب - جامعة ديالى

2 Jan · 🌐

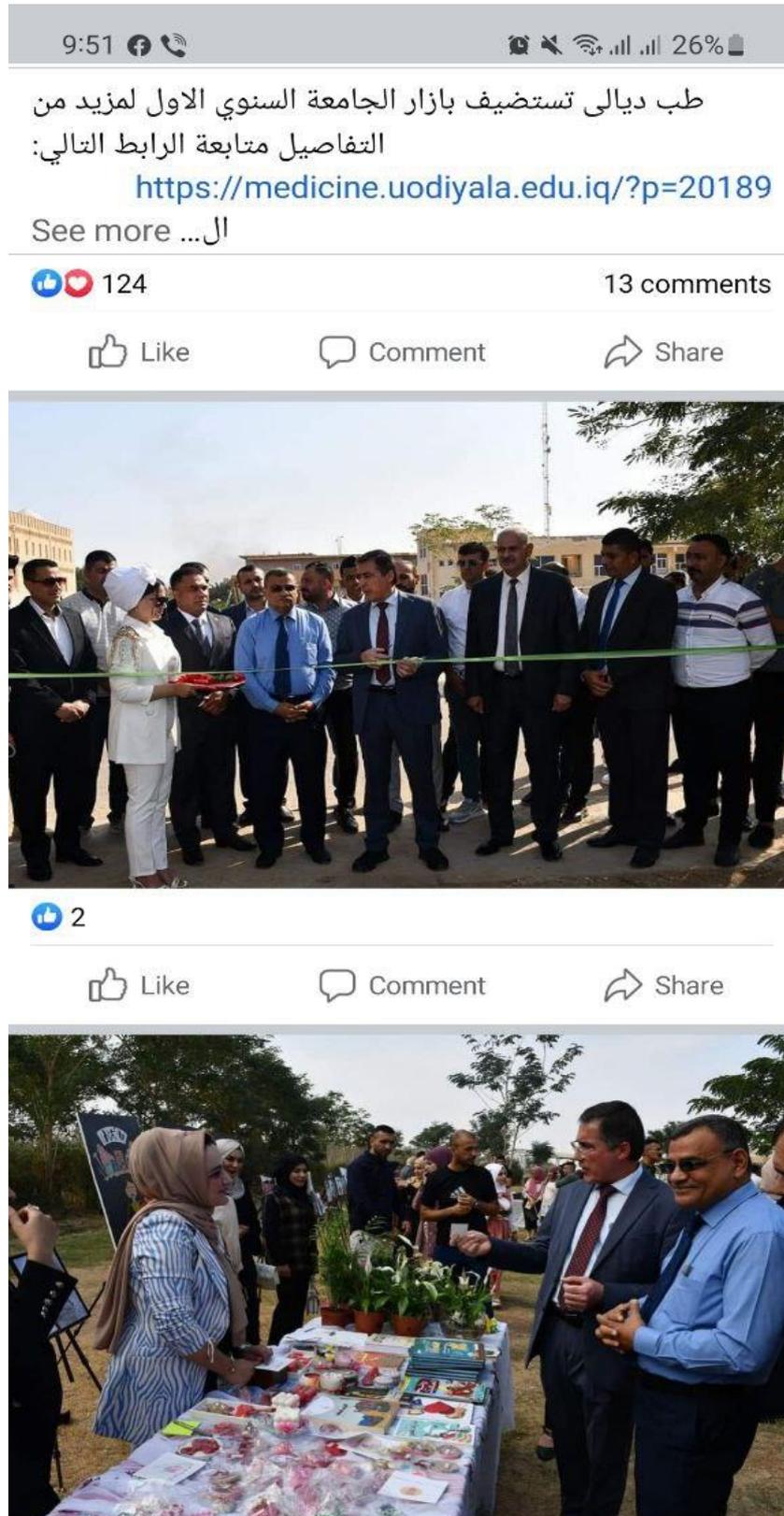
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طب ديالى تقيم ملتقاها العلمي الثاني لمزيد من التفاصيل
متابعة الرابط التالي:

<https://medicine.uodiyala.edu.iq/?p=2...> See more



The second scientific forum of the University of Diyala , college of Medicine (2-1-2022)



The annual bazaar of the University of Diyala college of Medicine (17-11-2022).



Social activity (Dean of college) in Iftar with medical student (Ramadan 2022)



15-11-2022 (welcoming ceremony for the first year students)



Part of the graduate students' presentation at the central celebration organized by the University of Diyala on the occasion of the graduation of its students for the academic year 2021-2022, the twenty-third batch (with knowledge builds homelands).



The second scientific conference of University of Diyala-college of medicine for graduate research under the slogan (Graduation research is an important pillar of scientific progress) in the presence of a number of members of the University Council and a group of researchers and those interested in medical affairs (11-5-2022).



Dean of college with a medical student in Major afforestation campaign. (10-3-2022)



Participation in the medical detachments to serve the visitors of the fortieth visit of
Imam Hussein(11-9-2022)

السيد العميد يتفقد الحالة الصحية لاحد موظفي الكلية.

<https://medicine.uodiyala.edu.iq/news?ID=2419>

<https://t.me/diyalamedicine>



The dean of the college inspects the health status of one of the faculty members in the hospital (14-4-2022).

طب ديالى تكرم أحد تدريسييها لإحالته على التقاعد.

<https://medicine.uodiyala.edu.iq/news?ID=2476>

<https://t.me/diyalamedicine>



The dean of the college honors one of the college's teachers for referring him to retirement (2-7-2022)

لإحالتها على التقاعد ... طب ديالى تكرم احدى منتسباتها.

<https://medicine.uodiyala.edu.iq/news?ID=2475>

<https://t.me/diyalamedicine>



The dean of the college honors one of the faculty members for referring her to retirement (2-7-2022)

طب ديالى تقيم حملة تطوعية عن التبرع بالدم لمزيد من
التفاصيل متابعة الرابط التالي:

<https://medicine.uodiyala.edu.iq/?p=2...> See more



The College of Medicine holds a voluntary blood donation campaign (22-12-2-22)

طب ديالى تقيم حملة توعية عن النظافة الشخصية للتلميذ
لمزيد من التفاصيل متابعة الرابط التالي:

<https://medicine.uodiyala.edu.iq/?p=2...> See more



The college of Medicine, University of Diyala, is holding an awareness campaign about
personal hygiene for students (10-1-2023)



كلية الطب - جامعة ديالى

22 Mar 2022 · 🌐

...

طب ديالى تطلق حملة توعية عن اضرار المخدرات.

<https://medicine.uodiyala.edu.iq/news?ID=2384>

<https://t.me/diyalamedicine>



The college of Medicine, University of Diyala, is holding an awareness campaign about drug damage (٢٢-٣-202٢)



The college of Medicine, University of Diyala, is holding an awareness campaign about Infection within hospitals. (٢٠-٣-202٢)



The college of Medicine, University of Diyala, is holding an awareness campaign about cholera (٢٠-11-202٢).

Achievements of the College of Medicine in relation to the members of the Academic Accreditation Committee

The Iraqi National Accreditation Council for Iraqi Medical Colleges applies accreditation standards in order to obtain the certification of the World Council for Accreditation of Medical Colleges (WFMNE) and the World Health Organization (WHO).

as a member of the academic and administrative body of the college; we can say that our college has been improved in the past few years in various academic aspects, and great improvement has been achieved in establishing new departments (such as the Department of Medical Education since 2016), updating the library and starting scientific partnerships with national and international institutes.

The College of Medicine at the University of Diyala began working on preparing a self-assessment report for program accreditation since 2013, in an effort to obtain academic accreditation.

As an initial step, the Dean of the College of Medicine formed committees that include a group of faculty members in the college to work on preparing a self-evaluation report and applying the standards approved by the National Council for Accreditation of Iraqi Medical Colleges and how to work to achieve the necessary requirements in order for the college to obtain academic accreditation.

During the frequent and regular meetings of the National Accreditation Committee with the Quality Assurance and University Performance Division in the college and under the direct supervision of the Dean of the College, the responses for each standard of academic accreditation were reviewed and prepared and linked to the message and vision of the College of Medicine and in accordance with the strategic plan prepared for this. Purpose In accordance with the declared objectives of the Faculty of Medicine stipulated in the strategic plan and directing efforts towards continuous improvement of the quality of

university education at the University of Diyala and the systematic evaluation of the curricula and scientific research and its development in the Faculty of Medicine.

Prof. Dr. Jalil Ibrahim (Scientific Associate), Lecturer Dr. Walid Khalid Muhammad (Accreditation Officer in the Quality Assurance Department), and Dr. Asmaa Abbas (Quality Assurance Division) attended the workshop that was held at the University of Baghdad from 15-17/11/2021 by the Iraqi National Accreditation Council for Iraqi Medical Colleges for members of the Liaison Committee and representatives of the National Accreditation Committee for Iraqi Colleges of Medicine, representative of the Ministry of Higher Education and Scientific Research. Professor Dr. Jalil Ibrahim and Asmaa Abbas were selected among the national assessor of the second meal.

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College Of medicine



No:

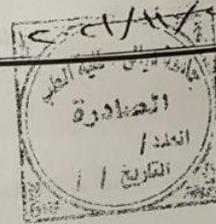
Date:

حقوق الإنسان شرعنا نحو المستقبل - جامعة ديالى منارة في عذمة المجتمع

كلية الطب
الادارة

العدد : ٢٥٧٠

التاريخ :



أمر أداري

استنادا للصلاحيات المخولة لنا

أشارة الى كتاب وزارة التعليم العالي والبحث العلمي جهاز الاشراف والتقويم العلمي دائرة ضمان الجودة والاعتماد الاكاديمي قسم الاعتماد ذي العدد ٢٩٧١ في ٢٠٢١/١١/٤ المتضمن قيام المجلس الوطني لاعتماد كليات الطب بعقد ورشة عمل تخصصية في مجال تقييم كليات الطب للمرشحين لعضوية فرق المقيمين الوطني المشار اليهم في كتاب الوزارة اعلاه للفترة من ٢٠٢١/١١/٢٢-٢١ على قاعة تعليم الجامعات الصغيرة مبنى العلوم الأساسية في كلية الطب جامعة بغداد.

أنفك السادة أعضاء الهيئة التدريسية في كليتنا المبينة أسماؤهم أدناه يوم الخميس الموافق ٢٠٢١/١١/١٨

ب.ب.ض

الأسماء

١- د. جليل إبراهيم كاظم

٢- م. د. أسماء عباس أجود

٣- م. د. وليد خالد محمد

ينفذ أمرنا اعتبارا من تاريخ الانفكاك

أ.د. أسماعيل إبراهيم لطيف
ع / العميد
٢٠٢١/١١/٢٦

نسخه منه الى
مكتب السيد معاون العميد للشؤون العلمية مع التقدير
فرع الفسلجة - الجراحة مع التقدير
شعبة ضمان الجودة مع التقدير
الاضبارة الشخصية
الصادرة

Address: Iraq-Diyala-Baquba
Mail Box: 80 New Baquba
Website: www.medicine.uodiyala.edu
E-Mail: info@medicine.uodiyala.edu.iq

العنوان: العراق - ديالى - بعقوبة
صندوق البريد: ٨٠ بعقوبة الجديدة
الموقع الإلكتروني: www.medicine.uodiyala.edu.iq
البريد الإلكتروني: info@medicine.uodiyala.edu.iq



Participation of Prof. Dr. Jalil Ibrahim in the evaluation visit of the College of Medicine, University of Duhok as a representative of the Iraqi National Accreditation Council for Iraqi Medical Colleges.



The college has started implementing a comprehensive quality management system within the university program to qualify the various faculties of the university, including the College of Medicine, to obtain a certificate of conformity (quality) since ٢٠٢٠.

جمهورية العراق
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شعبة الإدارة

Republic of Iraq
Ministry Of Higher Education
And Scientific Research
University of Diyala
College Of medicine

استثمار الطاقة النظيفه طريقنا نحو التنمية المستدامة

العدد: ٢٠٢٢/٥٩
التاريخ: ٢٠٢٢/٩/١٧

امر اداري

استناداً للصلاحيات المخولة لنا
نقرر توزيع مهام عمل السادة منتسبي (شعبة ضمان الجودة والأداء الجامعي) وحسب ما
مؤشر إزاء كل منهم في القائمة المرفقة طياً.

المرفقات
قائمة بالأسماء

ينفذ امرنا اعتباراً من تاريخ صدوره

أ.د. اسماعيل إبراهيم لطيف
العبيد / وكالة
٢٠٢٢/٩/١٧

نسخه منه الى
(شعبة ضمان الجودة والأداء الجامعي) للظم مع التقرير
الاضماره الشخصيه
الصادره

م.م. منار عبد الرزاق حسن

شعبة ضمان الجودة والأداء الجامعي

مهم شعبة ضمان الجودة والأداء الجامعي

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١٠	رنا عبد الستار خضر	تنظيم الاوامر الخاصة بالندوات وورش العمل والحلقات العلمية والمحاضر الجودة والطباعة / تنسيب الى شعبة التسجيل يوم واحد فقط (الاربعاء)

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وزارة التعليم العالي والبحث العلمي
جامعة ديالى
كلية الطب
شعبة ضمان الجودة والاداء الجامعي

العنوان: ٢٠٢٣/١/٢٦
الرقم: ٢٠٢٣/١/٢٦

استثمار الطاقة النظيفة طريقنا نحو التنمية المستدامة

أمر اداري

بإشراف السيد عميد كلية الطب (أ.د. اسماعيل ابراهيم لطيف) المحترم
وبرعاية السيد رئيس جامعة ديالى (أ.د. عبد المنعم عباس كريم) المحترم

تقرر منح السادة المدرجة اسماتهم في القائمة المرفقة طبا والتي تبدأ بالتسلسل (١-أ.د. اسماعيل ابراهيم لطيف) وتنتهي بالتسلسل (١٧-اكرام منعم) تأييد مشاركة بالورشه العمل الالكترونية حول (اجتماع الاعتمادية الخاصة بكلية الطب) من قبل المحاضرين (م.منار عبد الرزاق) و(م.م. وليد خالد محمد) بتاريخ ٢٠٢٣/١/٢٦ الثامنة مساءً.

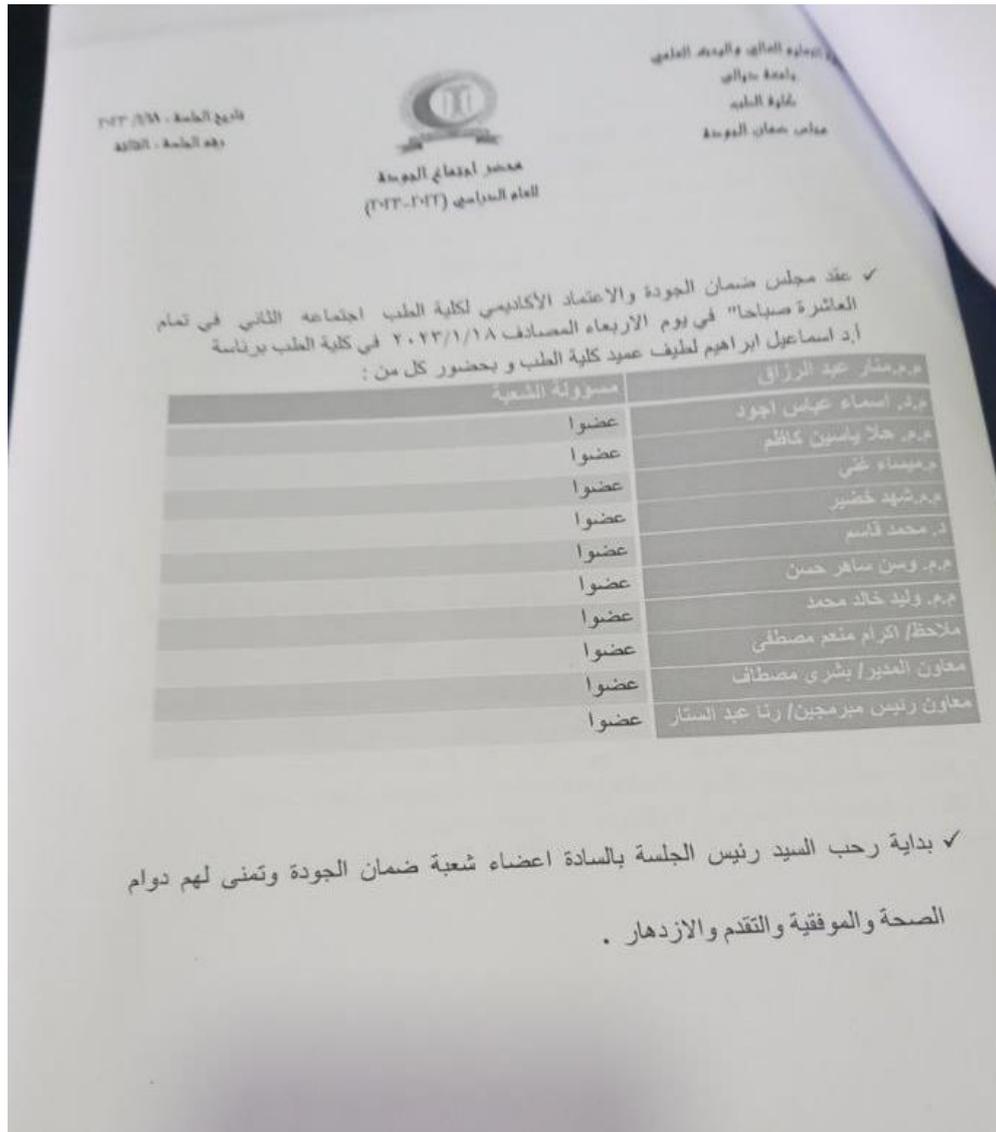
أ.د. اسماعيل إبراهيم لطيف
العميد/وكالة
٢٠٢٣/١/٢٦

م. منار عبد الرزاق
مستشار الجودة

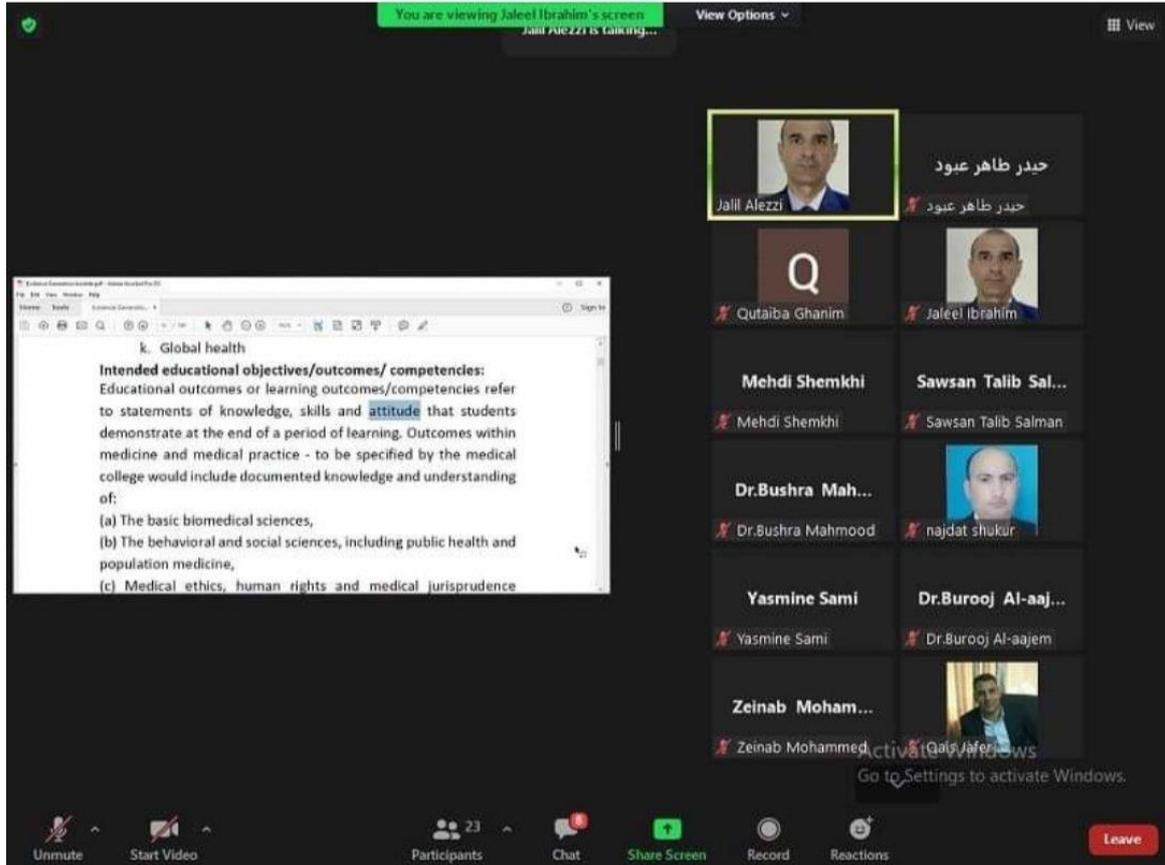
نسخة منه الى
- رئاسة جامعة ديالى / قسم ضمان الجودة والاداء الجامعي / مع التقدير.
- مكتب السيد العميد المحترم.....للتفضل بالاطلاع مع التقدير
- شعبة ضمان الجودة .
- الصادرة.

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Headed by the Dean of the College and the Department of Medical Education Development, they have held several workshops and training courses for faculty members.



طب ديالى تقيم ندوة علمية عن محاور الاعتماد الاكاديمي.
<https://medicine.uodiyala.edu.iq/news?ID=2397>
<https://t.me/diyalamedicine>



The screenshot shows a Zoom meeting interface. On the left, a presentation slide is displayed with the following text:

k. Global health
Intended educational objectives/outcomes/ competencies:
Educational outcomes or learning outcomes/competencies refer to statements of knowledge, skills and **attitude** that students demonstrate at the end of a period of learning. Outcomes within medicine and medical practice - to be specified by the medical college would include documented knowledge and understanding of:

- (a) The basic biomedical sciences,
- (b) The behavioral and social sciences, including public health and population medicine,
- (c) Medical ethics, human rights and medical jurisprudence

On the right, a grid of participants is visible, including:

- Jalil Alezzi (highlighted)
- حيدر طاهر عبود
- Qutaiba Ghanim
- Jaleel Ibrahim
- Mehdi Shemkhi
- Sawsan Talib Sal...
- Dr. Bushra Mah...
- Dr. Bushra Mahmood
- najdat shukur
- Yasmine Sami
- Dr. Burooj Al-aj...
- Zeinab Moham...
- Zeinab Mohammed

The bottom of the screen shows the Zoom control bar with options: Unmute, Start Video, Participants (23), Chat, Share Screen, Record, Reactions, and a Leave button.

Evaluation Strategy of the Academic Plan

All plans of the study programs, the teaching faculty and supporting staff will be assessed according to guidelines. Special attention will be paid to the curriculum, teaching facilities, research facilities, laboratories available, seminars, workshops, publications, and the library as well as to the ongoing capacity building across all the departments of the college.

Specific points to be addressed are:

Availability and condition of the building, lecture rooms, research labs and units, scientific journals, national and international scientific collaborations and specifying the academic and scientific needs of the college.

The Purpose of Evaluation

Detailed self-assessment to evaluate the performance of the college and identifying its strength points, limitations and the development potential in all academic and scientific aspects. The college's vision, mission, action plans and commitment to teaching and education as well social services will be addressed too.

Action- Plans of the Self-Assessment

1. Quality assurance and accreditation. The college should be well familiarized to these aspects by conducting seminars, workshops, lectures, and conferences. The goals of self-assessment should be well known to the administration staff of the college. All these will be subjected to periodic review and assessment. The guidelines of NCAMC should be followed with international criteria as much as possible to assess the students, curriculum evaluation and development.

The availability of resources and administration capacity of the college as well as the continuing professional development will be monitored.

2. Nomination of the self-assessment committees
3. Guidelines and criteria to be adopted according to NCAMC guidelines (2016).
4. Collection of data

This includes all the following

- A. Records, documents and evidences of the establishment of the college.
- B. Observation notes of the self-assessment committee
- C. Questionnaires forms of NCAMC to be used
- D. Interviewing the faculty members of the college as well as the staff and students to recognize the strengths and weaknesses of the college and those on the teaching processes.
- E. Corrective measures should be considered and the college request could be temporarily delayed until all the requirements are met.

5. Data analyses

All information should be analyzed and subjected to analysis. The cut-off point will be the score of 50%. The required strength score should be 79% and more.

All the points of analyses should be discussed with the council of the college and selected faculty as well as the students.

6. Reporting the results of self- assessment to NCAMC.
7. The report should be approved by the council of the College of Medicine
8. The report should be finally approved by the Council of the University of Diyala.
9. Corrective measures and modifications should be taken in all academic and scientific aspects of the college according to the recommendations of the final report.
10. Repeating the self- assessment annually.

Chapter Two: The Nine Standards

Area One: Mission and Outcome

1.1 MISSION

Basic standards: The medical college **must**

1.1.1. State its mission.

The college has its mission statement that includes the college's vision and educational outcomes. **Annex (1.1.1.a)** shows an administrative order of the college's mission statement in Arabic (**Annex: 1.1.1.b**) and English (**Annex :1.1.1.c**). **Annex (1.1.1.d)** shows minutes of meeting in which the college's council approved the statement. The college started working on its mission in 2009 when the committee of vision, mission, and outcomes was established, as shown in (**Annex: 1.1.1.e**). A new committee was established for updating the college mission and outcomes at the end of 2021 in order to comply with the requirements and national standards for accreditation of medical colleges that have been outlined, described, and revised by the National Council of Accreditation of Medical Colleges (NCAMC), **Annex: (1.1.1.f)**. **Annex (1.1.1.f1)** shows an administrative order that indicates adding representatives of students to the committees responsible of the accreditation process in the college. The committee held several meetings (**Annexes:1.1.1.g1, 1.1.1.g2, 1.1.1.g3, 1.1.1.g4, 1.1.1.g5, and 1.1.1.g6**) to discuss the details of the college's mission and outcomes, which were revealed by the document's most recent revision (**Annexes: 1.1.1.b and 1.1.1.c**).

Mission Statement and Outcomes:

Mission

Our college seeks to get the international accreditation, rise to the global level in terms of the outcome's quality, and graduate medical doctors who are highly effective in patient care, medical education research, and community service.

Outcomes

- Achieving of quality standards and medical accreditation according to IGL derived on the basis of scientific institutional quality standards.
- Graduating medical doctors, with a bachelor's degree in medicine and general surgery, who will be well-prepared to conduct a patient examination, diagnose the disease, and dispense treatment on a scientific and medical basis, advanced clinical, and professional knowledge, skills, and attitudes they need to practice in an ethical manner to provide excellent health services and enable them for long life learning.
- Following graduation, our students will be able to work in a multidisciplinary team in health sector to ensure the team's optimal functioning and effective patient outcomes.
- Preparing doctors who will be able to interact in the workplace and solve urgent problems in response to the needs of the health delivery system/ society and changing circumstances which make them capable of working in Iraq and internationally, as well as pursuing postgraduate study and training in any medical branch.
- Graduating doctors with high skills and knowledge in conducting scientific research in basic, clinical, behavioral, and biomedical fields.
- Encouraging faculty, staff, and students to enhance their technical skills and utilize information and communication technology to convey knowledge, produce scientific research, and create curricula for educational programs.
- Implementing a development program for the faculty and staff.

The aforementioned outcomes are getting fulfilled through:

- The medical curriculum which is a traditional curriculum. Students, who finished their high school study begin their medical education with three years of 'pre-clinical' study, which includes studying the basic medical sciences such as anatomy, physiology, biochemistry..., etc. Then, they go on to a three-year 'clinical' study in which they get trained in hospitals under the supervision of specialists while also

attending lectures in various clinical fields. Curriculum committee and medical educational unit monitor, evaluate, and modify the educational curriculum in response to the social and global health demands.

- Teaching and learning methods which include: theoretical lectures using various visual aids, practical application of the medical concepts in laboratories and teaching hospitals, seminars, and solving scientific and medical problems by discussing them in small groups. We have lately started using blended learning as a new approach.
 - Activating participation, coordination and integration between the college and the community by holding conferences, seminars, courses, and symposium to discuss health and scientific issues.
 - Assessing the students fairly and effectively on a regular basis and receive continuous feedback to achieve the desired learning outcomes and enhance their performance each academic course.
 - Establishing cultural exchange relations with academic institutions and professional organizations worldwide, including those in the Arab world
- Diyala Medical College first established its mission statement in 2009 (**Annex:1.1.1.e**), which was amended more than one time. The college council gave its approval to the modified mission statements. The last version of the mission and outcomes of the college was in 2022 (**Annexes: 1.1.1.b and 1.1.1.c**).
- In order to accommodate the growing number of students, Diyala Medical College built new halls and labs, OSCE and Skills labs, extended existing halls and labs, established a medical education department, developed the learning and computer skills of the faculty and staff, and collaborated with the Diyala General Directorate of Health and Teaching Hospitals to provide all the facilities required to achieve its mission and outcomes.

➤ **1.1.2. Make it known to its community and the health sector it serves.**

Diyala Medical College made its new mission and outcomes known to the community, including the faculty, staff, medical students, health sector, teaching hospitals, and other stakeholders. For the benefit of all faculty, employees, students, and visitors to the college, the mission and outcomes are clearly posted in posters throughout the different buildings of the college. Same posters are distributed in the teaching hospitals as well

(Annex:1.1.2.a). They are also available online at the official college website (Annex: 1.1.2.b): <https://medicine.uodiyala.edu.iq/home/en/objectives-vision-and-message/>

The community and all other linked sectors were also made aware of the old version of the college's vision, mission, and objectives (VMO) (Annexes:1.1.2.c and 1.1.2.d). A feedback from the faculty, staff, and students was gathered in order to build the goal and outcomes and integrate their point of view in the mission and outcomes of the college (Annex: 1.1.2.e).

1.1.3. The medical college must in its mission outline the aims and the educational strategy resulting in a medical doctor

1.1.3.1. The medical college must in its mission outline the aims and the educational strategy resulting in a medical doctor **competent at a basic level** (Annexes: 1.1.1.b and 1.1.1.c).

1.1.3.2. The medical college must in its mission outline the aims and the educational strategy resulting in a medical doctor **with an appropriate foundation for future career in any branch of medicine** (Annexes: 1.1.1.b and 1.1.1.c).

1.1.3.3. The medical college must in its mission outline the aims and the educational strategy resulting in a medical doctor **capable of undertaking the roles of doctors as defined by the health sector** (Annexes: 1.1.1.b and 1.1.1.c).

- 1.1.3.4. The medical college must in its mission outline the aims and the educational strategy resulting in a medical doctor...**prepared and ready for postgraduate medical education** (Annexes: 1.1.1.b and 1.1.1.c).
- 1.1.3.5. The medical college must in its mission outline the aims and the educational strategy resulting in a medical doctor **committed to life-long learning** (Annexes: 1.1.1.b and 1.1.1.c).

Note: A survey was conducted on college's faculty, staff, and students about using the mission statement in curriculum design. The results are shown in **Annex: 1.1.3.**

1.1.4 The medical college must consider that the mission encompasses the health needs of the community, the needs of the health care delivery system and other aspects of social accountability. This standard has been clarified in the mission statement of the college (Annexes: 1.1.1.b and 1.1.1.c).

Quality Development Standards:

- 1.1.5 The medical college should ensure that the mission encompasses medical research attainment:** this has been stated in the mission and outcomes document (Annexes: 1.1.1.b and 1.1.1.c).
- 1.1.6 The medical college should ensure that the mission encompasses aspects of global health:** this has been stated in the mission and outcomes document (Annexes: 1.1.1.b and 1.1.1.c).

1.2. Institutional Autonomy and Academic Freedom

Basic Standards: the medical college **must** have institutional autonomy to:

- 1.2.1. formulate and implement policies for which its faculty/academic staff and administration are responsible, especially regarding:**

1.2.1.1 design of the curriculum: Annexes (1.2.1.1.a1, 1.2.1.1.a2, and 1.2.1.1.b) show official administrative orders of curriculum committee construction. The curriculum committee held several meetings to design and develop the curriculum (Annex: 1.2.1.1.c). Annexes (1.2.1.1.d, 1.2.1.1.e, and 1.2.1.1.f) show some documents that are relevant to the curriculum committee. The curriculum of the college was designed as traditional one that connects the basic sciences with the clinical aspects. Annex (1.2.1.1.g) shows that the committee of the first standard (mission and outcomes) has suggested some points and aspects to be included in the meetings of the curriculum committee.

1.2.1.2 use of the allocated resources necessary for implementation of the curriculum: the college has built labs/halls and provided them with the necessary and advanced requirements, in addition to extending of the old ones which all show that the college has a freedom in allocating its budget for implementation of its curriculum. Annexes: (1.2.1.2.a, 1.2.1.2.b1, and 1.2.1.2.b2) show that the college communicated with the construction and projects department in the university about designing and building two halls for students in the college.

Quality Development Standard:

The medical college **should** ensure academic freedom for its staff and students in:

1.2.2. addressing the actual curriculum: Annex (1.2.1.1.a1) shows that the students have representatives in the curriculum committee. Results of a questionnaire are available which show participation of students in developing the curriculum (annex: 1.2.2).

1.2.3 exploring the use of new research results to illustrate specific subjects without expanding the curriculum: interactive lectures including new research were used.

1.3 Educational outcomes:

Basic standards: the medical college **must**:

1.3.1. define the intended educational outcomes that students should exhibit upon graduation in relation to:

- 1.3.1.1. their achievements at a basic level regarding knowledge, skills, and attitudes.
- 1.3.1.2. appropriate foundation for future career in any branch of medicine.
- 1.3.1.3. their future roles in the health sector.
- 1.3.1.4. their subsequent postgraduate training.
- 1.3.1.5. their commitment to and skills in life-long learning.
- 1.3.1.6. the health needs of the community, the needs of the health care delivery system and other aspects of social accountability.

1.3.2. The medical college must ensure appropriate student conduct with respect to fellow students, faculty members, other health care personnel, patients and their relatives: It has been mentioned in the outcomes document of the college that the ethical manner is important part that all doctors must have after graduation (**Annexes :1.1.1.b and 1.1.1.c**).

1.3.3. The medical college must make the intended educational outcomes publicly known: the educational outcomes document is available online (**Annex: 1.1.2.b**), in addition to the presence of survey results from different stakeholders, students, and staff (**Annex: 1.1.2.e**). Posters of the college's outcomes are distributed in more than one place in the college and teaching hospitals (**Annex:1.1.2.a**).

Quality Development Standards:

The medical college should:

1.3.4. specify and coordinate the linkage of acquired outcomes by graduation with acquired outcomes in postgraduate training: this has been mentioned in the mission and outcomes document (Annexes :1.1.1.b and 1.1.1.c).

1.3.5 The medical college should Specify intended outcomes of student engagement in medical research: this standard has been mentioned in the outcomes document of the college (Annexes :1.1.1.b and 1.1.1.c).

1.3.6 The medical college should Draw attention to global health related intended outcomes: this standard has been mentioned in the outcomes document of the college (Annexes :1.1.1.b and 1.1.1.c).

1.4 Participation in Formulation of Mission and Outcomes:

Basic standards: The medical college must

1.4.1 ensure that its principal stakeholders participate in formulating the mission and intended educational outcomes: the dean, the faculty council, members from curriculum committee, representative of students, representative from the presidency of university of Diyala (head of the quality assurance department) are all participated in developing the mission and outcomes of the college (Annexes:1.4.1.a and 1.4.1.b).

Quality Development Standards:

1.4.2 The medical college should ensure that the formulation of its mission and intended educational outcomes is based also on input from other stakeholders: the administrative order that the college issued on July 16th , 2023 (Annex: 1.4.1.a) shows that other stakeholders are participants in the formulation of the college's mission

statement. Representative of the doctor syndicate, representative of the academic's syndicate, director general of the health department in Diyala governance, managers of the teaching hospitals where the students are getting their training sessions, representative of Diyala governorate council, and representative of the civil society are parts of other stakeholders that have participated in developing the mission and outcomes of the college (**Annex: 1.4.1.a**). **Annex (1.4.2.c)** shows the response of Diyala governorate to the college of the medicine about their representative as other stakeholder. The official communications between the college and other stakeholders are shown on **annexes: 1.4.2.d1 and 1.4.2.d2**. Copies of the mission statement of the college in Arabic and English are shown on annexes: **1.4.2.d3 and 1.4.2.d4**.

Area 2

Educational Program

2.1 FRAMEWORK OF THE PROGRAM

Basic standards: The medical college must

2.1.1. Define the overall curriculum.

The College of Medicine, Diyala University, opened its doors to students in the academic year 2004-2005. The educational program of the college was the classic 6-year discipline-based curriculum. The first 3 years deal with basic sciences and the second 3 years deal with clinical sciences through specialized departments (departments of surgery, internal medicine, pediatrics, community medicine, obstetrics and gynecology). Each department (branch) arranges separate theoretical and clinical exams that end with certifying graduates with a M.B.Ch.B degree. **Annex 2.1.1.(a)**

The aim was to provide graduates with proper learning opportunities to enhance safe practice, critical thinking, prepare and support students to take responsibility for their learning process and lifelong learning.

2.1.2 Use a curriculum and instructional/learning methods that stimulate prepare and support students to take responsibility for their learning process.

Our curriculum support students centered learning in the following themes:

1. **Large group teaching:** the classical curriculum tries to achieve the following actions in this theme.

The large group sessions are presented in the large halls of the college the styles of the lectures are constructed to stimulate critical thinking and to make students actively involved in the learning process increasing their responsibility by the following mechanisms:

1. The lectures delivered to students at before the lecture date online.

2. Course books are provided to students before the lecture date.
3. The lectures are built around a problem if suitable or linked to a clinical problem even in the early stages or started by a problem to stimulate brain storming. The teaching staff are trying their best to make the lecture interactive by encouraging the students to share in the discussion during the lectures
4. The lectures concentrate on the learning objectives as the main aims not on the context (the students must understand that the learning objective are the needed goals not memorizing the text)
5. Each slide of the power point presentation represents one learning objective
6. Students must understand that the assessment will be built on the objectives of the lectures not the text of the lectures
7. The lectures must be integrated with the small group discussion and clinical sessions, not as separate lectures. This is strictly applied in the integrated curriculum and partially in the classical curriculum.
8. References are provided for the subjects to stimulate student centered learning.
9. Tasks are given to students at the end of the lecture to stimulate student centered learning through private work and group home work.
10. Utilizing audiovisual aids to stimulate deeper thinking.

Annex 2.1.2 (a,b,c,d,e,f).

2. **Small Group Teaching (SGT):** Constitutes a major component of the integrated curriculum in both phases of the curriculum. (Not applied in the classical curriculum). The students are divided into small groups and given tasks and programmed learning experience that stimulate self-directed learning and Teamwork which are a vital element of medical practice. Students will share knowledge and skills and promote effective learning. Annex 2.1.2.(b)

3. **Bedside learning:** Both curriculum the classical and the integrated have a comprehensive program of bed side learning. This insures early clinical exposure for students, enhance their clinical examination skills and communication skills. at the classical curriculum student's main bedside learning will be at the 4th 5th and 6th year.

Annex 2.1.2(c)

4. **Seminars and Tutorials:** Embedded in the curricula of each of our curricula, these learning methods stimulate student-centered learning and encourage lifelong learning: The Medical Education Unit (Medical Education Unit) created problem-solving sessions that were built around a case scenario and applied to years 4 to 6. Annex 2.1.2(d)

5. **Online learning:**

Online Learning the college of Medicine has a very effective online website learning (Google Classroom) that is helpful because:

- a. Students can get access to the learning materials, lectures and course books before the learning sessions start this will make students aware of the learning issues needed from the an provide an opportunity for self-directed learning.
- b. Tasks and homework can be arranged
- c. Formative assessments can be held
- d. References can be uploaded for students
- e. Discussion form and feedbacks can be obtained

Annex 2.1.2(q)

2.1.3 Ensure that the curriculum is delivered in accordance with principles of equality.

The classical curriculum through the role model of the teachers concentrate on the equal treatment of staff and students irrespective of gender, ethnicity, religion, socioeconomic status, and taking into account physical capabilities.

Students are treated equally at the lectures, small group teaching halls, clinical settings and all over the college amenities.

Regarding the admission policy all students with no discrimination have the right to study in our college based on a central ministry policy depending on their grades in the 6th year 2ry School. The college has no authority to change, accept or refuse any student. Annex 2.3.1(a,b,c)

2.1.4 The medical college should ensure that the curriculum prepares the students for life-long learning.(LLL)

Our curriculum is constructed around the principle of lifelong learning and encourages students directed type of learning through the following:

Small group teaching, self-directed studies and tasks, tutorial and seminars presented by students, clinical problem solving and case-based learning conducting dissertation.

Annex 2.1.4

2.2 Scientific Method

Basic standards: The medical college must

2.2.1. Throughout the curriculum teach

2.2.1.1. The principles of the scientific method, including analytical and critical thinking.

2.2.1.2. Medical research methods.

2.2.1.3. Evidence-based medicine.

2.2.1. The college of medicine teaches the principles of scientific method, including analytical and critical thinking throughout the curriculum (**annex 2.2.1.1.**).

2.2.1.2. The college of medicine teaches the principles of medical research methods covered by the courses of medical statistics, public health, epidemiological aspects and its branches. The medical students learn basic study design and the principles of medical statistics, and made the students involved and participate in minor research projects for the second year and represent a dissertation, which discussed by committees, this is applied in living with long term condition program (**annex 2.2.1.2 a,b**).

2.2.1.3. The college of medicine teaches the principles of evidence-based medicine through the courses on critical appraisal. (**annex 2.2.1.3**).

2.3 BASIC BIOMEDICAL SCIENCES

Basic standards: The medical college must

2.3.1. in the curriculum identify and incorporate the contributions of the basic biomedical sciences to create understanding of

2.3.1.1. scientific knowledge fundamental to acquiring and applying clinical science.

The medical college adopted system that includes the of basic and clinical sciences.

Phase I (1-3 first years) that mainly concentrate on basic science like Histology, Biochemistry, Anatomy, Physiology, Pharmacology and their contribution to clinical sciences including varies clinical sciences in correlation to GIT, Neurology, Urinary system, Respiratory...etc.

Phase II mainly concentrate on clinical science with less contribution from basic sciences than phase I annex (2.3.1.1)

2.3.1.2. Concepts and methods fundamental to acquiring and applying clinical science

Quality development standards: The medical college should

2.3.2. in the curriculum adjust and modify the contributions of the biomedical sciences to the

2.3.2.1. Scientific, technological and clinical developments.

2.3.2.2. Current and anticipated needs of the society and the health care system.

2.3.2.

2.3.2.1. The whole curriculum had been changed to suite the application with new accreditation requirement through introduction of new integrated subjects (including different modules), new skills (utilizing skill labs), and techniques (simulated lab) and other new technological equipment in anatomy. (Annex 2.3.2.1)

2.3.2.2. college manipulates the curriculum according to meet the society and the community need to make students more familiar with the local health problems. As an example; introduction of 2 weeks courses in primary health care centers (annex2.3.2.2):

2.4 Behavioral and Social Sciences, Medical Ethics and Jurisprudence

2.4.1. The curriculum must identify and incorporates the contributions of the:

2.4.1.1. Behavioral Sciences

2.4.1.2. Social Sciences

2.4.1.3. Medical ethics

2.4.1.4. Medical jurisprudence

Traditional system:

Those aspects are fulfilled. Behavioral and social sciences which highlight the correlation between health and behaviors, and communication skills are given by the department of

Family and Community medicine in the 4th year. The communication skills are also learned at family health center using role play and real patients Annex 2.4.1.1 (a,b).

Medical ethics are learned in the 4th year in Forensic medicine course (Annex 2.4.1.1.(c). Training for clinical decisions and professionalism are conducted all through clinical sessions of 4th, 5th and 6th year by teachers who act as role models Annex 2.4.1.1- 4(d,e).

2.4.2. The medical college should adjust and modifies the contributions of the behavioral and social sciences as well as medical ethics and medical jurisprudence to

2.4.2.1. Scientific, technological and clinical developments.

2.4.2.2. Current and anticipated needs of the society and the health care system.

2.4.2.3. Changing demographic and cultural contexts.

Traditional system

Our traditional curriculum is relatively fixed. We have, however, some limited mechanism to change related courses according to changes in the community. This might be achieved from feedbacks of some studies conducted in the college regarding community health needs. Annex 2.4.2 (a.b.c)

2.5 CLINICAL SCIENCES AND SKILLS

Basic standards: The medical college must:

2.5.1 In the curriculum identify and incorporate the contributions of the clinical sciences to ensure that students:

2.5.1.1. Acquire sufficient knowledge and clinical and professional skills to assume appropriate responsibility after graduation.

In the classical system started the clinical aspects from the 4th year and continue. The main clinical sessions and skills are in 6th class. **Annex 2.5.1.a**

2.5.1.2. Spend a reasonable part of the program in planned contact with patients in relevant clinical settings

In the classical system: at the academic year 3 stages remain using this system (4th ,5th and 6th)

In year four the students practice taking history and performing physical examination of selected clinical problems in medical, surgical specialties.

In year four the student's Clinical session learns the student how to apply the subjects which take in theory to clinical practice, and know how to do neurological examination, how to examine the patient with rheumatological, renal and hematological disease, and deal with acute common emergency and management of common diseases and venerology (STD).

In year six the students are enrolled in clinical attachment at major clinical disciplines and their emergencies with part time clinical shadowing.

annex 2.1.1.b

2.5.1.3. Experience health promotion and preventive medicine.

Diyala medical college introduced health promotion and preventive medicine as part of clinical training and our students will experience clinical contact at the primary health care level and visited the primary care center and had clinical training there

In the classical system, the students start from year four to know the principles of Public health, then during their primary health care centers visiting in community medicine subject, and practice the prevention and health promotion as a part of training in family medicine for 4 weeks at the primary health care during year six. Annexes 2.5.1.c.

2.5.2. Specify the amount of time spent on training in major clinical disciplines.

About the classical system, from year three, the clinical sessions in medicine and surgery have the same time equal to each other about 90 hours /year. From year four on word starting to have clinical sessions and most of their study time is in the major clinical disciplines according to the total units for each subject, as the theory time is half of the practical time. (2.5.2.b).

2.5.3. Organize clinical training with appropriate attention to patient safety.

In the curriculum of Diyala medical college, the appropriate attention to patient safety was organized in the clinical training. All the training activities are done under supervision. The students are trained on safe handling of tissue samples and lab materials. Students are trained on self and patients' protection skills (hand washing, wearing gloves and surgical gowns). Minor procedures are performed under strict supervision Invasive procedures are done in skill lab on dummies. They are not allowed to prescribe or change medications. (Annex 2.5.3).

Quality development standards: The medical college curriculum should:

2.5.4. Adjust and modify the contributions of the clinical sciences to the:

2.5.4.1. Scientific, technological and clinical developments.

The clinical sciences courses, modules and blocks respond partially to the changes in **Scientific, technological and clinical developments.** The college evaluates the performance of the teaching materials and possibility of modifying and adjusting according to the needs and availability of resources to improve the clinical skills training by using simulators (skill lab). This lab contains different types of models. It is used regularly by many of the modules and blocks.

(Annex 2.5.4.1) .

2.5.4.2. Current and anticipated needs of the society and the health care system.

2.5.4.2. the medical college includes current and anticipated needs of the society and the health care system cooperation with the health authority is present to determine the future needs.

2.5.5. Ensure that every student has early patient contact gradually including participation in patient care.

In the Diyala medical college curriculum, the medical college ensures that every student has early patient contact gradually including participation in patient care according to their attendance as an observant. This early patient contact is practiced through living with long term condition and clinical skills foundation coarse (annex 2.5.5).

2.5.6. Structure the different components of clinical skills training according to the stage of the study program.

Our college scheduled the clinical skills throughout the 6 years according to the medical education department and curriculum committee recommendations and the clinical skills foundation course(Annex 2.5.6 a,b) .

2.6. PROGRAMME STRUCTURE, COMPOSITION AND DURATION

Basic standard: The medical college must

2.6.1. Describe the content, extent and sequencing of courses and other curricular elements to ensure appropriate coordination between basic biomedical, behavioral and social and clinical subjects.

The classical curriculum: It is 6 years discipline-based curriculum.

The first 3 years dealing with basic sciences and the 2nd 3 years dealing with the clinical sciences through specialized departments (Departments of Surgery, Medicine, Pediatrics, Community medicine, Gynecology and obstetrics). Each department arranges separate theoretical and clinical exams ending with certifying the graduates with M.B.Ch.B degree(refer to the [annex 2.5.5](#)).

Detailed description of the contents is present in the Syllabus (refer to the classical curriculum syllabus **annex 2.3.1.1**). This curriculum is a discipline bases curriculum and to ensure appropriate coordination between basic biomedical, behavioral and social and clinical subjects the college have introduced several changes in the curriculum application.

2.7 PROGRAMME MANAGEMENT

Basic standards: The medical college must

2.7.1. Have a curriculum committee, which under the governance of the academic leadership (the dean) has the responsibility and authority for planning and implementing the curriculum to secure its intended educational outcomes.

Our college has a curriculum committee composed of members including the dean and the head of medical education department and head of scientific department's official orders.

The committee has a wide authority to plan and implement the curriculum follow up and monitor the learning process and taking the necessary changes needed. Annex 2.7.1

2.7.2. In its curriculum committee ensures representation of staff and students

Our curriculum committee includes staff and students' representative. Annex 2.7.2

Quality development standards: The medical college should

2.7.3. through its curriculum committee plan and implement innovations in the curriculum.

Our college curriculum committee has a periodic meeting to discuss issues related to planning and innovations in the curriculum. Annex 2.7.3

2.7.4. In its curriculum committee include representatives of other

The steering committee of our college accreditation involves stake holders' members from outside the college staff including health directorate, physician syndicate and other community representatives. Annex 2.7.4

2.8 LINKAGE WITH MEDICAL PRACTICE AND THE HEALTH SECTOR

Basic standard: The medical college must

2.8.1 Ensure operational linkage between the educational program and the subsequent stages of education or practice after graduation.

Diyala medical college curriculum of our college have a strong operational linkage between the educational program and the subsequent stages of education or practice after graduation. Through the following mechanisms:

1. A memorandum of cooperation between the college and the health.

Annex 2.8.1.(d)

2. Our students already spend a major part of their training courses in the health sector institutions (teaching hospitals run by the ministry of health) through which the college get a real feed backs on identifying health problems and defining required educational outcomes. **Annex 2.8.1.(d)**

3. Most of our teaching staff works in the health sector institutions (hospitals, specialized centers, labs and other health care institutions) as a major part of their job so the college could take important feedbacks from them annex 2.8.1 (e,f,g,h,I)

4. Detailed information issued by the college through the student's guide is shared with the health institute as a hard copy and accessible at the college website <https://uod.ac/ac/c/com/for-students/undergraduate/student-guide/>.

5. The college also ensures operational linkage between the educational program and the subsequent stages of education or practice after graduation through the official letters from the health institutes defining their needs of post graduate studies, the college

annually discuss and implement a plan that meet the health intuitions demand of post graduate studies **annex 2.8.1 (J)**.

6. The curriculum committee in response to the community needs changed the undergraduate program. Example the infection and immunity modules changes, **referred Annex 2.7.3**.

7. The college also ensures operational linkage between the educational program and the subsequent stages of education

8. Both sides the college and the health institutions are participating in the scientific activities of the other. Like scientific workshops, meeting and conferences. Examples are present at the Annex 2.8.1-8 (a.b.c.d.e)

The medical college should

2.8.2. Ensure that the curriculum committee:

2.8.2.1 Seeks input from the environment in which graduates will be expected to work, and modifies the program accordingly.

The college has a curriculum committee its job is to monitor the educational program implementation and to seek for the strength and weakness points regarding community needs and try to meet these needs by modifying the curriculum accordingly. Annex 2.8.2.1 combined meeting.

2.8.2.2 Considers program modification in response to opinions in the community and society.

The college modify programs according to needs example in response to COVID-19 19 epidemic a lot of changes were done, one is the addition of related items in the curriculum **referred Annex 2.7.3**

Educational program analysis:

Opportunities:

1. A great opportunity is that the teaching of the classical curriculum of the remaining years will improve because of:
 - a) Continuous workshops arranged by the medical education department.
 - b) Increasing awareness by both student and teaching staff with the importance of changing the old learning styles.
2. The college staff and students have great enthusiasms toward improving the college standards and getting accreditation.
3. The awareness of the community and stakeholders about the importance of improving the college educational program and the support from them to the college plans.

Threats:

1. As the time progress. Will involve more students and teaching staff that will need huge efforts and resources that may not be enough.
2. Some students may not give enough attention to the self-learning and formative assessment as they had years and years from spoon feeding teaching with their aim was only to pass the exams, changing these ideas may be difficult demanding and need long time to deal with.
3. Application of the modules and block need more clinical placements institute that might not be enough.
4. Future learning need involving more primary health centers that need a lot of effort to make their environments learning friendly.
5. The difficulties that might arise from dealing with the students that could not pass the last year of the classical curriculum.

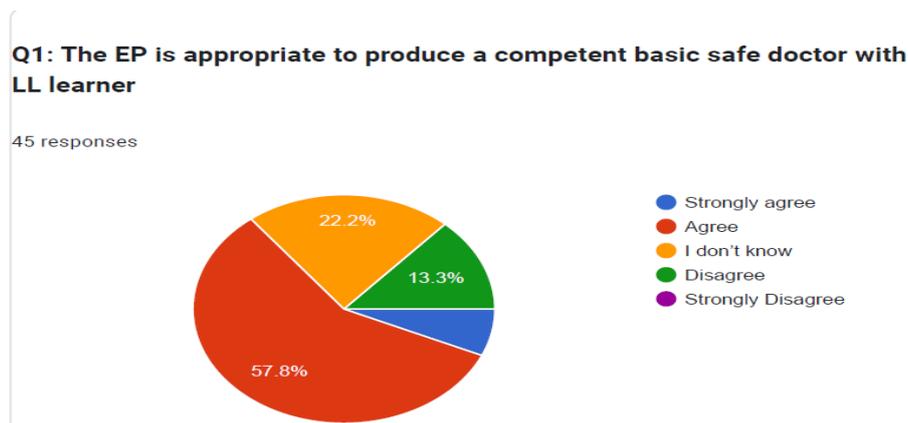
6. As the admission policy tends toward increasing the student's number, this might outweigh the college capacities regarding the teaching hall, skill labs, clinical settings, teacher's numbers and other resources.

Education program Questionnaire results:

The college performed online questionnaire on the educational program domain both teachers and students shared in the questionnaire. The results are in the related Annex (Educational program questionnaire). These results we can summarize the following points:

Educational Program (teaching staff)

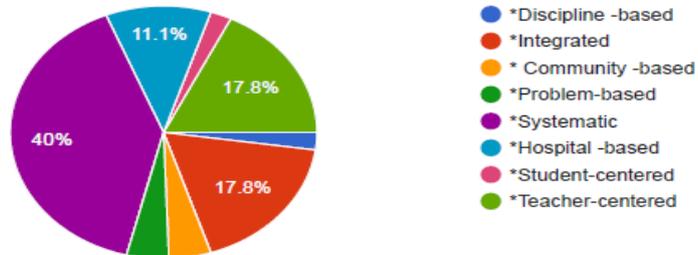
Q1: The EP is appropriate to produce a competent basic safe doctor with LL learner



Q2: Would you describe the Curriculum of the college (answer maybe>one)

Q2: Would you describe the Curriculum of the college (answer maybe >one)

45 responses

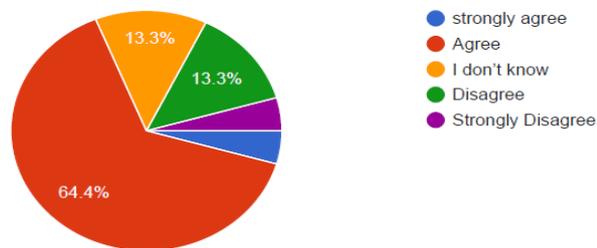


Q3 . students to take responsibility for their learning process

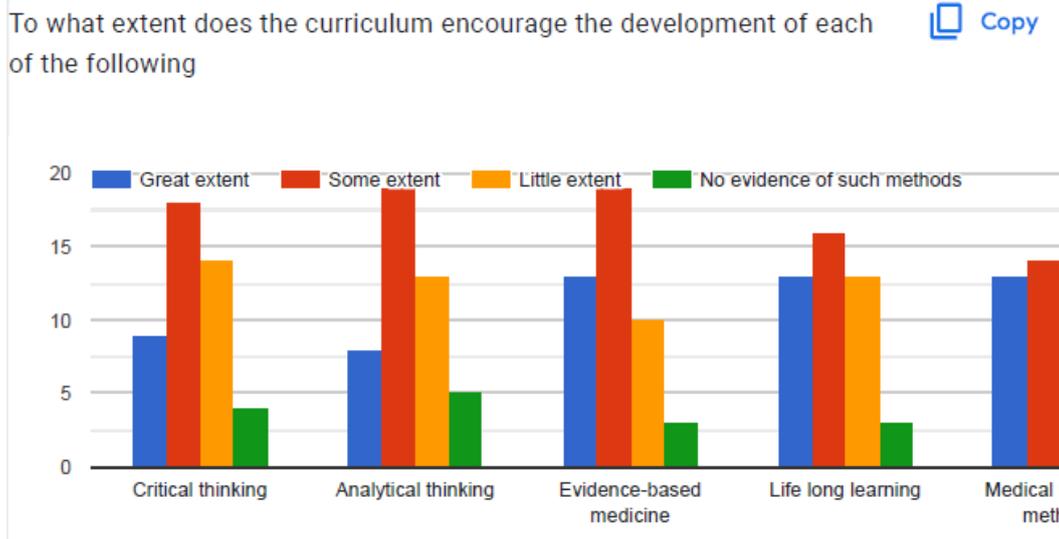
(Educational Programme (teaching staff

students to take responsibility for their learning process

45 responses

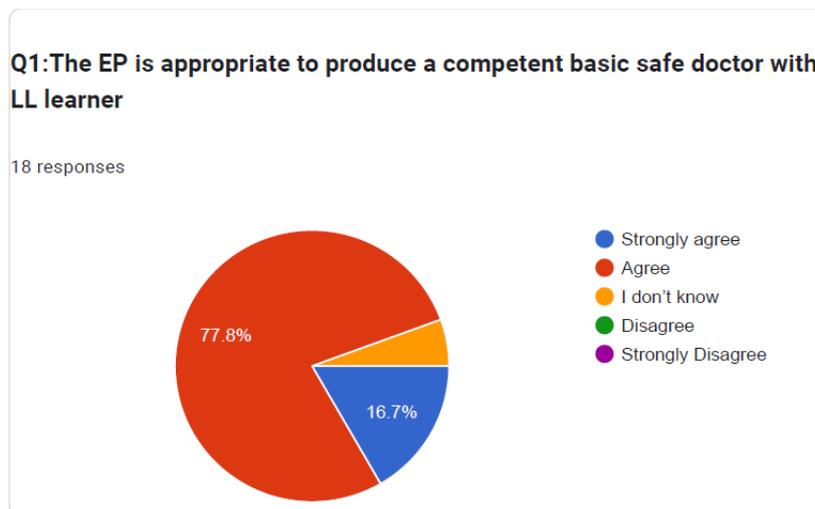


Q4. To what extent does the curriculum encourage the development of each of the following



Educational Program (Curriculum committee)

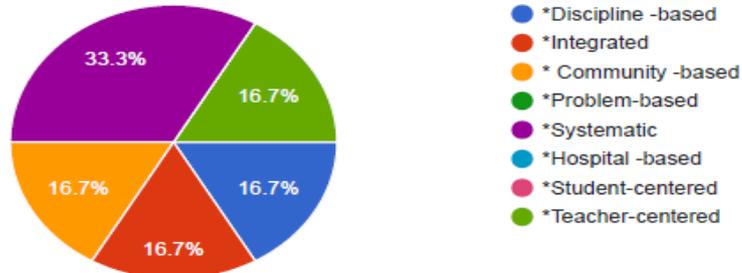
Q1: The EP is appropriate to produce a competent basic safe doctor with LL learner



Q2: Would you describe the Curriculum of the college

Q2: Would you describe the Curriculum of the college

18 responses

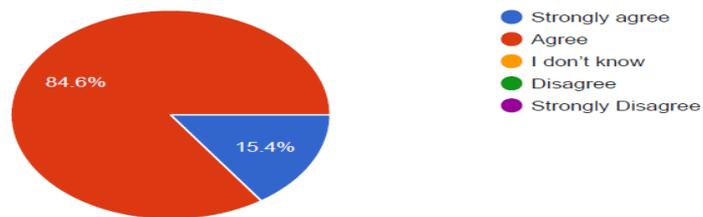


Educational Program stakeholders

Q1: The EP is appropriate to produce a competent basic safe doctor with LL learner

Q1: The EP is appropriate to produce a competent basic safe doctor with LL learner

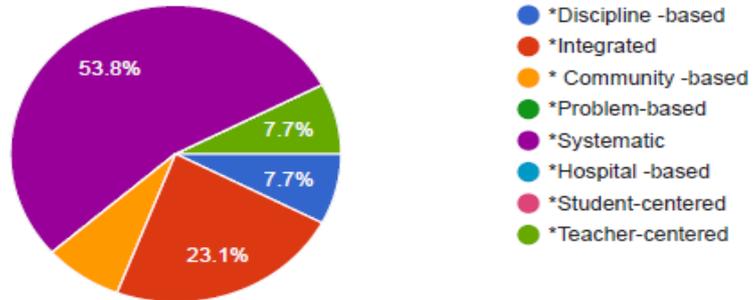
13 responses



Q2: Would you describe the Curriculum of the college

Q2: Would you describe the Curriculum of the college

13 responses



Area-3

Assessment of Student- Assessment Methods

Accreditation Review Committee - Area -3- Assessment of Students

..... After reviewing and studying the documents and files of the accreditation committee of the College of Medicine, Diyala University, related to Area-3 – Assessment of students.

3.1 Assessment Methods

3.1.1. All documents related to the assessment methods were collected, including set of basic criteria and the principles, methods and practices used for assessment students, including, the principles, methods and practices used for assessment students, such as the criteria for setting pass marks, grades, and number of allowed retakes.

Evidences generation and applied : present all documents that related with criteria of curriculum, which covers this part of the Area-3, such as state and publish at official or formal web site of the college, examination committee and examinations book, Google classroom and papers, the principles, methods and practices used for assessment of the students, including the criteria for setting pass marks, grade boundaries and number of allowed retakes.

Documents:

- 1- Attach exam and electronic exam forms for various studying subjects and all academic levels.
- 2- Attach document showing the ministerial exam instructions.(Attachment).
- 3- Attach university calendar.

4- Conducting a questionnaire for students indicating the extent of student satisfaction with the publication and clarification of principles, methods and practices used in evaluation. Attachment No.1 (3.1.1).

3.1.1

1. Is the exam method clear to the students
2. Does the student have prior knowledge about the type of exam
3. Are there pre-exam filters
4. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence
5. Is there a fixed score for each question on the exam question
6. Is the degree attached to the question commensurate with the importance and size of the scientific question
7. Was more than one exam taken for the theoretical subject
8. Was more than one exam taken for the practical subject

Note:- This questionnaire is for students and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1. Is the exam method clear to the students	75.38	
2.Does the student have prior knowledge about the type of exam	60	
3. Are there pre-exam filters	40	
4.Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	72.30	
5.Is there a fixed score for each question on the exam question	٨٤,٦١	
6.Is the degree attached to the question commensurate with the importance and size of the scientific question	70.76	
7.Was more than one exam taken for the theoretical subject	93.84	
8.Was more than one exam taken for the practical subject	90.76	

Not:- Total number:-65

5- Attach a picture representing the publication of student evaluation methods on the official website of the college, which includes the evaluation methods used:-
(Attachment picture)

- A- Long or short assay
- B- True and False
- C- Multiple choice
- D- OSCE or OSPE
- E- Case presentation and diagnosis

3.1.2. The medical college must ensure that assessments cover knowledge, skills and attitudes is through providing

1- documents that represent various question forms for various studying subjects and all academic levels.(Attachment).

2- In addition to making a questionnaire for the teaching staff that clarifies groups of axes, including mention the method of giving the lecture by way of discussion, seminar, questions and answers and others. Also, does the teacher give feedback by doing attest at the end of the lecture or at the beginning of the next lecture to ensure knowledge, skills and attitudes.

Ensure that there is match between student's examination assessment and educational objectives. How many theoretical and practical exams, and does the student have knowledge of the exam material and the timing of the exams.

Also, are students trained and evaluated on how to communicate with sick cases. Are students trained in professional behavior with patients?(Attachment 3.1.2.).

Area-3- Assessment of Student - Assessment methods

3.1.2

1. Mention the method of giving the lecture, method of presentation, discussion, method of questions and answers, small group teaching or other methods.

2. Is a test at the end of the lecture or the beginning of the next lecture to ensure a question of knowledge in the current and subsequent lecture of the theoretical and practical material

3. For the clinical part, is students testing are tested on clinical cases
4. How many theoretical and practical exams have been for students over the classroom
5. Is there match between the examination evaluation of students with the educational objectives of the approach
6. Are clinical test
7. Students are fully trained for the clinical part

Note:- This questionnaire is for the teaching staff and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1. Mention the method of giving the lecture, method of presentation, discussion, method of questions and answers, small group teaching or other methods.	88.37	
2. Is a test at the end of the lecture or the beginning of the next lecture to ensure a question of knowledge in the current and subsequent lecture of the theoretical and practical material	74.41	
3. For the clinical part, is students testing are tested on clinical cases	93.02	
4. How many theoretical and practical exams have been for students over the classroom	40	

5.Is there match between the examination evaluation of students with the educational objectives of the approach	88.37	
6. Are clinical test	81.39	
7. Students are fully trained for the clinical part	97.67	

Not:- Total number:-43

3.1.3. Processing documents that show the medical college use a wide range of assessment methods and formats according to their assessment utility, and communication between the different types of written and oral tests, also clinical examinations of the two bound subjects.

..... Assessment methods would include consideration of the balance between formative and summative assessment, number of examinations and other tests, balance between different types of examinations, written and oral, use of normative and criterion referenced judgments and use of personal portfolio, log-books according to special types of examinations, such as objective structured clinical examinations(OSCE) and mini clinical evaluation exercise(Mini CEX).

.....This axis achieved by attaching different question forms that show the different evaluation methods used to evaluate students(Attachment), also by working a questionnaire to graduates and undergraduates to verify whether the assessment include wide range of methods.(attachment 3.1.3.).

Area-3- Assessment of Student- Student Assessment methods

3.1.3.

1.Does assessment include a wide range of examination methods

2.How are the following material lectures given, Dermatology, Physiology, pharmacology, Biology, Histology, Microbiology, Gynecology, ENT, Parasitology,

Medicine, Pathology, Community, Immunology, Virology, Ophthalmology, Hematology, Neurology, Urology, Psychiatry, Orthopedics,

3. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence

4. Is there an electronic class for communication and discussion between the teacher and the student, and are electronic tests conducted on the electronic class

5. Are physical and electronic exams conducted on the electronic class

Note:- This questionnaire is for students and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1. Does assessment include a wide range of examination methods	71.11	
2. How are the following material lectures given, Dermatology, Physiology, pharmacology, Biology, Histology, Microbiology, Gynecology, ENT, Parasitology, Medicine, Pathology, Community, Immunology, Virology, Ophthalmology, Hematology, Neurology, Urology, Psychiatry, Orthopedics,.....	88.88	
3. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	64.44	
4. Is there an electronic class for communication and discussion between the teacher and the student, and are electronic tests conducted on the electronic class	68.88	

5.Are physical and electronic exams conducted on the electronic class	60	
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Not:- Total number:-45

The questionnaire included groups of criteria:- does evaluation include a wide range of methods, how to give lectures on the following subjects, Physiology, Dermatology, Gynecology, Medicine, Parasitology, Histology, ENT, Microbiology....others.

Does the teacher provide an adequate explanation of the material included in the exam, supported by photo evidence? Is there an electronic class for communication and discussion between teacher and the students, and are electronic tests conducted on the electronic class?

3.1.4. The medical college must ensure that methods and results of assessments avoid conflicts of interest by presenting documents for instructions, and methods of examinations that reduce the incidence of conflict of interest like for example, using of question bank for theory, OSCE, OSLER, and other forms of exam.

The submitted documents include:- Survey for both faculty members and students for ensuring effective application around the methods of examinations, using of question bank of theory, OSCE, OSLER and other forms of exam, do the assessments and evaluation methods obtain the satisfaction and acceptance of the students, are the exam questions varied. (Attachment3.1.4).

Area-3- Assessment of Student- Student Assessment methods

3.1.4

1. Mention the method of giving the lecture, presentation, discussion, question and answer, etc....
2. Is asset of questions for the exam given to the students at the end of each lecture
3. Are the objectives to be achieved at the beginning of each lecture determined and formulated in the form of questions at the end of the lecture
4. How many theoretical and practical exams were held for the students over the course of the semester
5. Is a test or evaluation conducted at the beginning of the new lecture for the educational objective that were addressed and identified in the previous lecture to see the extent to which the examination evaluation of students matches the educational objectives
6. Is there a clinical evaluation for students through prior coordination and communication with a group of disease cases
7. Are students trained on how to communicate with the patient and how to conduct themselves professionally

Note:- This questionnaire is for teacher and students and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1.Mention the method of giving the lecture, presentation, discussion, question and answer, etc....	٧٦,٠٨	
2.Is asset of questions for the exam given to the students at the end of each lecture	63.04	

3.Are the objectives to be achieved at the beginning of each lecture determined and formulated in the form of questions at the end of the lecture	65.21	
4.How many theoretical and practical exams were held for the students over the course of the semester	82.60	
5. Is a test or evaluation conducted at the beginning of the new lecture for the educational objective that were addressed and identified in the previous lecture to see the extent to which the examination evaluation of students matches the educational objectives	65.21	
6.Is there a clinical evaluation for students through prior coordination and communication with a group of disease cases	60.86	
7.Are students trained on how to communicate with the patient and how to conduct themselves professionally	٦٥.٢١	

Not:- Total number:-46

3.1.5. The medical college must ensure that assessments are open to scrutiny by external expertise. This requires the existence or submission documents confirm that the college had a policy that their assessment methods and processes are open to inspection by external expertise. This external expertise could be from the university or other university ministry or from outside the country, or by sending invitation to the Diyala health department doctors to participate in the evaluation.

The most important documents submitted that achieved the goal, documents ensuring application of the above criteria to all types of exam and in organized periodic manner.

- Administrative order with number 1186 in date 10/5/2022, an external evaluation committee for the best twenty- five graduation research posters by external evaluators.
- Administrative order with number 1185 in date 10/5/2022, external participation in scientific conference committees to discuss graduate research.
- Administrative order with number 722 in date 16/3/2022, formation of committee on the mechanism of cooperation for the UNDP.
- Administrative order with number 1189 in date 11/5/2022, participation of professors from the college of Bilad-Al-Rafidain university in discussing student's graduation research.
- Group of invitations to a number of foreign doctors and professors to participate in the scientific conference.
- Administrative order with number 2526 in date 27/12/2010

3.1.6.The medical college must use a system of appeal of assessment results. This is achieved by attaching documents indicating that there is a system of appeal(specific regulation and instructions whether ministerial or university) through a specific committee, documents required to cover this topic include,

- Attach the instructions of the examination committee.
- Reviewing the procedures and instructions issued by the visiting committee to the college.
- Provide a questionnaire to students that includes asset of criteria, about the methods of giving lectures and whether assessments satisfy the student, were the results of

assessments and lectures reflected on the student's skill and knowledge, positively or negatively. Is the lecture given on time, and does the professor meet the specified time for the lecture? Are semester exams held on a pre-scheduled (attachment 3.1.6.).

Area-3- Assessment of Student- Assessment methods

3.1.6

1. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students
2. Are the previous procedures the lecture and exams listed appropriate?
3. Were the results of the lectures and evaluation reflected on the student's skill and knowledge, positively or negatively
4. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence?
5. Does the professor meet the specified time for the lecture?
6. Are the lectures given on time?
7. Are the semester and final exams held within a pre-prepared schedule?

Note:- This questionnaire is for the students and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1.Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	60	
2. Are the previous procedures the lecture and exams listed appropriate	56.66	

3. Were the results of the lectures and evaluation reflected on the students skill and knowledge, positively or negatively	73.33	
4. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	71.66	
5. Does the professor meet the specified time for the lecture	76.66	
6. Are the lectures given on time	70	
7. Are the semester and final exams held within a pre-prepared schedule	76.66	

Not:- Total number:-60

3.1.7. The medical college should evaluate and document the reliability and validity of assessment methods, this topic requires submission of evaluate and document the reliability and validity of assessment methods which require appropriate committee regarding quality assurance process of assessment practices. This requires the submission of documents that show the validity and reliability of the evaluation methods through enclosure.

- Attach a copy of the university evaluation,

- Administrative orders with a copy of the meetings of the college council, the branch councils, and the committee council for our exam confirming the review of evaluation methods and teaching methods for students.

- Administrative order with a copy of council's minutes at the beginning of the semester in which the teaching plan for the branch is discussed, the subjects given and the names of the lectures.

3.1.8. The medical college should incorporate new assessment methods where appropriate, documents indicating incorporation of new assessment methods by for e.g., annual reviewing of the assessment plan, during application of new assessment methods in more than one area of assessment in light of the annual reviews. This requires the submission of documents that show the validity and reliability of the evaluation methods through enclosures,

- Administrative orders for members of the scientific examination committee for each branch (Attachments).
- Administrative orders for members of the scientific examination committee for medical college (Attachments).
- Attach the daily reports of the examination committee, which show the success and failure rates for each year (Attachments Administrative order Showing success and failure rates for students).
- Administrative orders for members of the scientific examination committee to check students' grades(Attachments).
- Administrative orders for members of the scientific committees for each branch (Attachments).

3.1.9. The medical college should encourage the use of external examiners, use of external examiners may increase fairness, quality and transparency of assessments. The documents that ensuring application of the above criteria, including, encourage the external examinee to increase the quality and transparency of evaluations through invitations to participate in external evaluations.

- The most important documents submitted that achieved the goal, documents ensuring application of the above criteria to all types of exam and in organized periodic manner.

- Administrative order with number 1186 in date 10/5/2022, an external evaluation committee for the best twenty- five graduation research posters by external evaluators.
- Administrative order with number 1185 in date 10/5/2022, external participation in scientific conference committees to discuss graduate research.
- Administrative order with number 722 in date 16/3/2022, formation of committee on the mechanism of cooperation for the UNDP.
- Administrative order with number 1189 in date 11/5/2022, participation of professors from the college of Bilad-Al-Rafidain university in discussing student's graduation research.
- Group of invitations to a number of foreign doctors and professors to participate in the scientific conference.

3.2. Relation between assessment and learning

Basic standards: The medical college must.

3.2.1. Use assessment principles, method and practices that

3.2.1.1. Are clearly compatible with intended educational outcomes and instructional methods, in terms of the methods used in the evaluation, this is done through the following documents that indicating the use of assessment principles, methods and practices that are well matched between educational outcomes and instructional methods and assessment methods.

- Attach the curriculum or all academic levels and for all academic subjects, and for all theoretical and practical subjects in the form of a paper documents and a compact disk (Attachment).
- Conducting clinical tests for graduates in coordination with doctors from the teaching hospitals.

- Attach a questionnaire for final- stage students and graduates that includes a set of criteria (Attachment 3.2.1.1). Does the student have knowledge of the prescribed curriculum during the semester for the theoretical and practical material, does the student know the title of the current and subsequent lecture for the theoretical and practical material. Is the lecture given on time, and does professor meet the specified time for the lecture, were the results of assessments and lectures reflected on the student's skills and knowledge, positively or negatively?

Area-3- Assessment of Student

Relation between assessment and learning

3.2.1.1

1. Does the student have knowledge of the prescribed curriculum during the semester, whether theoretical or practical
2. Does the student know the title of the current and subsequent lecture for the theoretical and practical material
3. Are assessments conducted for students jointly between the professors of the faculty of medicine and the doctors of the Diyala health department
4. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students
4. Were the results of the lectures and evaluation reflected on the student's skill and knowledge, positively or negatively
5. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence
6. Does the professor meet the specified time for the lecture
7. Are the lectures given on time

8. Are semester exams held on a pre- scheduled

Note: - This questionnaire is for the students and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1.Does the student have knowledge of the prescribed curriculum during the semester, whether theoretical or practical	64.44	
2. Does the student know the title of the current and subsequent lecture for the theoretical and practical material	37,77	
3. Are assessments conducted for students jointly between the professors of the faculty of medicine and the doctors of the Diyala health department	53.33	
4. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	37.77	
5. Were the results of the lectures and evaluation reflected on the student's skill and knowledge, positively or negatively	46,66	
6. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	62.22	
7. Does the professor meet the specified time for the lecture	68.88	
8. Are the lectures given on time	64.44	
9. Are semester exams held on a pre- scheduled	60	

Not:- Total number:-45

Are semester exams held on a pre- scheduled, do the assessments and evaluation methods obtain the satisfaction and acceptance of the student, Does the teacher provide an adequate explanation of the material included in the exam, supported by photo evidence? Is there an electronic class for communication and discussion between teacher and the students?

3.2.1.2. Ensure that the intended educational outcomes are met by the students, by use assessment principles, methods and practices that ensure that the intended educational outcomes are met by the students. This achieved by attach documents showing feedback from students representing coverage of assessment principles, methods and practices for the three main area of educational outcomes, scientist, knowledge, behavior and attitudes. The submitted documents include,

- Attach copies of administrative orders to transcripts of student's exam results forms (Attachments).

3.2.1.3. Promote student learning. The medical college use assessment principles, methods and practices that promote student learning by using analytic type of questions, this required presenting documents representing comparisons of students results of exam before and after application of effective use of assessments and practices. Assessments, promote learning like using case problem solving questions, use different levels of questions according to bloom taxonomy, using blueprint to achieve the three principles, knowledge, skill and attitude. The submitted documents include.

- Conducting a questionnaire for students of the non- finished stages about the nature and type of questions (Attachment questionnaire 3.2.1.3.a.).

Area-3- Assessment of Student

Relation between assessment and learning

3.2.1.3.a.

1. Do the nature of the questions is diverse and inclusive of academic progression
2. Do the questions vary between long and short assay, true and false, multiple choice, case presentation and diagnosis , and OSCE, OSPE?
3. Are the assessments comprehensive and cover knowledge and attitudes
4. Do the nature and awareness of the questions enhance the skill solve problem?
5. Do the exam equations simulate the different levels of students?
6. Do the evaluation methods satisfy the students?
7. Did the results of the lectures and assessment reflect positively or negatively on the student's skills and knowledge?
8. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence?
9. Are semester exams held on a pre- scheduled?
10. Do the questions include the required scientific material?

Note: - This questionnaire is for the students and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1. Do the nature of the questions is diverse and inclusive of academic progression	78	

2. Do the questions vary between long and short assay, true and false, multiple choice, case presentation and diagnosis , and OSCE, OSPE.	80	
3. Are the assessments comprehensive and cover knowledge and attitudes	68	
4. Do the nature and awareness of the questions enhance the skill solve problem	70	
5. Do the exam equations simulate the different levels of students	56	
6. Do the evaluation methods satisfy the students	56	
7. Did the results of the lectures and assessment reflect positively or negatively on the student's skills and knowledge	80	
8. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	76	
9. Are semester exams held on a pre- scheduled	78	
10. Do the questions include the required scientific material	78	
Results		

Not:- Total number:-50

.....That includes set of criteria, nature of the questions is diverse and inclusive of academic progression, do the questions vary between long and short assay, true and false, multiple choice, case presentation and diagnosis, and OSCE, OSPE. Are the assessments comprehensive and cover knowledge and attitudes, do the nature and awareness of the questions enhance the skill solve problem, do the exam equations simulate the different levels of students, do the evaluation methods satisfy the students, did the results of the

lectures and assessment reflect positively or negatively on the student's skills and knowledge.

Area-3- Assessment of Student

Relation between assessment and learning

3.2.1.3.b.

1. Nature of the questions is diverse and inclusive of academic progression
2. Do the questions vary between long and short essay, true and false, multiple choice, case presentation and diagnosis , and OSCE, OSPE?
3. Are the assessments comprehensive and cover knowledge and attitudes
4. Do the nature and awareness of the questions enhance the skill solve problem
5. Do the exam equations simulate the different levels of students?
6. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students
7. Were the results of the lectures and evaluation reflected on the student's skill and knowledge, positively or negatively
8. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence?
9. Are the semester and final exams held within a pre-prepared schedule?
10. Do the questions include the required scientific material

Note:- This questionnaire is for the staff and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1. Nature of the questions is diverse and inclusive of academic progression	60	
2. Do the questions vary between long and short assay, true and false, multiple choice, case presentation and diagnosis , and OSCE, OSPE.	65	
3. Are the assessments comprehensive and cover knowledge and attitudes	72.5	
4. Do the nature and awareness of the questions enhance the skill solve problem	67.5	
5. Do the exam equations simulate the different levels of students	77.5	
6. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	55	
7. Were the results of the lectures and evaluation reflected on the student's skill and knowledge, positively or negatively	70	
8. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	75	
9. Are the semester and final exams held within a pre-prepared schedule	77.5	
10. Do the questions include the required scientific material	70	

Not:- Total number:-40

- Conducting a questionnaire for the faculty about the students' performance before and after applying the principles of effective evaluation(Attachment questionnaire 3.2.1.3.b.)

The questionnaire included groups of criteria:- does evaluation include a wide range of

methods, how to give lectures on the following subjects, Physiology, Dermatology, Gynecology, Medicine, Parasitology, Histology, ENT, Microbiology...others.

Does the teacher provide an adequate explanation of the material included in the exam, supported by photo evidence?

- Examination of the knowledge and familiarity of the teaching staff with the prescribed curriculum through the formation of a central scientific committee that includes members from all branches and examinations, provided that their academic level is not less than a professor(Attachments of administrative orders of the central scientific committee, No.1840 in 31/8/2021, No.93 in 10/1/2017).

3.2.1.4. Provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress. By use assessment principles, methods and practices that provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress, would require rules of progression and their relationship to the assessment process. The documents required for these criteria representing feedback survey from both students and teachers about balance, satisfaction and effectiveness of both formative and summative exam, in guiding learning and academic progress.

- Administrative orders of the medical education committee, and curriculum committee, No.670 in 22/2/2018, No.1138 in 28/4/2022, 3914 in 19/12/29.

- Attach copies of questionnaire for students and teachers that includes set of criteria (Attachment 3.2.1.4.), about the balance and satisfaction between the effectiveness of the formative and summative exam.

Quality development standards, the medical college should

Relation between assessment and learning

3.2.1.4.

1. Nature of the questions is diverse and inclusive of academic progression
2. Do the assessments provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress?
3. Are the assessments comprehensive and cover knowledge and attitudes
4. Did provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress
5. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students
6. Are the assessments comprehensive and cover knowledge and attitudes
7. Does the size of curriculum correlate with the quality and nature of the assessments?
8. Do the assessments cover the scientific material to be accepted by the students?
9. Do the questions include the required scientific material?

Note:- This questionnaire is for the students and staff and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1. Nature of the questions is diverse and inclusive of academic progression	60	
2. Do the assessments provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress	58	
3. Are the assessments comprehensive and cover knowledge and attitudes	68	

4. Did provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress	60	
5. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	58	
6. Are the assessments comprehensive and cover knowledge and attitudes	60	
7. Does the size of curriculum correlate with the quality and nature of the assessments	58	
9. Do the assessments cover the scientific material to be accepted by the students	66	
9. Do the questions include the required scientific material	58	

Not:- Total number:-50

3.2.2. The medical college should adjust the number and nature of examinations of curricular elements to encourage both acquisition of the knowledge base and integrated learning, adjust the number and nature of examinations would include consideration of avoiding negative effects on learning, this would also imply avoiding the need for students to learn and recall excessive amounts of information and curriculum overload, curriculum elements to encourage both acquisition of the knowledge base and integrated learning would include consideration of using integrated assessment, while ensuring reasonable tests of knowledge of individual discipline or subject area.

- Documents representing active decisions to adjust assessments, number and types also curriculum volume after reasonable students' surveys(questionnaire (3.2.1.4).

3.2.3. Quality development standards, the medical college should ensure timely, specific, constructive and fair feedback to students on basis of assessment results, documents

indicating assurance of timely, specific, constructive and fair feedback to students on basis of assessment results(Attachment questionnaire (3.2.3.) questionnaire for ensuring from feedback in best time for students.

Area-3- Assessment of Student

Relation between assessment and learning

3.2.٣.

1. Do evaluations ensure timely feeding based on evaluation findings
2. Does the number of types of assessments help to the learning feedback process and the students' skill acquisition?
3. Are the assessments comprehensive and cover knowledge and attitudes
4. Did provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress
5. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students
6. Does the size of curriculum correlate with the quality and nature of the assessments?
7. Do the assessments cover the scientific material to be accepted by the students?
8. Do the questions include the required scientific material?

Note:- This questionnaire is for the staff and the answer is yes or no

Accreditation Review Committee - Area -3- Assessment of Students

Presented by P. Dr. Burooj M. R. Al-aajem

	Yes%	No %
1. Do evaluations ensure timely feeding based on evaluation findings	95.55	
2. Does the number of types of assessments help to the learning feedback process and the students' skill acquisition	86.66	
3. Are the assessments comprehensive and cover knowledge and attitudes	77.77	
4. Did provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress	82.22	
5. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	62.22	
6. Does the size of curriculum correlate with the quality and nature of the assessments	73.33	
7. Do the assessments cover the scientific material to be accepted by the students	68.88	
8. Do the questions include the required scientific material	75.55	

Not:- Total number:-45

Improvement Report for Area -3- Assessment of Students

..... After reviewing and studying the documents and files of the accreditation committee of the College of Medicine, Diyala University, related to Area-3 – Assessment of students. After collecting relevant documents and conducting questionnaires for students and faculty, related to the assessment methods, including set of basic criteria and the principles, methods and practices used for assessment students, such as, setting pass

marks, grades, and number of allowed retakes, it was found, It turned out approximately 75 to 60% of the students were clear to them the method of the exam and the method of the teacher in setting the exam questions, and they had prior knowledge about the exam mechanism, in addition to the multiplicity of tests during the academic course.

.....However, according to the results of the questionnaires, it was found that most of the teachers do not have previous candidates for the exam, and here it preferred that there be question bank for each subject, as it includes all the candidates that cover the study curriculum

.....The methods of giving lectures varied between presentation, discussion, questions and answers and seminars that take place at the end of the semester. But the most common method was method of presentation in addition to clinical training for students to deal with clinical cases

.....With the lack of use of the small group teaching method, which must be focused on more so that students learn the collective method in solving problems, and her teacher must specify and choose the lectures that will be presented in the small group method.

.....And the results of the questionnaire showed that most of the study materials included a theoretical and practical side that was done in the laboratories of the medical college as well as in teaching hospital.

.....And some subjects do not have an electronic class, it is necessary for each teacher to create an electronic class, whether for theoretical or practical subjects, in order to take advantage of the electronic class in doing some daily testes, discussion, and communication between the teacher and the students.

.....The result of questionnaires showed the most of the students and teachers prefer the lecture the lecture method through which the teacher can cover the subject completely and during the lecture time.

.....However, it was found that approximately 30% of the lectures are not given on time. Here, emphasis must be placed on adhering to the specified time for the lecture and according to a pre- scheduled one, exam must also be held within a pre- scheduled one

.....Approximately 64% of the students were aware of the prescribed curriculum, as the prescribed curriculum for each subject must be presented in the first lectures, so that all students are aware of the lectures and their sequence, in addition to that the title of the next lecture must be emphasized by giving the title or any question related to the title of the lecture as a homework.

.....Examinations are conducted according to a prior schedule approved by the scientific branch and the deanship, and daily exams, most of which are conducted at the time of the lecture and are noted by the teacher.

.....Through the results of the assessments, the student's satisfaction with the assessments was approximately 55%, here we need to review some assessment methods in proportion to the academic stage, the nature of the scientific material, and the goals to be achieved.

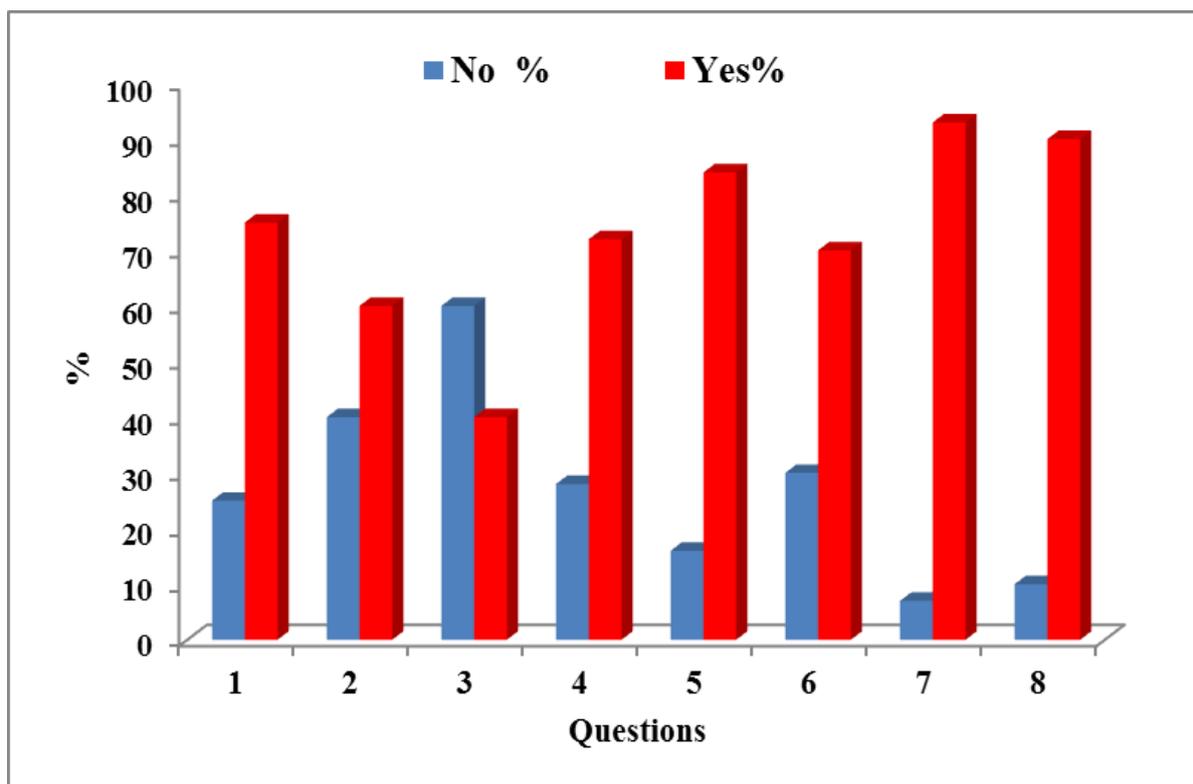
.....Also 58% of the students objected to the size of the curriculum and the overload of information . Here the teacher must avoid overloading the curriculum, i.e., excess information, by focusing on the basics and main objectives of lecture, and then given the scientific references for more details.

.....95% of the results of the questionnaire show that the teacher depends on assessments that provide feedback and that achieve balance and satisfaction between the effectiveness of the quarterly assessments and the wonderful feeding, which is necessary to emphasize in order to achieve the knowledge of the student and ensure the absorption of information and the acquisition of skill.

3.1.1

	Yes%	No %
A. Is the exam method clear to the students	75	٢٥
B. Does the student have prior knowledge about the type of exam	60	٤٠
C. Are there pre-exam filters	40	٦٠
D. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	72	٢٨
E. Is there a fixed score for each question on the exam question	٨٤	١٦
F. Is the degree attached to the question commensurate with the importance and size of the scientific question	70	٣٠
G. Was more than one exam taken for the theoretical subject	93	٧
H. Was more than one exam taken for the practical subject	90	١٠

Not:- Total number:-65

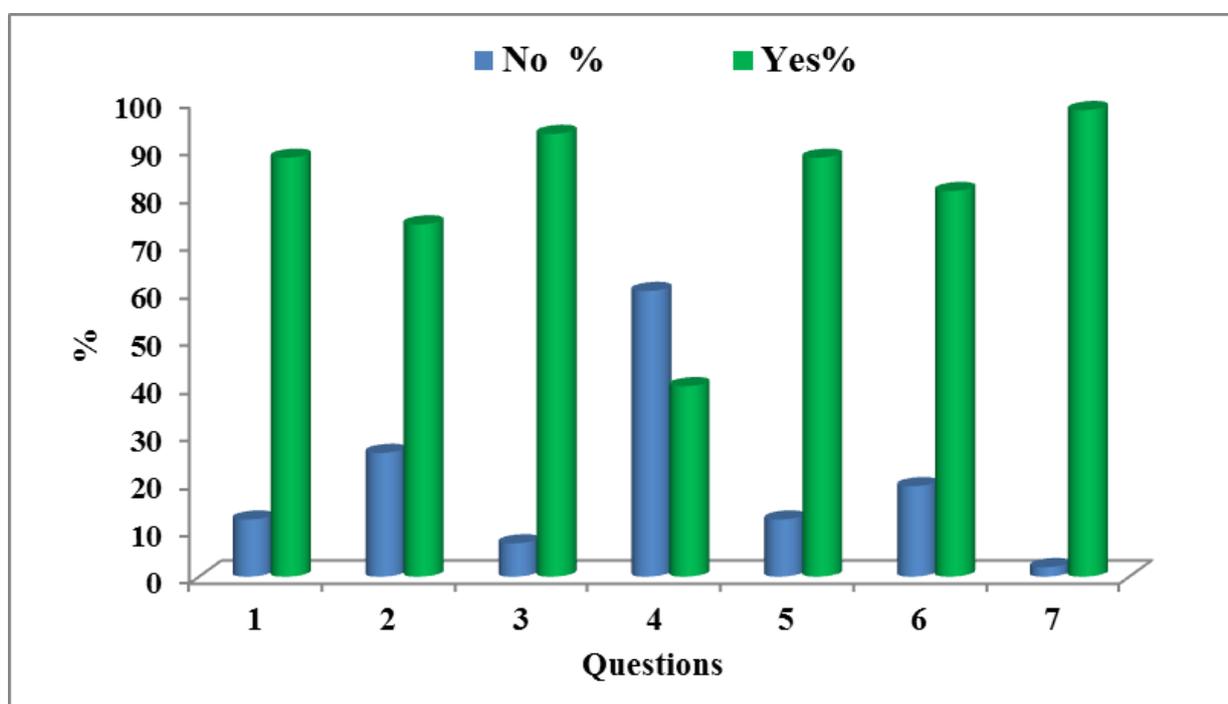


3.1.2

	Yes%	No %
1.Mention the method of giving the lecture, method of presentation, discussion, method of questions and answers, small group teaching or other methods.	88	12
2. Is a test at the end of the lecture or the beginning of the next lecture to ensure the a question of knowledge in the current and subsequent lecture of the theoretical and practical material	74	26

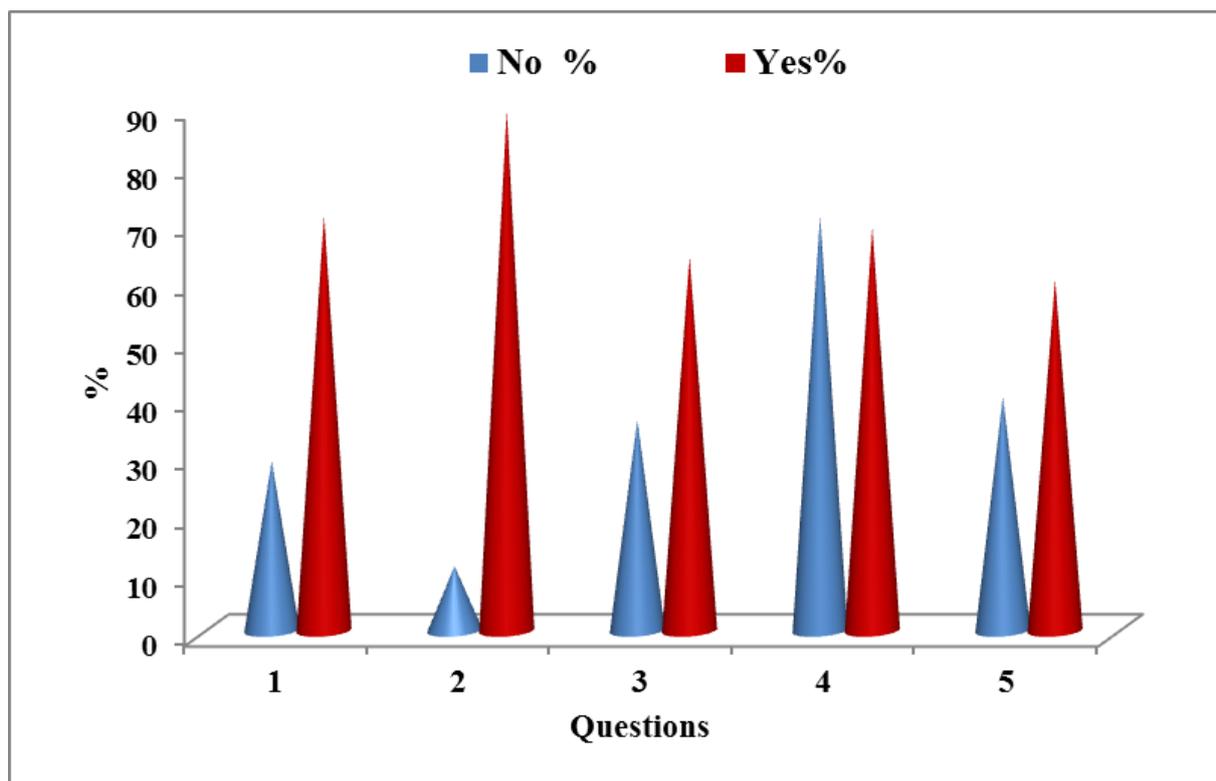
3. For the clinical part, is students testing are tested on clinical cases	93	7
4. How many theoretical and practical exams have been for students over the classroom	40	60
5. Is there match between the examination evaluation of students with the educational objectives of the approach	88	12
6. Are clinical test	81	19
7. Students are fully trained for the clinical part	98	2

Not:- Total number:-43



3.1.3

	Yes%	No %
1.Does assessment include a wide range of examination methods	71	29
2.How are the following material lectures given, Dermatology, Physiology, pharmacology, Biology, Histology, Microbiology, Gynecology, ENT, Parasitology, Medicine, Pathology, Community, Immunology, Virology, Ophthalmology, Hematology, Neurology, Urology, Psychiatry, Orthopedics,.....	89	11
3. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	64	36
4. Is there an electronic class for communication and discussion between the teacher and the student, and are electronic tests conducted on the electronic class	69	71
5.Are physical and electronic exams conducted on the electronic class	60	40

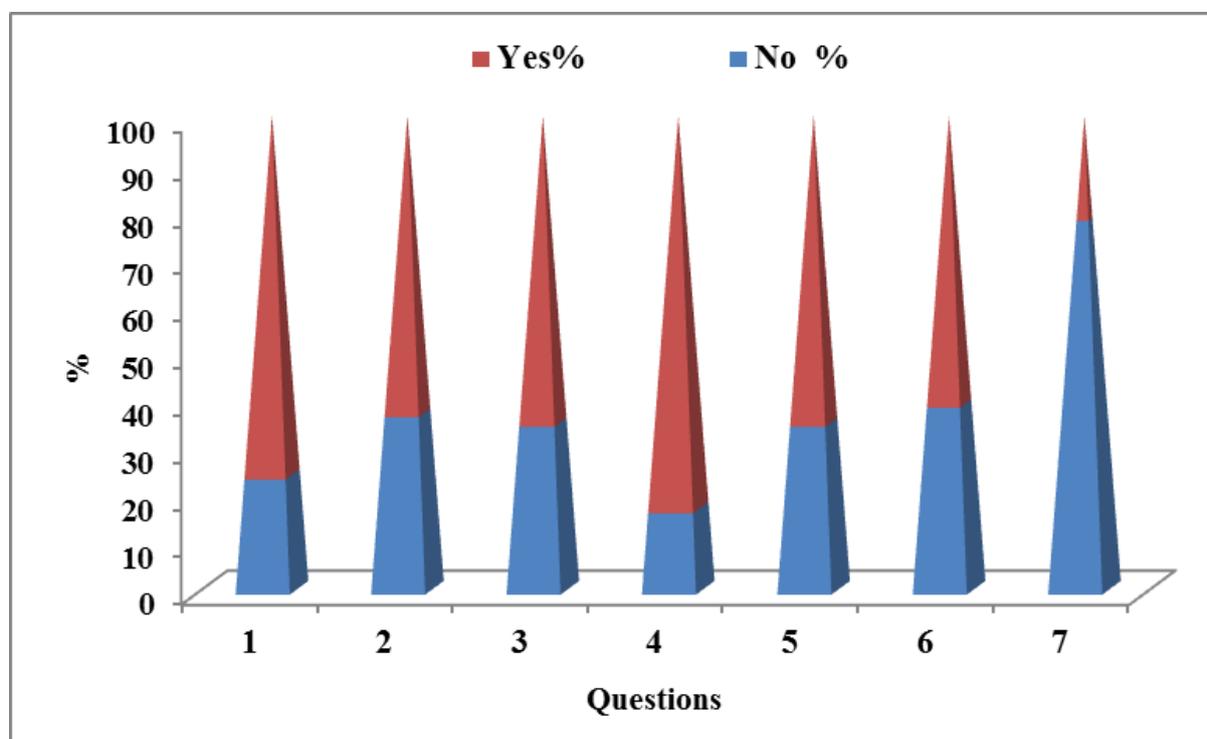


3.1.4

	Yes%	No %
1.Mention the method of giving the lecture, presentation, discussion, question and answer, etc....	76	24
2.Is asset of questions for the exam given to the students at the end of each lecture	63	37
3.Are the objectives to be achieved at the beginning of each lecture determined and formulated in the form of questions at the end of the lecture	65	35

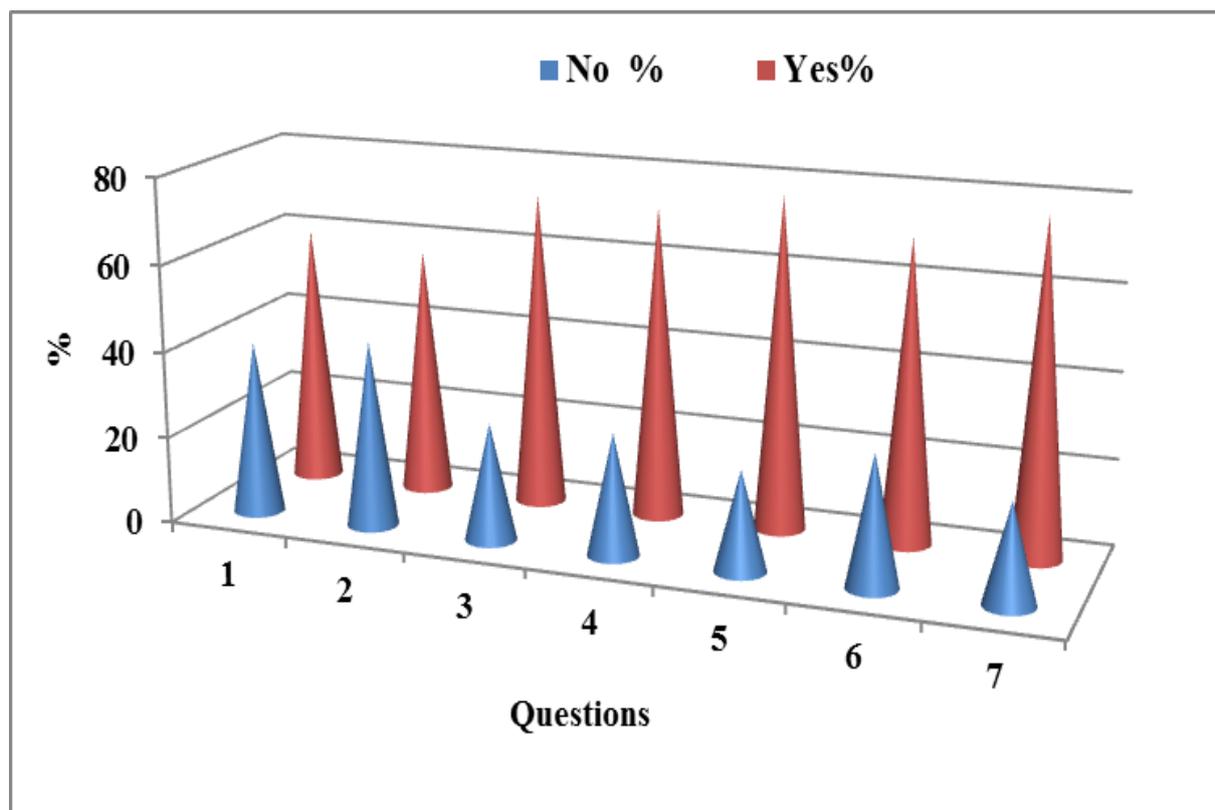
4.How many theoretical and practical exams were held for the students over the course of the semester	83	17
5. Is a test or evaluation conducted at the beginning of the new lecture for the educational objective that were addressed and identified in the previous lecture to see the extent to which the examination evaluation of students matches the educational objectives	65	35
6.Is there a clinical evaluation for students through prior coordination and communication with a group of disease cases	61	39
7.Are students trained on how to communicate with the patient and how to conduct themselves professionally	21	79

Not:- Total number:-46



3.1.6

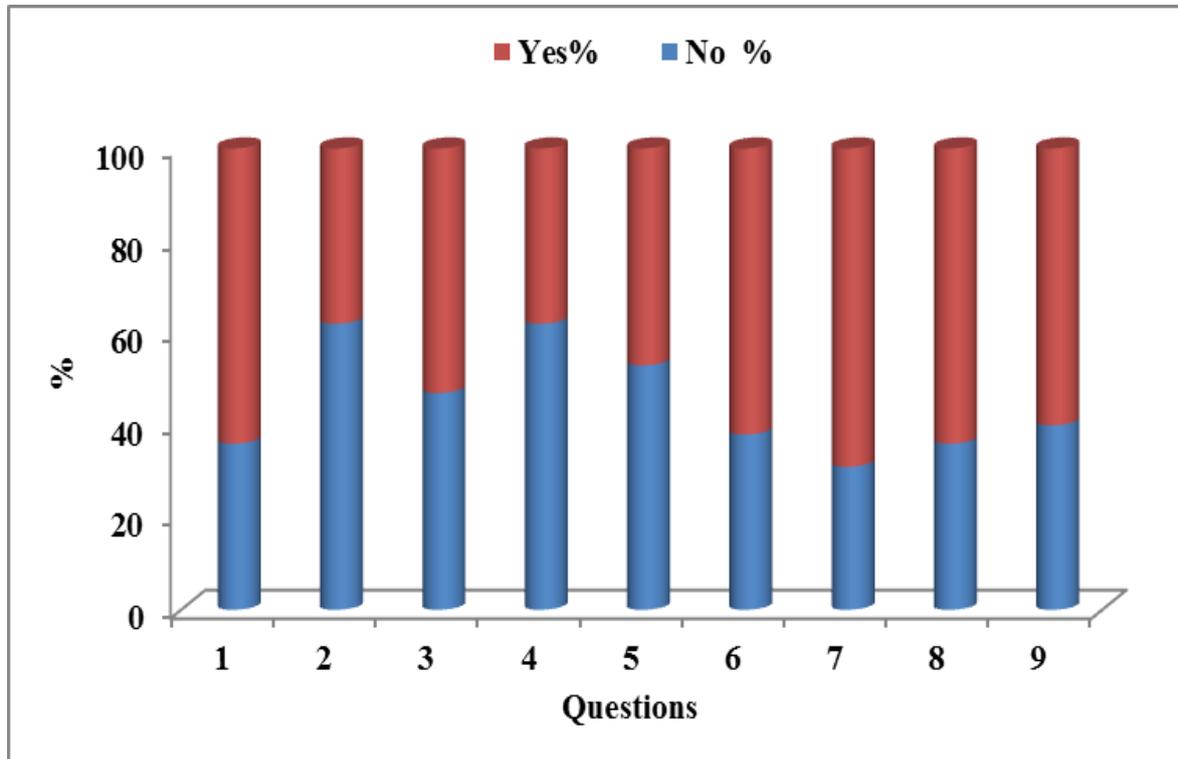
	Yes%	No %
1. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	60	40
2. Are the previous procedures the lecture and exams listed appropriate	57	43
3. Were the results of the lectures and evaluation reflected on the students skill and knowledge, positively or negatively	73	27
4. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	72	28
5. Does the professor meet the specified time for the lecture	77	23
6. Are the lectures given on time	70	30
7. Are the semester and final exams held within a pre-prepared schedule	77	23



3.2.1.1

	Yes%	No %
1.Does the student have knowledge of the prescribed curriculum during the semester, whether theoretical or practical	64	36
2. Does the student know the title of the current and subsequent lecture for the theoretical and practical material	38	62
3. Are assessments conducted for students jointly between the professors of the faculty of medicine and the doctors of the Diyala health department	53	47

4. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	38	62
5. Were the results of the lectures and evaluation reflected on the students skill and knowledge, positively or negatively	47	53
6. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	62	38
7. Does the professor meet the specified time for the lecture	69	31
8. Are the lectures given on time	64	36
9. Are semester exams held on a pre- scheduled	60	40

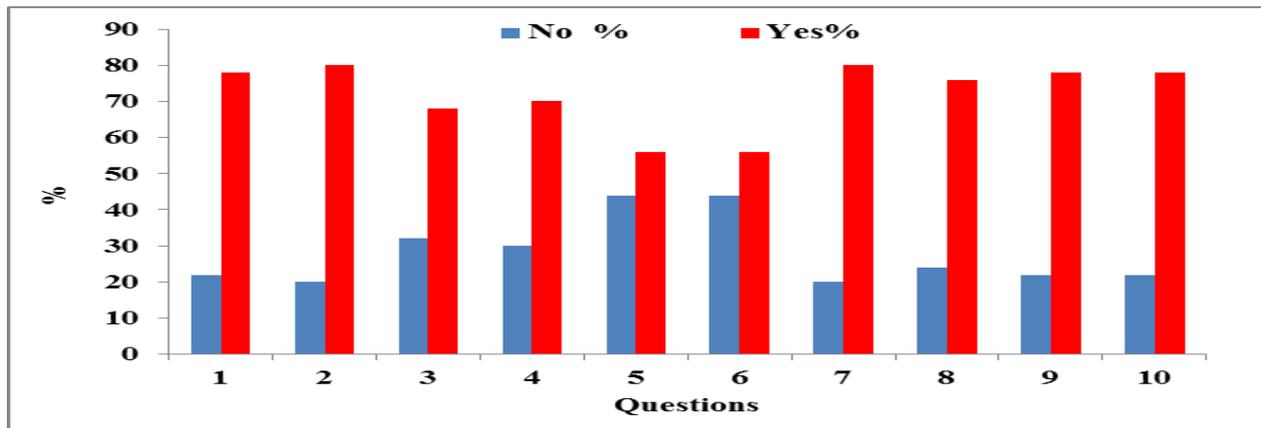


	Yes%	No %
1. Do the nature of the questions is diverse and inclusive of academic progression	78	22
2. Do the questions vary between long and short assay, true and false, multiple choice, case presentation and diagnosis , and OSCE, OSPE.	80	20
3. Are the assessments comprehensive and cover knowledge and attitudes	68	32
4. Do the nature and awareness of the questions enhance the skill solve problem	70	30
5. Do the exam equations simulate the different levels of students	56	44
6. Do the evaluation methods satisfy the students	56	44
7. Did the results of the lectures and assessment reflect positively or negatively on the students skills and knowledge	80	20
8. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	76	24
9. Are semester exams held on a pre- scheduled	78	22
10. Do the questions include the required scientific material	78	22
Results		

3.2.1.3.a.

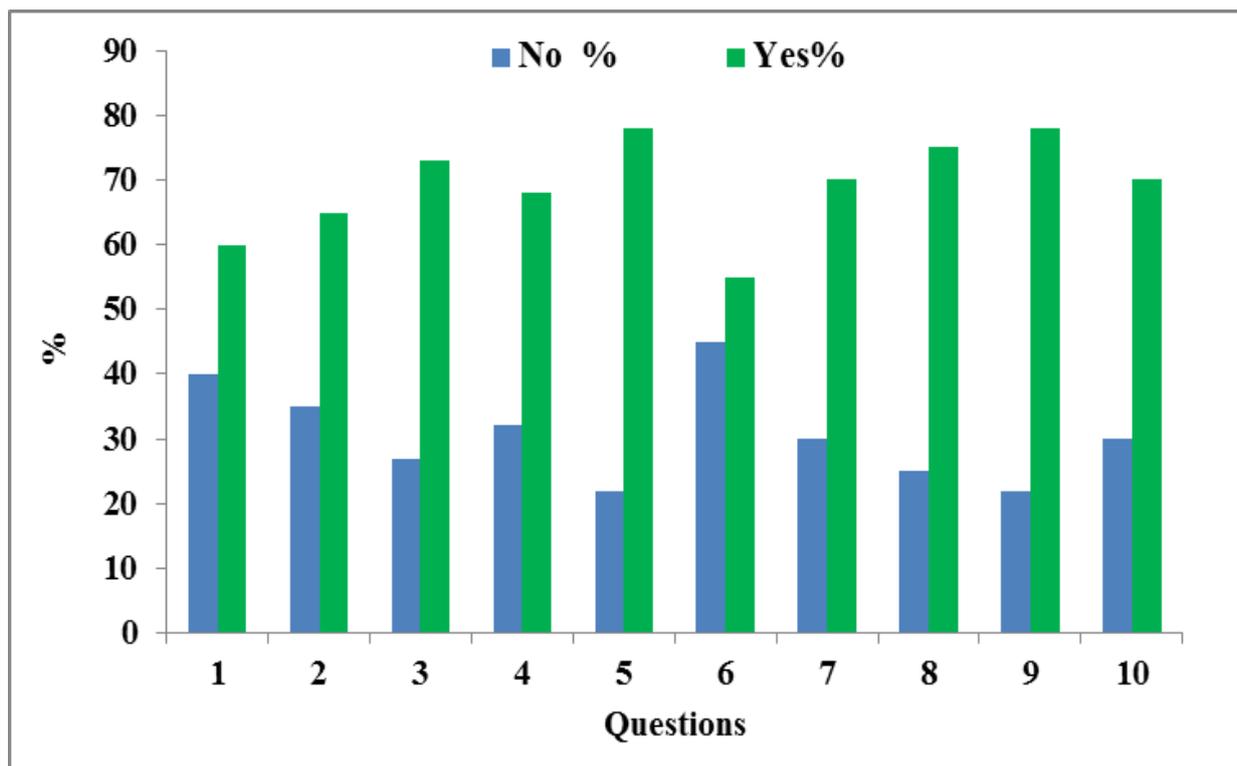
Not:- Total number:-50

	Yes%	No %
1. Nature of the questions is diverse and inclusive of academic progression	60	40
2. Do the questions vary between long and short assay, true and false, multiple choice, case presentation and diagnosis , and OSCE, OSPE.	65	35
3. Are the assessments comprehensive and cover knowledge and attitudes	73	27
4. Do the nature and awareness of the questions enhance the skill solve problem	68	32
5. Do the exam equations simulate the different levels of students	78	22
6. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	55	45
7. Were the results of the lectures and evaluation reflected on the students skill and knowledge, positively or negatively	70	30
8. Did the professor provide an adequate explanation of the material for the examination, supported by pictorial evidence	75	25
9. Are the semester and final exams held within a pre-prepared schedule	78	22
10. Do the questions include the required scientific material	70	30



3.2.1.3.b.

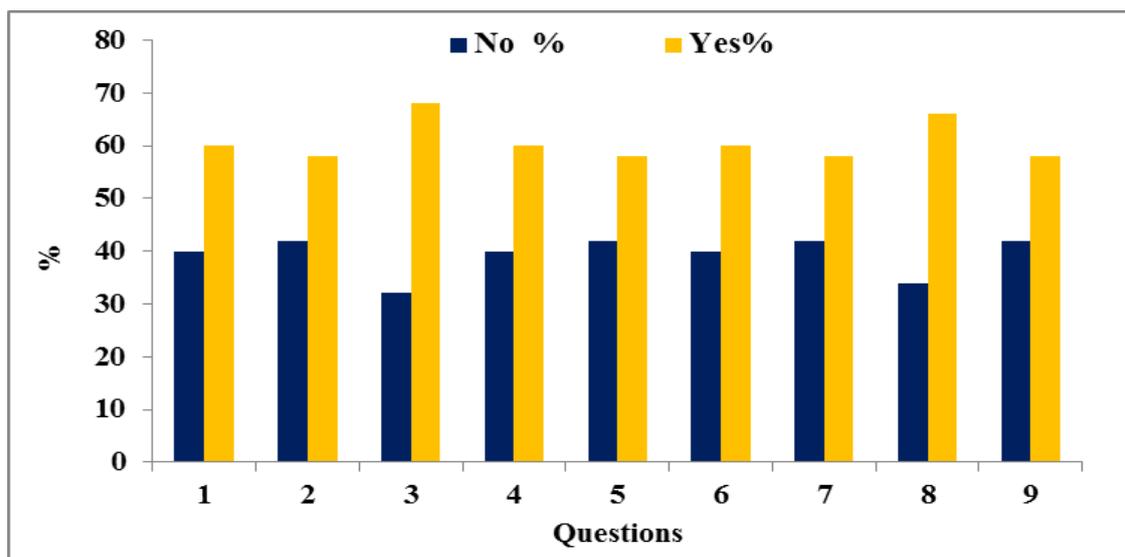
Not:- Total number:-40



3.2.1.4.

	Yes%	No %
1. Nature of the questions is diverse and inclusive of academic progression	60	40
2. Do the assessments provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress	58	42
3. Are the assessments comprehensive and cover knowledge and attitudes	68	32
4. Did provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress	60	40
5. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	58	42
6. Are the assessments comprehensive and cover knowledge and attitudes	60	40
7. Does the size of curriculum correlate with the quality and nature of the assessments	58	42
8. Do the assessments cover the scientific material to be accepted by the students	66	34
9. Do the questions include the required scientific material	58	42

Not:- Total number:-50

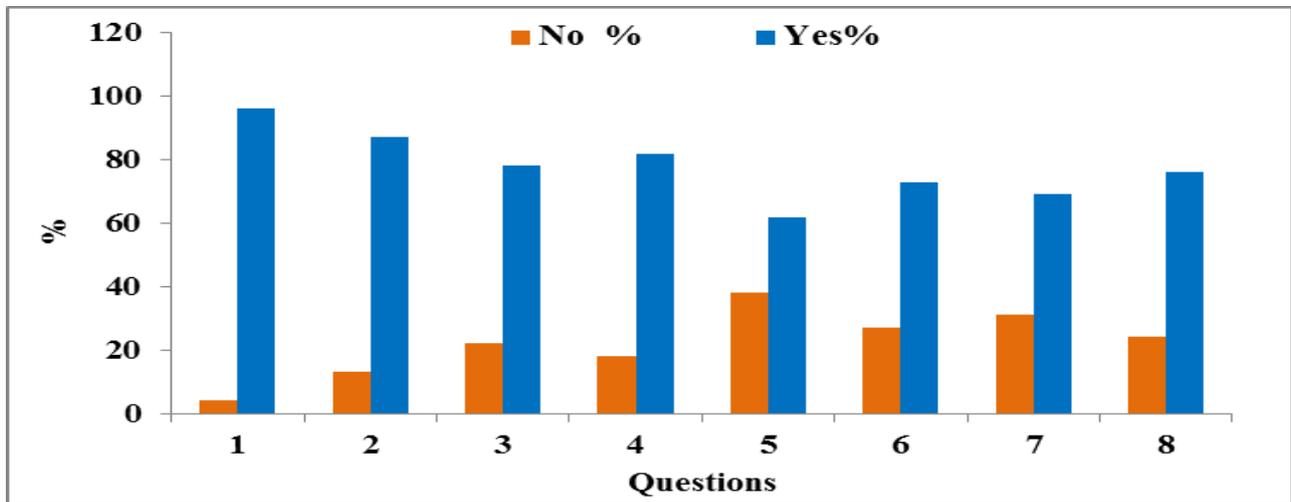


3.2.3.

	Yes%	No %
1. Do evaluations ensure timely feeding based on evaluation findings	96	4
2. Does the number of types of assessments help to the learning feedback process and the students' skill acquisition	87	13
3. Are the assessments comprehensive and cover knowledge and attitudes	78	22
4. Did provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress	82	18
5. Do the assessments and evaluation methods obtain the satisfaction and acceptance of the students	62	38

6. Does the size of curriculum correlate with the quality and nature of the assessments	73	27
7. Do the assessments cover the scientific material to be accepted by the students	69	31
8. Do the questions include the required scientific material	76	24

Not:- Total number:-45



Indexing

Accreditation Review Committee - Area -3- Assessment of Students

3.1 Assessment Methods

Documents:

1. The administrative order of Accreditation Review Committee - Area -3- Assessment of Students
2. Report No.1- Assessment of Students
3. Attach exam and electronic exam forms for various studying subjects and all academic levels.
4. Attach document showing the ministerial exam instructions.(Attachment)

5. Attach university calendar
6. A questionnaire (3.1.1).
7. Attach a picture representing the publication of student evaluation methods on the official website of the college, which includes the evaluation methods used:-
(Attachment picture)
 - F- Long or short assay
 - G- True and False
 - H- Multiple choice
 - I- OSCE or OSPE
 - J- Case presentation and diagnosis
8. A questionnaire (3.1.2).
9. A questionnaire (3.1.3).
10. A questionnaire (3.1.4).
- 11.- Administrative order with number 1186 in date 10/5/2022.
- 12.- Administrative order with number 1185 in date 10/5/2022.
- 13.- Administrative order with number 722 in date 16/3/2022.
- 14.- Administrative order with number 1189 in date 11/5/2022.
- 15.- Group of invitations to a number of foreign doctors and professors to participate in the scientific conference.
16. Administrative order with number 2526 in date 27/12/2010.
17. A questionnaire (3.1.6).
18. Summary report
19. Administrative orders with a copy of the meetings of the college council, the branch councils, and the committee council for our exam confirming.
20. Administrative order with a copy of council's minutes at the beginning of the semester in which the teaching plan for the branch is discussed, the subjects given and the names of the lectures.

21. Administrative orders for members of the scientific examination committee for each branch (Attachments).
- 22.- Administrative orders for members of the scientific examination committee for medical college (Attachments).
- 23.- Attach the daily reports of the examination committee, which show the success and failure rates for each year (Attachments Administrative order Showing success and failure rates for students).
- 24.- Administrative orders for members of the scientific examination committee to check students' grades(Attachments).
- 25.- Administrative orders for members of the scientific committees for each branch (Attachments).
26. Report No.2 3.2. Relation between assessment and learning
27. Attach the curriculum or all academic levels and for all academic subjects, and for all theoretical and practical subjects in the form of a paper documents and a compact disk (Attachment).
28. A questionnaire (3.1.6).
29. A questionnaire (3.2.1a).
30. A questionnaire (3.2.1b).
31. Administrative orders of the central scientific committee, No.1840 in 31/8/2021, No.93 in 10/1/2017.
32. A questionnaire (3.2.1.4).
33. A questionnaire (3.2.3).
34. Administrative orders of the medical education committee, and curriculum committee, No.670 in 22/2/2018, No.1138 in 28/4/2022, 3914 in 19/12/29.

Area-4

Program Evaluation Domain

4.1 Mechanisms for Program Monitoring and Evaluation Basic standards:

The medical college **must**:

4.1.1. Have a program of routine curriculum monitoring of processes and outcomes.

4.1.2. Establish and apply a mechanism for program evaluation that

4.1.2.1. Addresses the curriculum and its main components.

4.1.2.2. Addresses student progress.

4.1.2.3. Identifies and addresses concerns.

4.1.3. Ensure that relevant results of evaluation influence the curriculum.

4.1.1. have a program of routine curriculum monitoring of processes and outcomes.

The curriculum development, updating and monitoring curriculum application is a major concern of Diyala Medical College. For this purpose, many committees and departments were established. The role of these committees and the duties of each were assigned by the College Council. These committees included:

1-Program evaluation and monitoring committee. The first one was established in 4-1-2017 and updated in 11-6-2019 and the last update was in 30-11-2021.

[Annex 4.1.1 A-29](#), [Annex 4.1.1 B-1788](#), [Annex 4.1.1 C-2653](#)

2-Curriculum committee was established for the integrated system in 28-4-2022 and updated 5-12-2022 and the duties of this committee were clarified in details.

[Annex 4.1.1 D-1140](#), [Annex 4.1.1 E-2972](#)

3-Lastly, the introduction of medical education departments in 12-8-2015 and updated in 22-12-2022 and last update in 15-2-2023 which played and still plays a great role in program monitoring. [Annex 4.1.1 F-1574](#), [Annex 4.1.1 G-3178](#), [Annex 4.1.1 H-375](#)

[4.1.2. establish and apply a mechanism for program evaluation that](#)

[4.1.2.1. Addresses the curriculum and its main components.](#)

4.1.2.2. Addresses student progress.

4.1.2.3. Identifies and addresses concerns.

4.1.2.1. Addresses the curriculum and its main components.

The program development, updating, evaluation and monitoring is in Diyala medical college through the forementioned committees and departments according to data obtained from different sources and evidences for example:

Such studies are directed to assess conduct and competencies of students in certain areas where there are concerns about their training.

I-Surveys and questionaries:

- A- Feedback about the response of 4th stage about formative assessment
- B- Evaluation questioner for the educational process for performance in small groups
- C- Feedback from graduates of medical college
- D- Feedback from teaching staff
- E- Feedback from health directorate managers and specialists (Up to 10 years contact)
- F-Feedback from health directorate managers and specialists (> 10 years contact)

According to the data obtained from the previous resources, many major and minor changes were made to the curriculum that addresses concerns. These changes will be discussed in details in chapter 4.1.2.3.

4.1.2.2 addresses student progress.

One of the major developments introduced by Diyala medical college is the development of Academic advising unit. **Annex 4.1.2.2 A-902, 4.1.2.2 B-1268**

This unit identifies students' problems and offers them various types of supports and solutions at the personal level, academic progress, social and even economic levels.

Academic advising unit have many activities including regular meetings with the students (especially those having hardships in their academic progress), preparing surveys and questioner, analyzing data results and putting recommendations and accordingly, suitable actions and solutions were taken.

The Academic advising unit also provided psychological support to the students who required that.

Economic support was also provided by the medical college after the recommendation of Academic advising unit. Many examples are listed in the document below.

Annex 4.1.2.2 C-2539 , Annex 4.1.2.2 D-881 ,Annex 4.1.2.2 E-1136

The last social activity was the provision of breakfasting meals for the fasting dorm students. **Annex 4.1.2.2 E-1136**

For the traditional system, the results of midterm and final examinations presented by the examination committees. A thorough discussion is usually conducted if there is a high or low pass rate. Changes in learning and students' evaluation will be accomplished by different college departments through feedback from college council.

For the integrated system, students. progress is conducted by the Academic advising unit at end of each semester and the Academic advising unit addresses the students' problems

and concerns through meetings arranged between the students and staff of Academic advising unit.

Also, it is important to mention that data about students' absence were obtained from the registration unit and discussed in the college council and warnings were given according to the number of hours.

Lastly, the medical college addressed the needs of students with special needs and provides some logistic tools for them.

The medical college **should:**

4.1.4. Periodically evaluate the program by comprehensively addressing:

4.1.4.1. The context of the educational process.

4.1.4.2. The specific components of the curriculum.

4.1.4.3. The long-term acquired outcomes.

4.1.4.4. Its social accountability

4.1.4. Periodically **evaluate the program by comprehensively addressing:**

4.1.4.1. **The context of the educational process.**

This is achieved by regular meetings of the curriculum committee addressing various issues related to the educational process.

4.1.4.4. Its **social accountability**

The medical college responds to social needs through contribution with the health authorities. In recent time, a project of the (University Hospital) was introduced the University council and waiting agreements from higher authorities. This Hospital will provide advanced health service to the community in addition it will be a major resource for the teaching process.

4.2. Teacher and Student Feedback

Basic standards:

The medical college **must**:

4.2.1 Systematically seek, analyze and respond to the teacher and student feedback.

Diyala college of Medicine has systematically sought, analyzed and responded to student feedback by conducting regular questionnaires usually distributed to all students at end of each year and for each member staff. Their results are implied through the appropriate steps.

Moreover, various questionnaires are applied in the college such as the curriculum evaluation questionnaire which has been offered for the members of the faculty to evaluate the strength and weakness points of the curriculum.

Quality development standards:

The medical college **should**:

4.2.2. use feedback results for program development.

The college continuously incorporates an update to its program based on experiences and feedback gained throughout the process of curriculum implementation. This is achieved through the regular college council meetings in the traditional system and by curriculum committee in the integrated system. Many documents were included in the previous sessions.

4.3 Performance of Students and Graduate

Basic standards:

The medical college **must**:

4.3.1 Analyze the performance of cohorts of students and graduates in relation to:

4.3.1.1. Mission and intended educational outcomes.

4.3.1.2. Curriculum

4.3.1.3 Provision of resources.

Again, here Diyala medical college depends on questioners and surveys to analyze the performance of students and graduates.

4.4. Involvement of Stakeholders

Basic standard: The medical college **must**

4.4.1. In its program monitoring and evaluation activities involve its principal stakeholders

This was achieved by regular meetings with stakeholders including the college council, Academic Teaching Staff, Students, Diyala General Directorate of Health (director general, planning department, preventive department, directors of teaching hospitals, etc.), Member(s) of Parliament, Diyala governorate, Diyala medical syndicate. Feedbacks from stakeholders are then thoroughly assessed and modifications done accordingly. The ideas and advices of other stakeholders are seriously considered by the college council.

Quality development standards:

The medical college **should**

4.4.2. for other stakeholders

4.4.2.1. Allow access to results of course and program evaluation.

4.4.2.2. Seek their feedback on the performance of graduates.

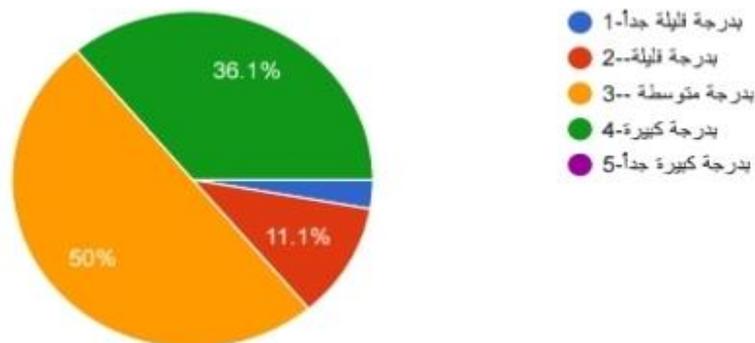
4.4.2.3. Seek their feedback on the curriculum.

The special Questionnaire Results:

The results of the questionnaires that were applied to graduates, college members, health institute staff and managers about curriculum evaluation and graduates' quality are displayed as follows:

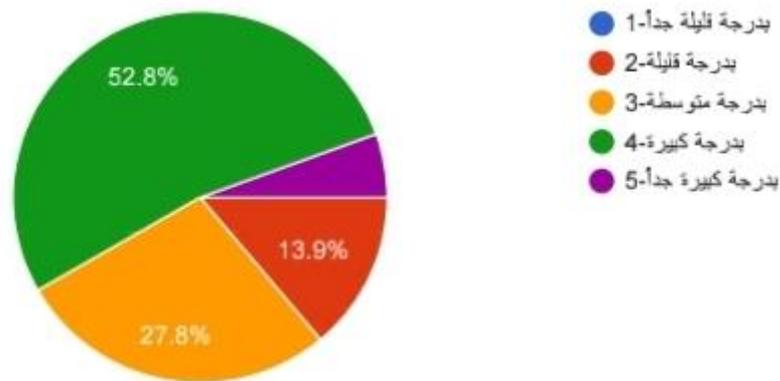
A- The opinions of the participating faculty from the professors of our college about the questionnaire of the curriculum and teaching methods in the College of Medicine:

1. The prescribed curriculum encourages the expression of their true abilities: - (36 people)



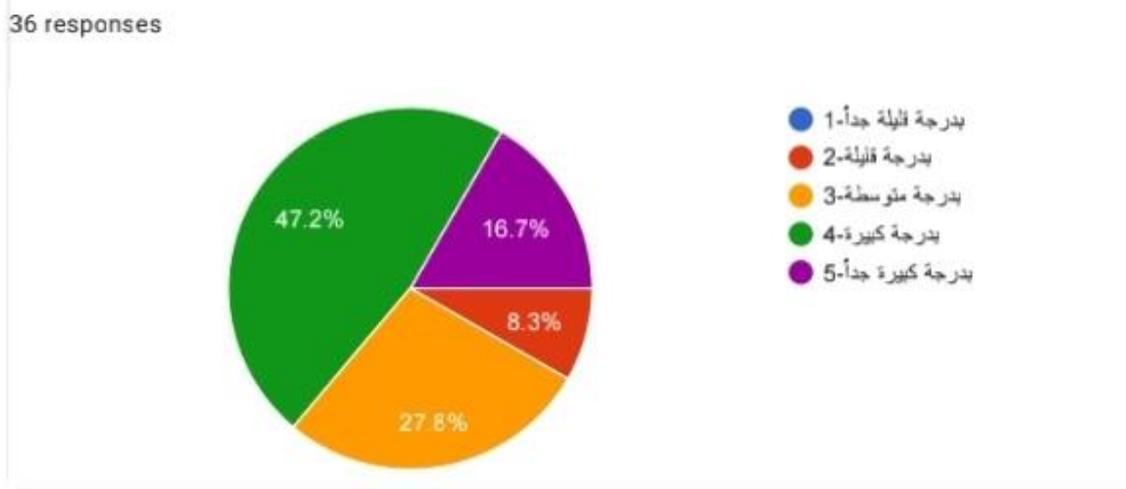
50% of the teachers were of the opinion that it expresses in a moderate degree, while approximately 36% expresses it in a large degree, while a very small percentage believed that it expresses in a very small degree.

2. The curriculum contains in a balanced manner the theoretical and practical frameworks in each lesson: - (36 people)



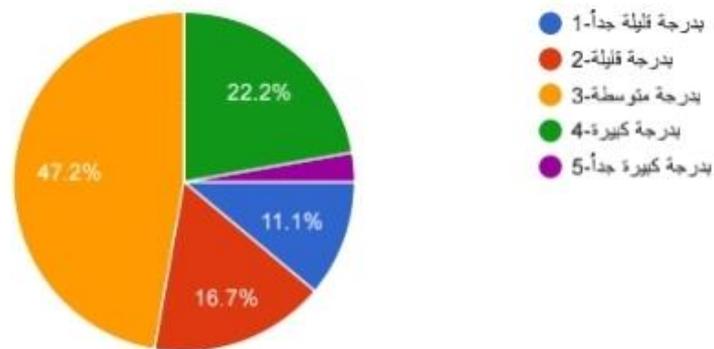
52.8% of the teachers were of the opinion that it expresses to a great degree, while approximately 27.8% expresses it to a moderate degree, while a very small percentage believed that it expresses to a very large degree.

3. The vocabulary of the prescribed curriculum is clear to students at the beginning of the semester: - (36 people)



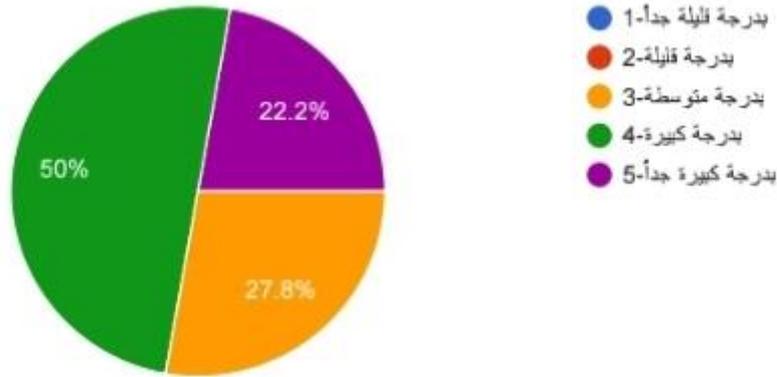
47.2% of the teachers thought that it was clear to a great degree, while approximately 27.8% said it was clear to a moderate degree, while a very small percentage thought that it was clear to a little degree.

4. The curriculum helps innovation and renewal: - (36 people)



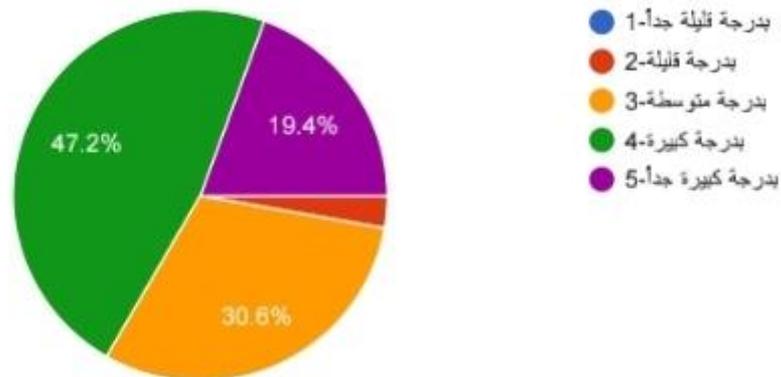
47.2% of the teachers believed that it helps in a medium degree, while approximately 22.2% believed that it helped in a great degree, while a very small percentage believed that it helped in a very large degree.

5. In each lecture, the instructor links the content of the previous lecture with the current one: - (36 people)



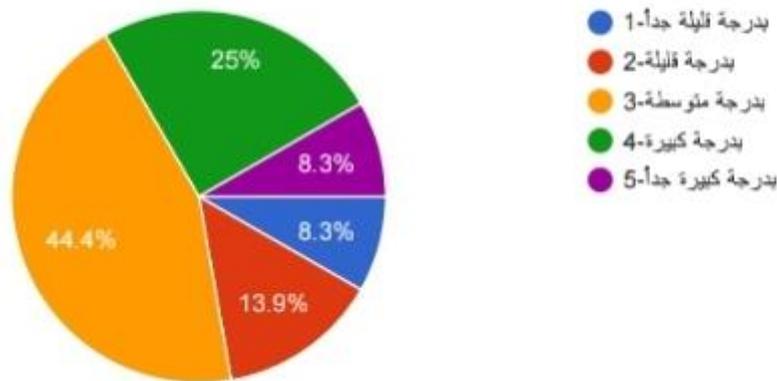
50% of the teachers were of the opinion that the linking is carried out to a medium degree, while approximately 22.2% believed that the linking was done to a very high degree, while 27.8% believed that the linking was done to a medium degree.

6. Teaching employs modern technology effectively and positively in teaching: - (36 people)



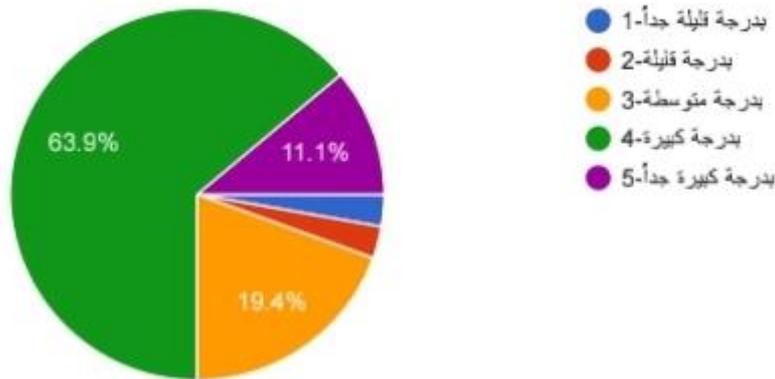
47.2% of the teachers were of the opinion that modern technology is employed to a large extent, while approximately 30.6% are employed to a moderate degree, while 19.4% were of the opinion that it is employed to a very large extent.

7. The instructor requests additional work, duties, and requirements for the course he teaches: - (36 people)



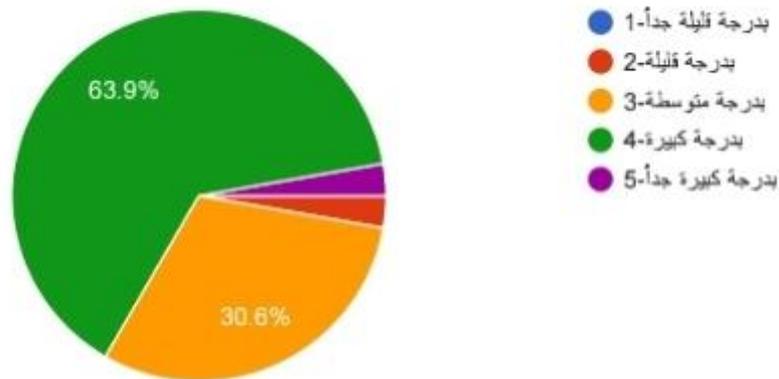
44.4% of the teachers were of the opinion that additional work, duties and requirements are requested to a moderate degree, while 25% were requested to a large extent, while only 8.3% believed that additional work, duties and requirements were requested to a very high degree.

8. The information is presented in an interesting and organized way during the lectures: - (36 people)



63.9% of the teachers believed that the information is presented in an interesting and organized way during the lectures to a large extent, while approximately 19.4% were used to a moderate extent, while 11.1% believed that it was used to a very large extent.

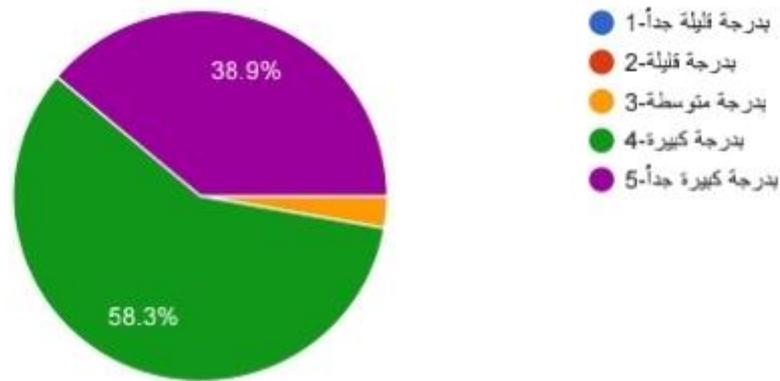
9. The student finds the grades he gets expressive of his actual level: - (36 people)



63.9% of the teachers were of the opinion that the student finds the grades he obtains expressive of his actual level to a large extent, while approximately 30.6% of the student finds that the grades he obtains reflect his actual level to an average degree,

while a very small percentage of them believed that the student finds the grades he obtains expressive of his level very much actual.

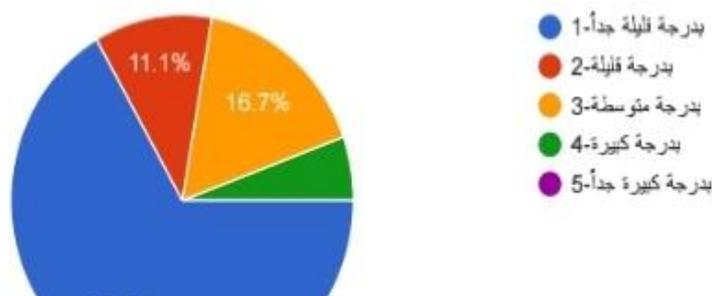
10. The exams correspond to the content of the course announced to the students: - (36 people)



58.3% of the teachers believed that the exams corresponded with the content of the course announced to students to a large extent, while a very small percentage believed that the exams corresponded to the content of the course announced to students to a moderate degree, while 38.9% believed that the exams corresponded to the content of the course announced to students to a very large extent.

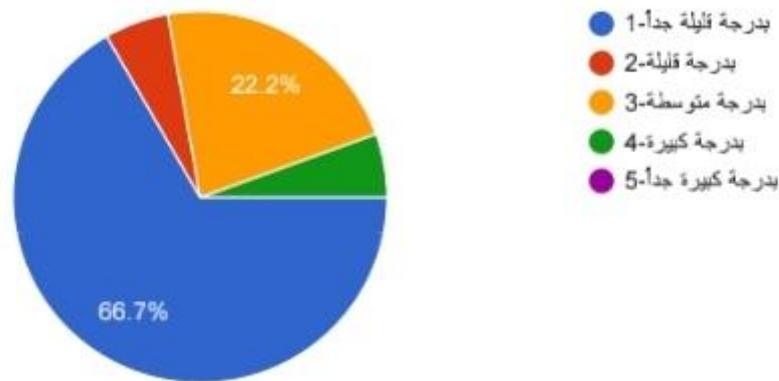
B- The opinions of male and female residents, graduates of our college, about the questionnaire of the curriculum and teaching methods:

The prescribed curriculum encourages the expression of their true abilities: - (18 people)

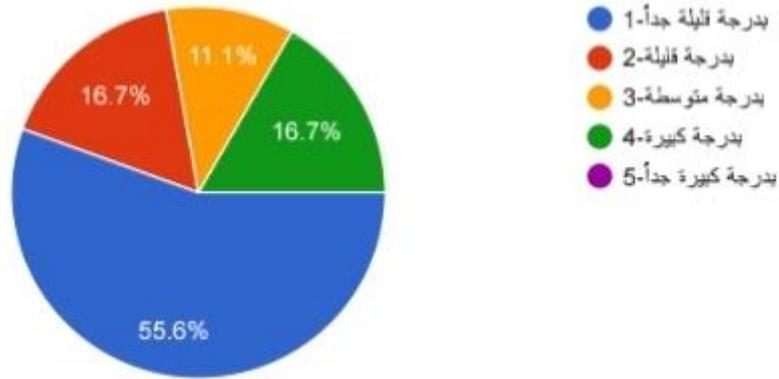


66.7 % of male and female residents, graduates of our college, believed that the prescribed curriculum encourages the expression of their true abilities to a very low degree, while approximately 16.7% are employed to an average degree, while 11.1% believed that they are employed to a low degree.

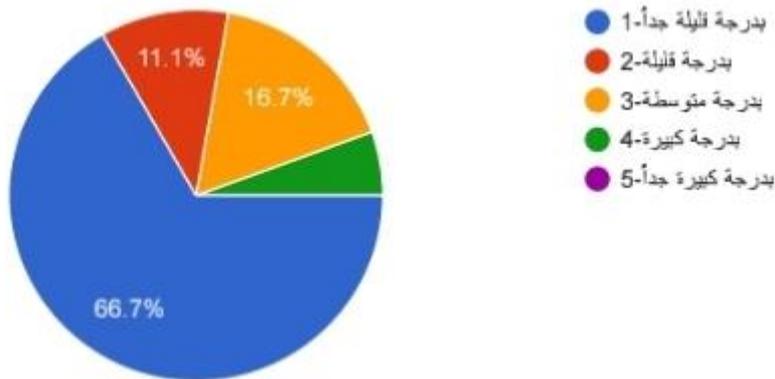
2. The curriculum contains in a balanced manner the theoretical and practical frameworks in each lesson: - (18 people)



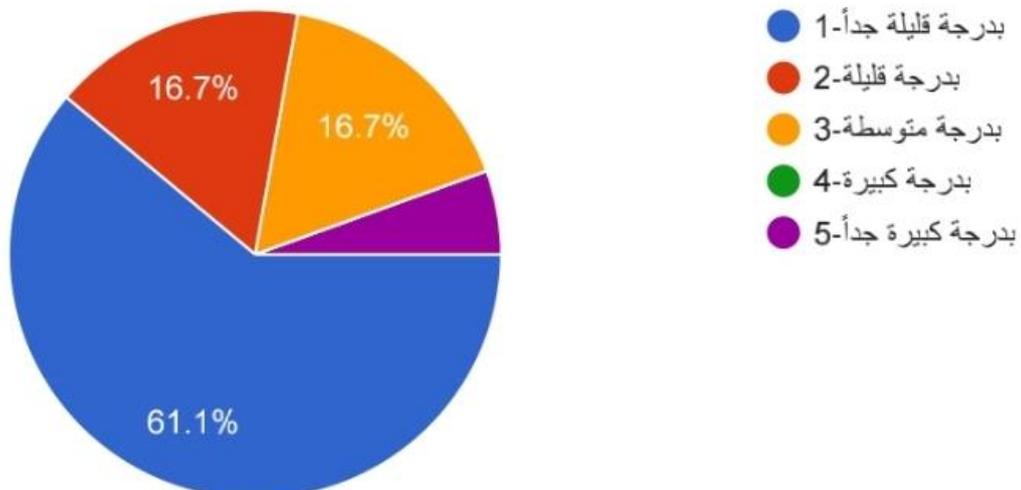
3. The vocabulary of the prescribed curriculum is clear to students at the beginning of the semester:- (18 of people)



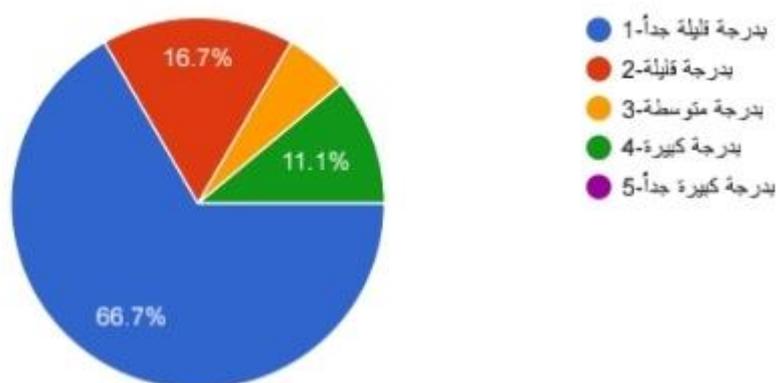
4. The curriculum helps innovation and innovation: - (18 people)



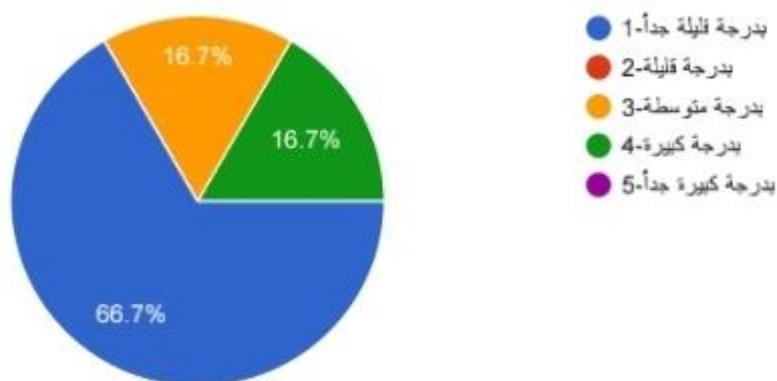
5. In each lecture, the instructor links the content of the previous lecture with the current one:



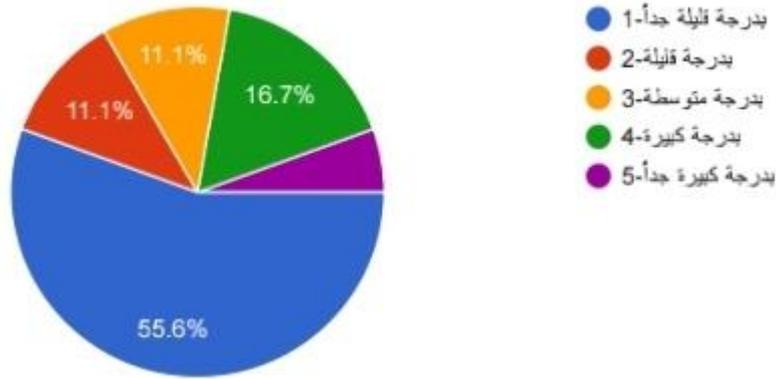
6. Teaching staff employs modern technology effectively and positively in teaching: - (18 people)



9. The student finds the grades he gets expressive of his actual level: - (18 people)

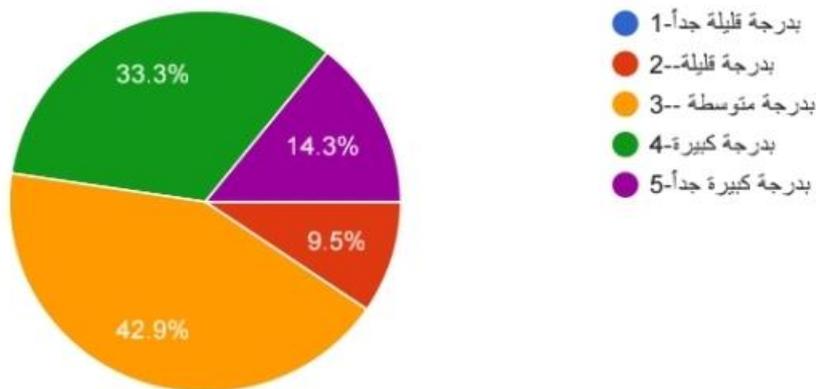


10. The exams correspond to the course content announced for students: - (18 people)



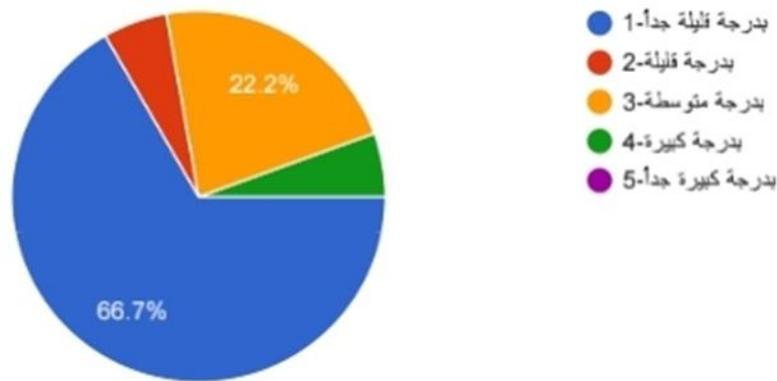
C- Sixth-stage students' opinions about the curriculum and teaching methods questionnaire:

1. The prescribed curriculum encourages the expression of their true abilities: - (21 people)

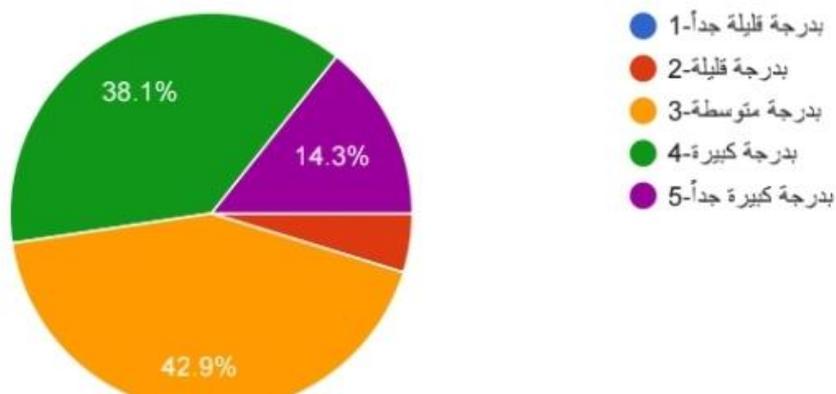


9.5% of the sixth stage students were of the opinion that the prescribed curriculum encourages the expression of their true abilities to a small extent, while approximately 42.9% are employed to a moderate degree, while 33.3% believed that they are employed to a large extent.

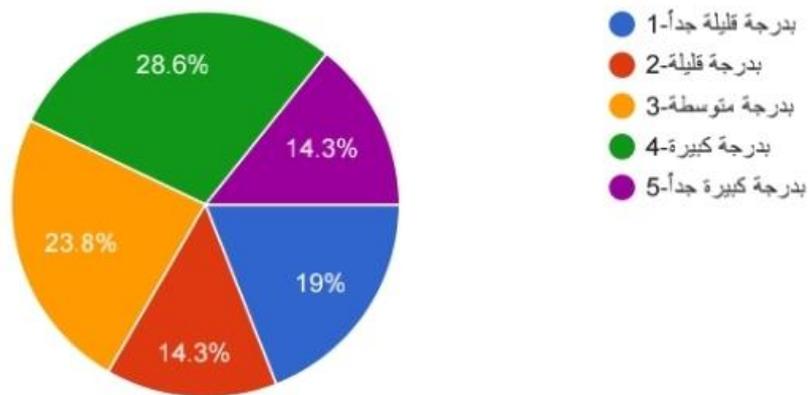
2. The curriculum contains in a balanced manner the theoretical and practical frameworks in each lesson: - (21 people)



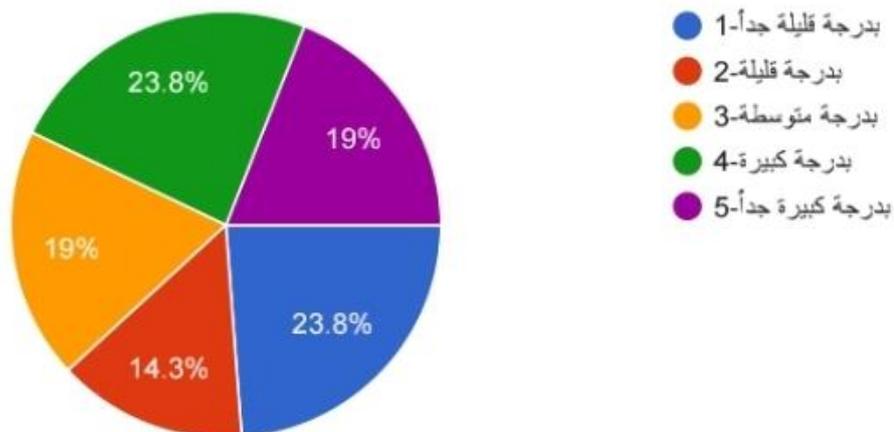
3. The vocabulary of the prescribed curriculum is clear to students at the beginning of the semester: - (21 people)



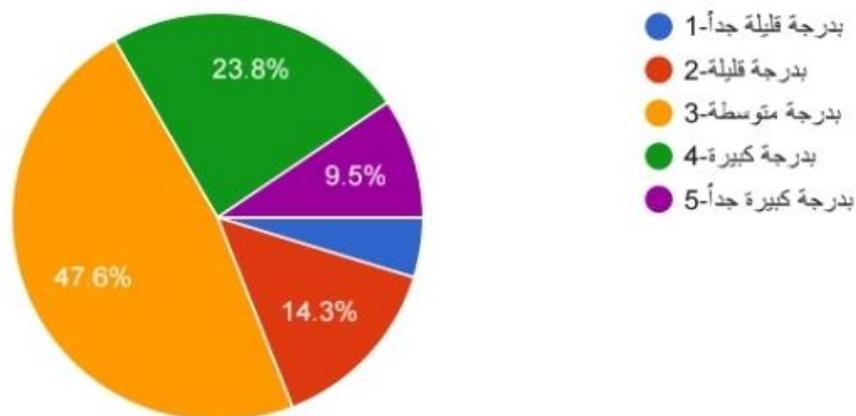
4. The curriculum helps innovation and innovation: - (21 people)



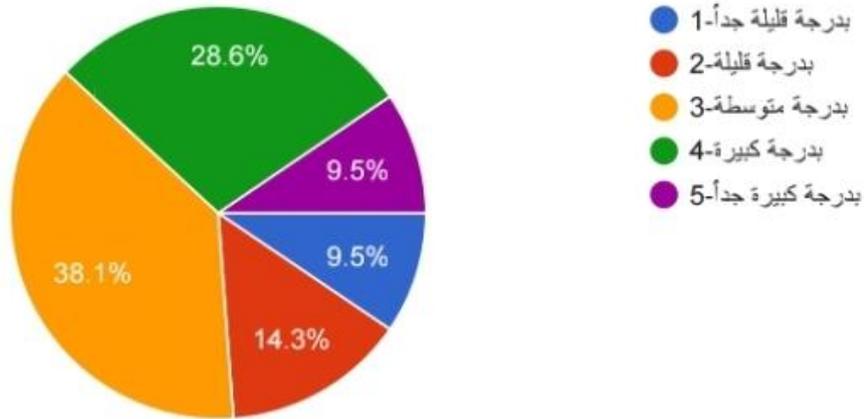
5. In each lecture, the instructor links the content of the previous lecture with the current one: - (21 people)



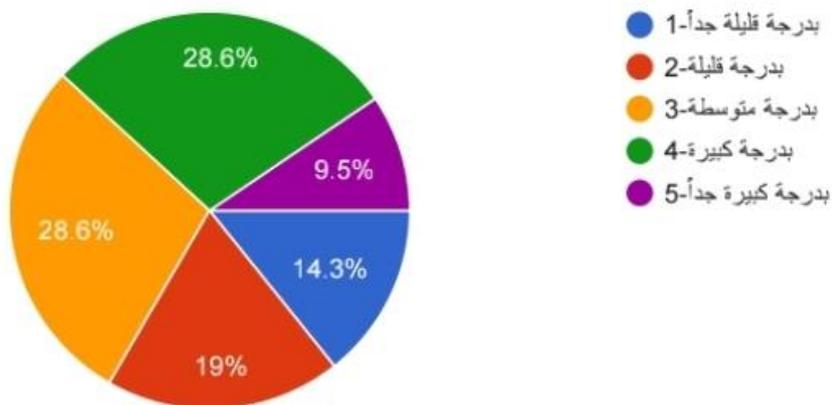
6. Teaching staff employs modern technology effectively and positively in teaching: - (21 people)



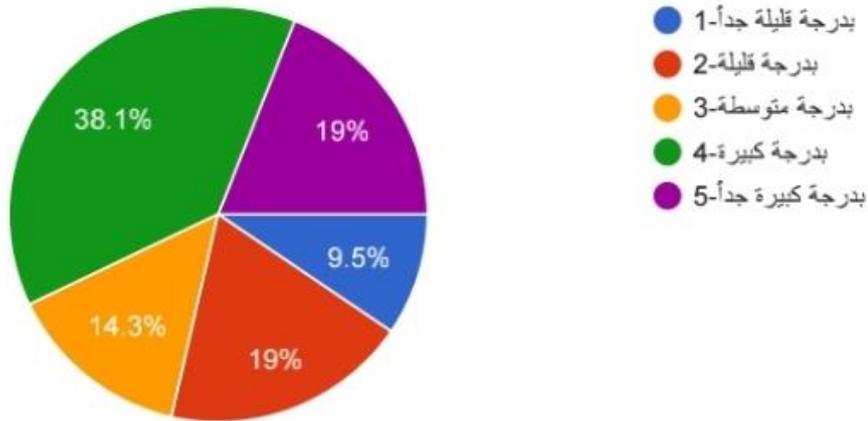
7. The teacher requests additional work, duties and requirements for the course he is studying: - (21 people)



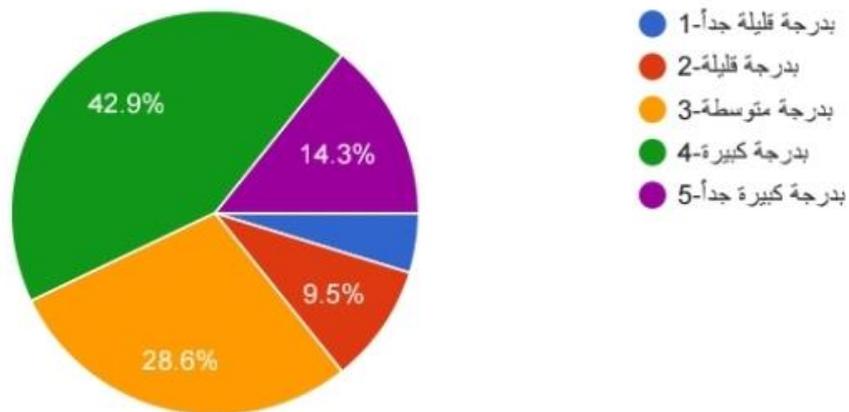
8. The information is presented in an interesting and organized way during the lectures: - (21 people)



9. The student finds the grades he gets expressive of his actual level: - (21 people)

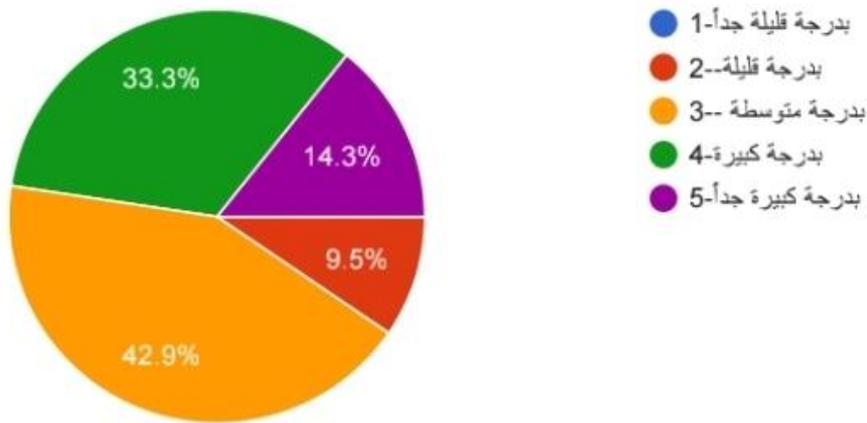


10. Examinations correspond to the course content announced for students: -
(21 people)

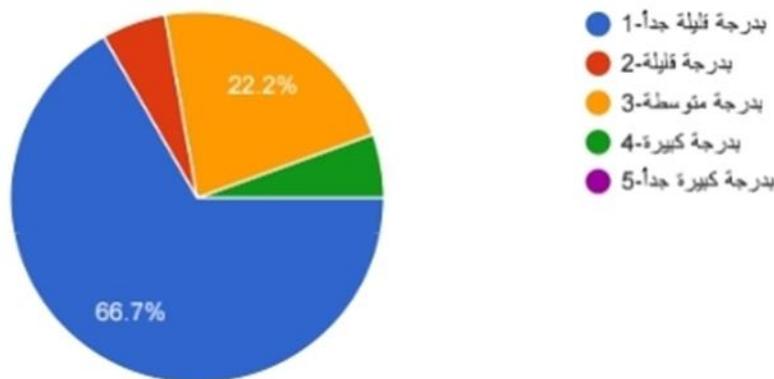


D- The opinions of the fifth stage students about the curriculum and teaching methods questionnaire:

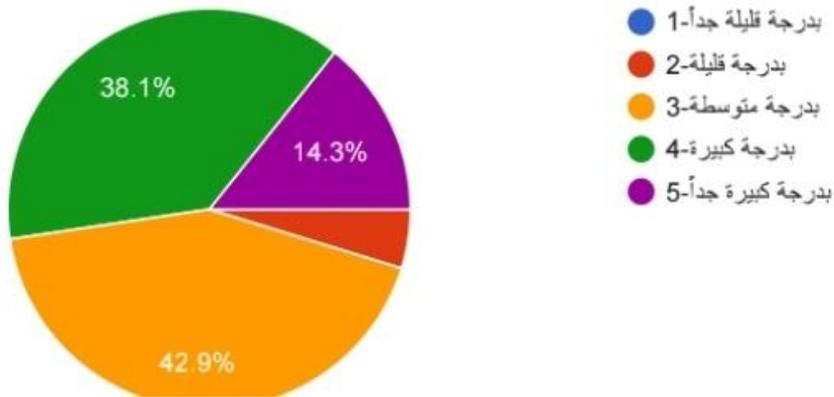
1. The prescribed curriculum encourages the expression of their true abilities: - (21 people)



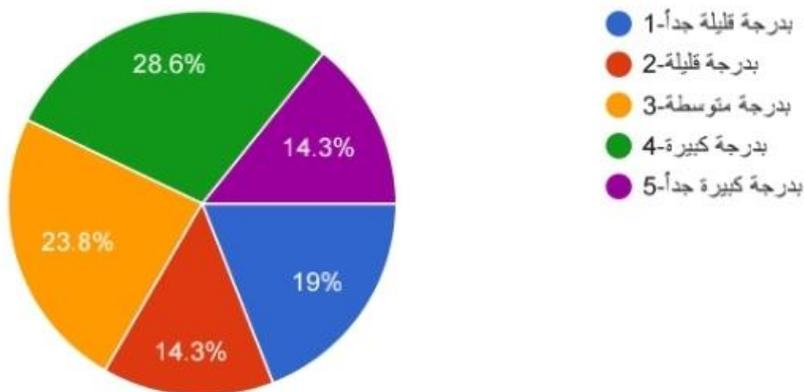
2. The curriculum contains in a balanced manner the theoretical and practical frameworks in each lesson: - (21 people)



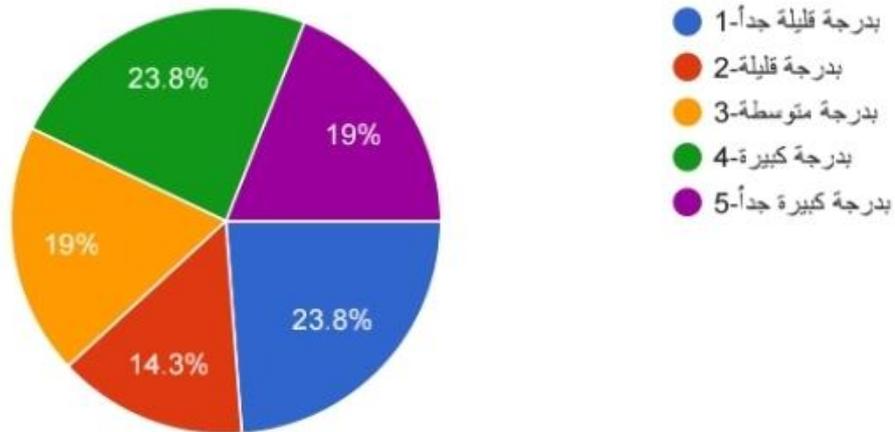
3. The vocabulary of the prescribed curriculum is clear to students at the beginning of the semester: - (21 people)



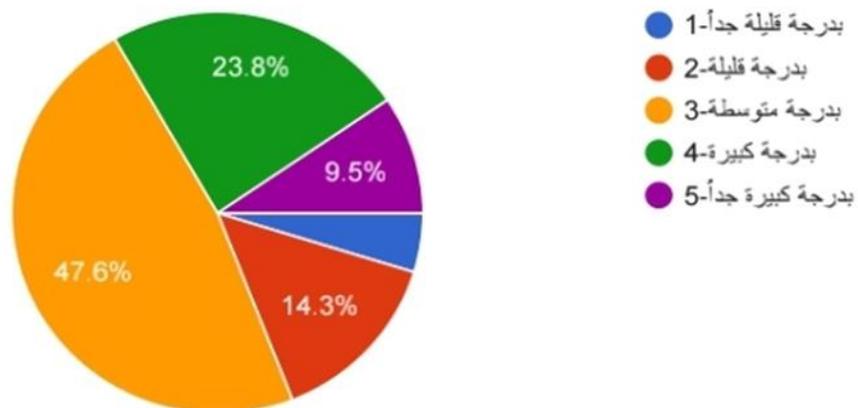
4. The curriculum helps innovation and innovation: - (21 people)



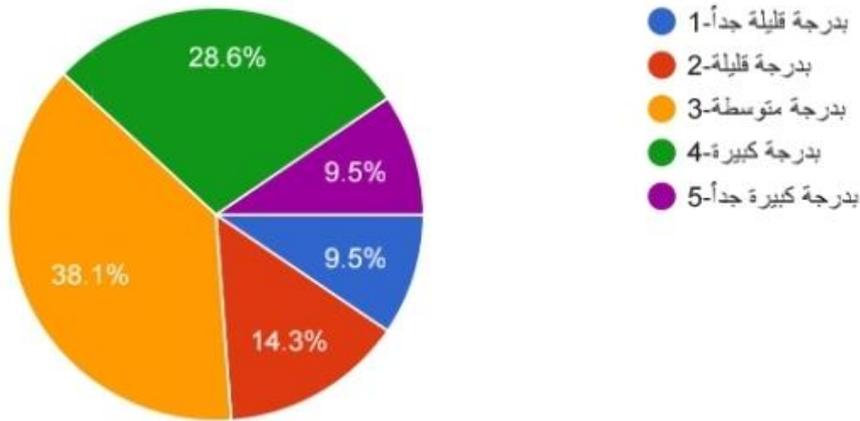
5. In each lecture, the instructor links the content of the previous lecture with the current one: - (21 people)



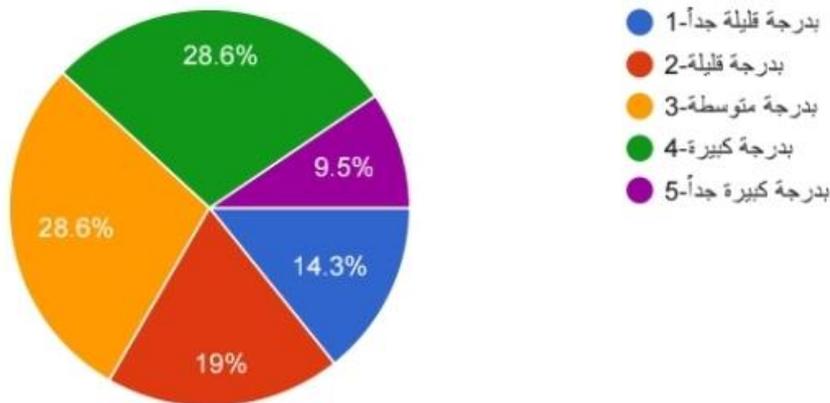
6. The teacher employs modern technology effectively and positively in teaching: - (21 people)



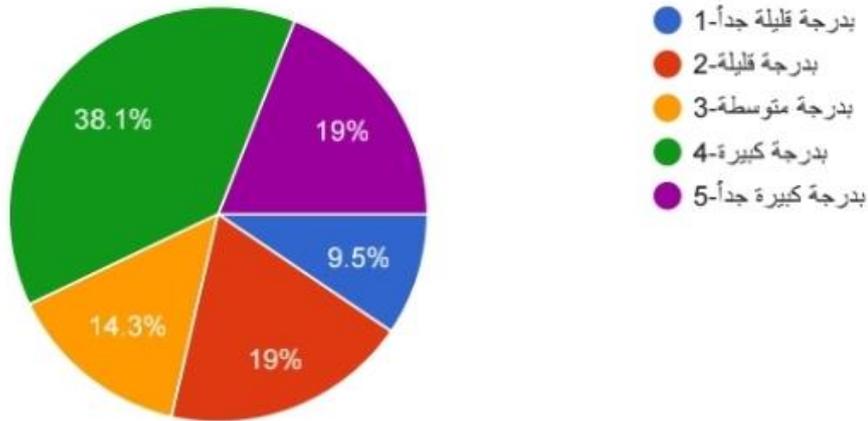
7. The instructor requests additional work, duties, and requirements for the course he is studying: - (21 persons)



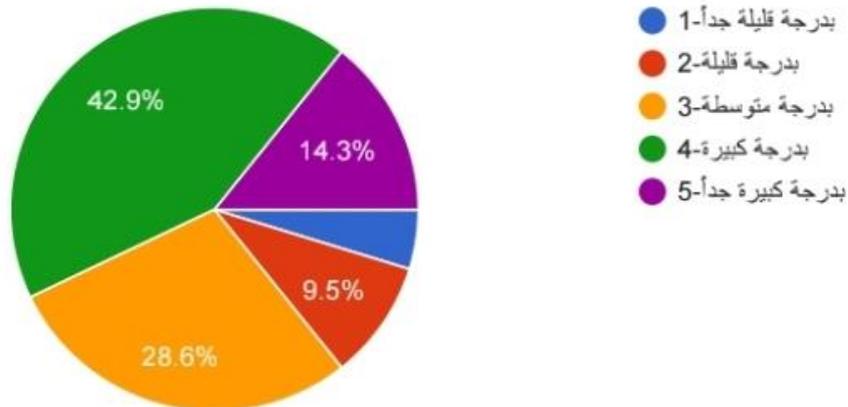
8. The information is presented in an interesting and organized way during the lectures: - (21 people)



9. The student finds the grades he gets expressive of his actual level: - (21 people)

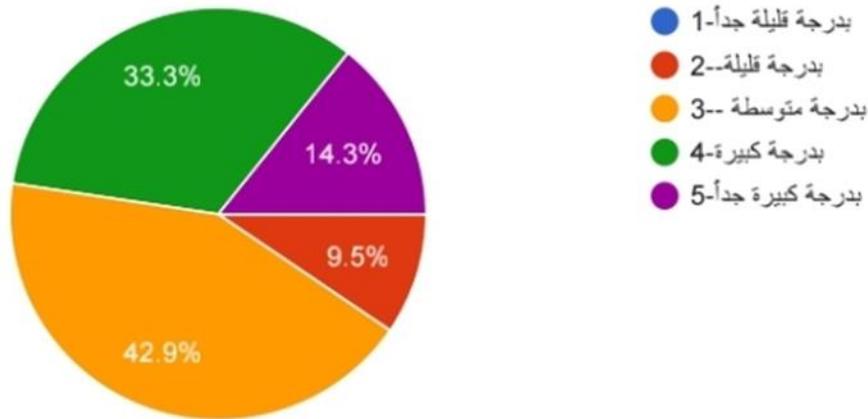


10٠. The exams correspond to the course content announced for students: - (21 people)

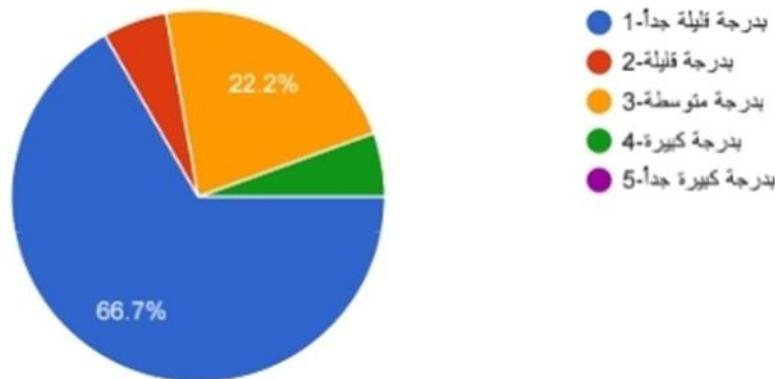


E- The opinions of fourth-stage students about the curriculum and teaching methods questionnaire:

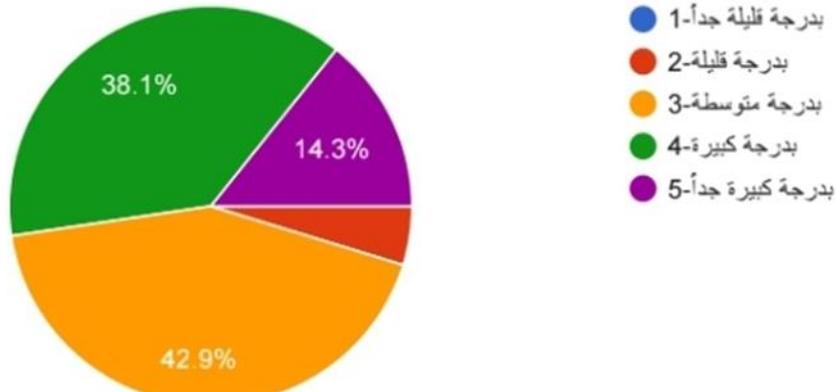
1. The prescribed curriculum encourages the expression of their true abilities: - (12 people)



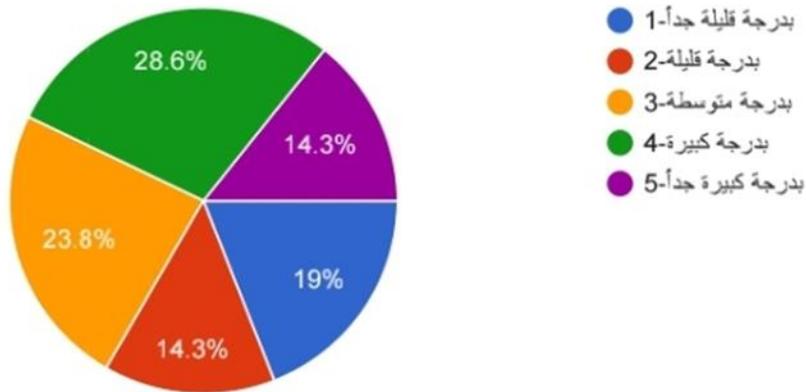
2. The curriculum includes in a balanced manner the theoretical and practical frameworks in each lesson: - (12 people)



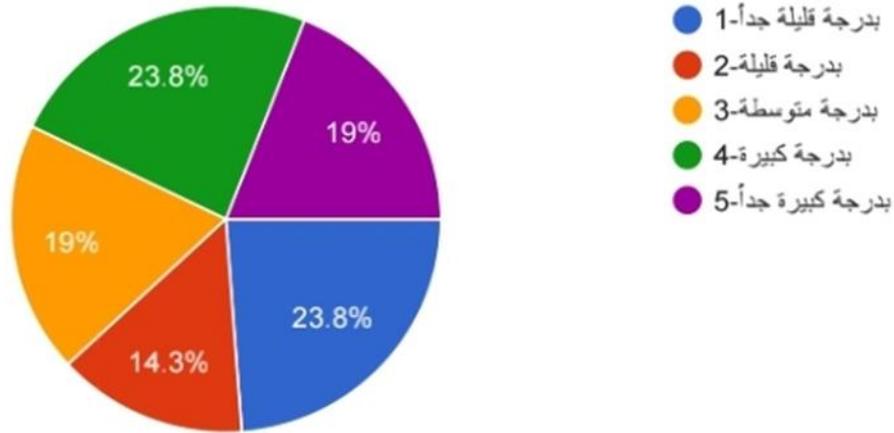
3. The vocabulary of the prescribed curriculum is clear to students at the beginning of the semester: - (12 people)



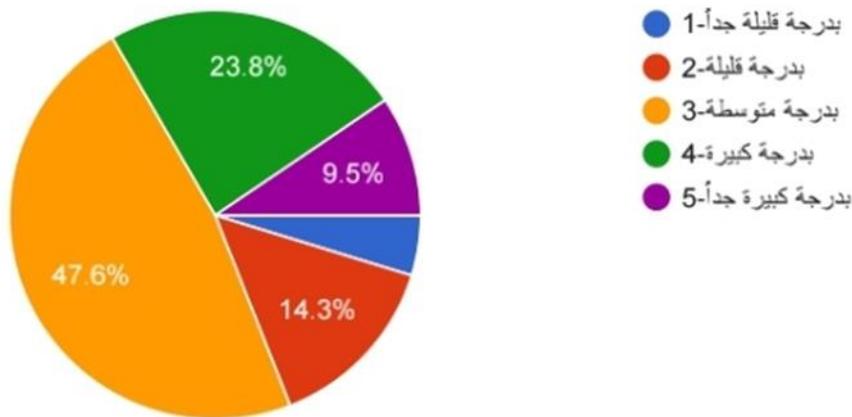
4. The curriculum helps innovation and innovation: - (21 people)



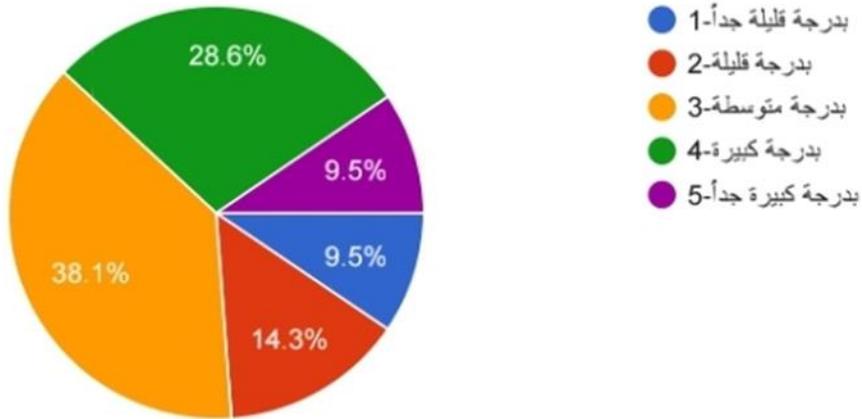
5. In each lecture, the instructor links the content of the previous lecture with the current one: - (12 people)



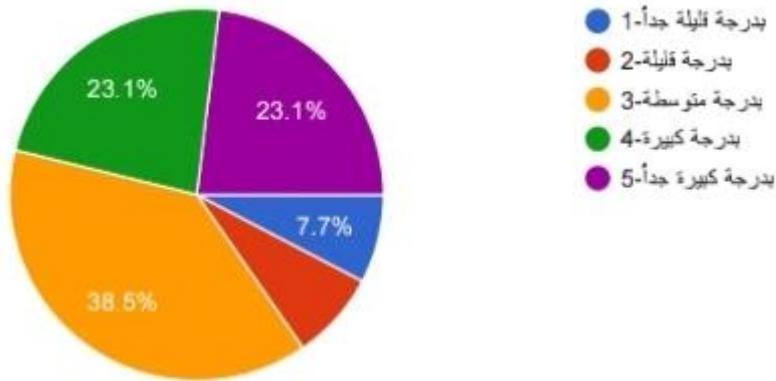
6. The teacher employs modern technology effectively and positively in teaching: -
(12 people)



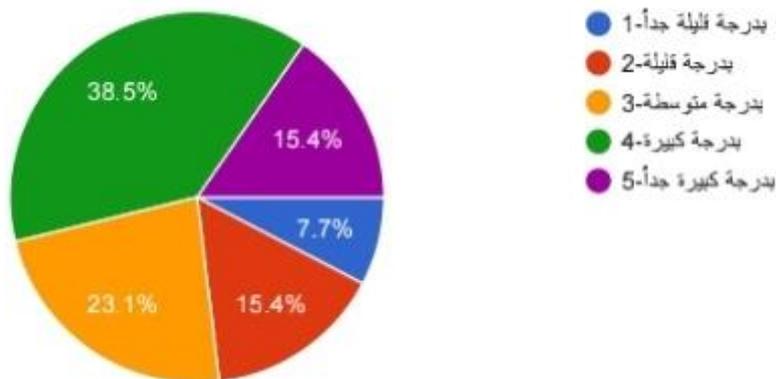
7. The instructor requests additional work, duties, and requirements for the course he is studying: - (12 people)



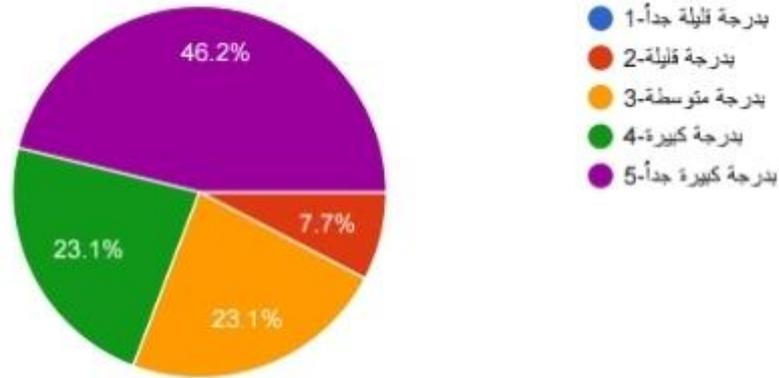
8. The information is presented in an interesting and organized way during the lectures: - (12 people)



9. The student finds the grades he gets expressive of his actual level: - (12 people)

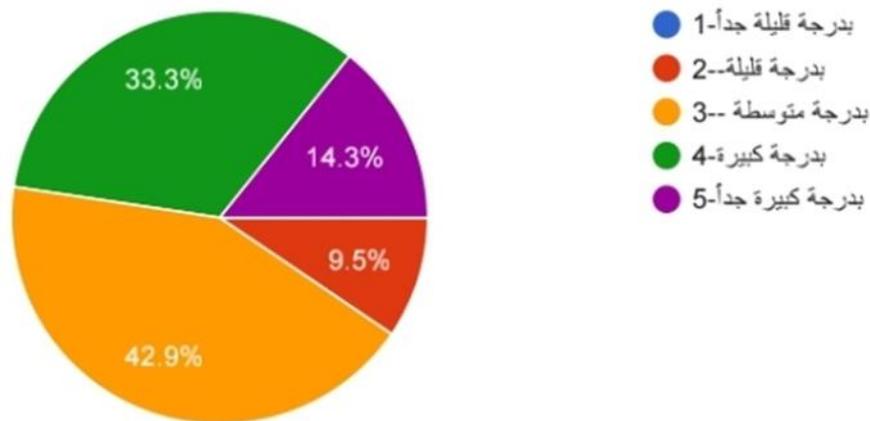


10. The exams correspond to the course content announced for students: - (12 people)

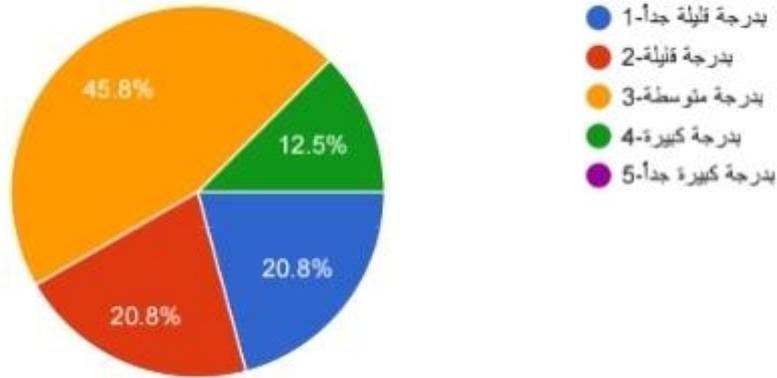


F- The opinions of third-stage students about the curriculum and teaching methods questionnaire:

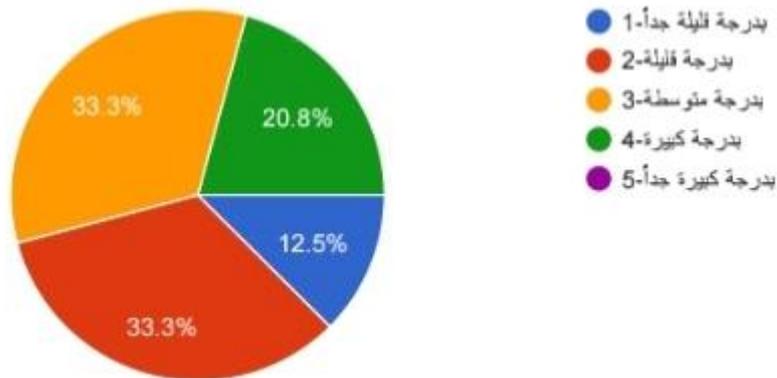
1. The prescribed curriculum encourages the expression of their true abilities: - (24 people)



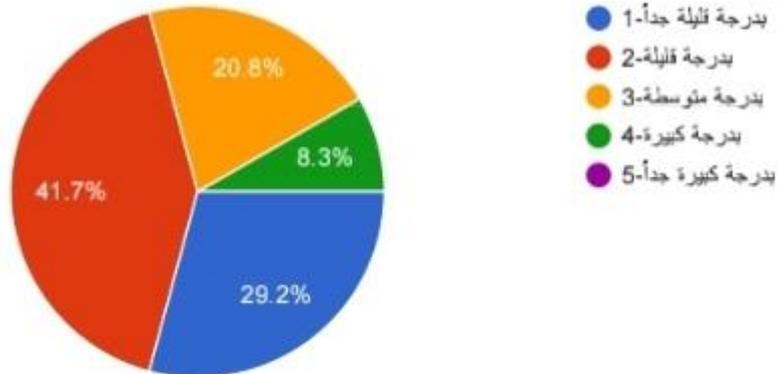
2. The curriculum contains in a balanced manner the theoretical and practical frameworks in each lesson: - (24 people



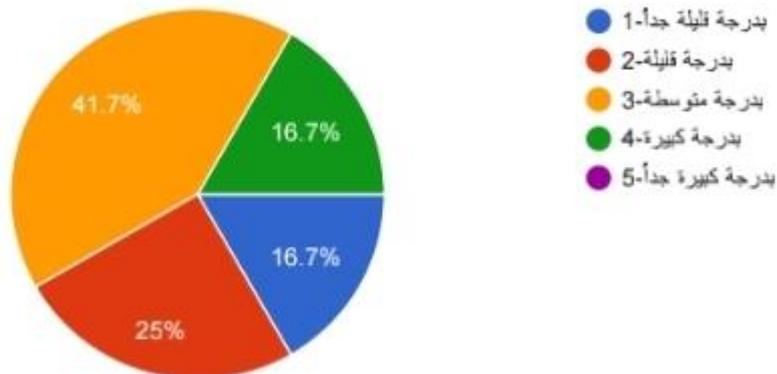
3. The vocabulary of the prescribed curriculum is clear to students at the beginning of the semester: - (24 people)



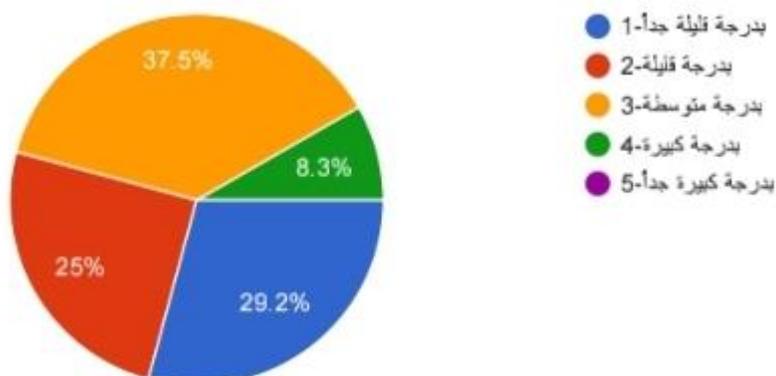
4. The curriculum helps innovation and renewal: - (24 people)



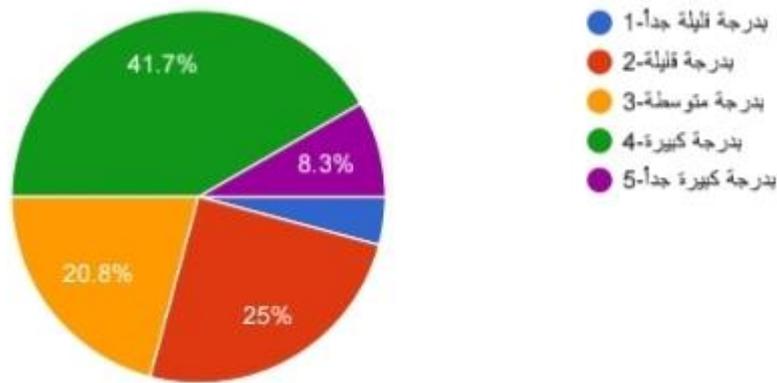
5. In each lecture, the instructor links the content of the previous lecture with the current one: - (24 people)



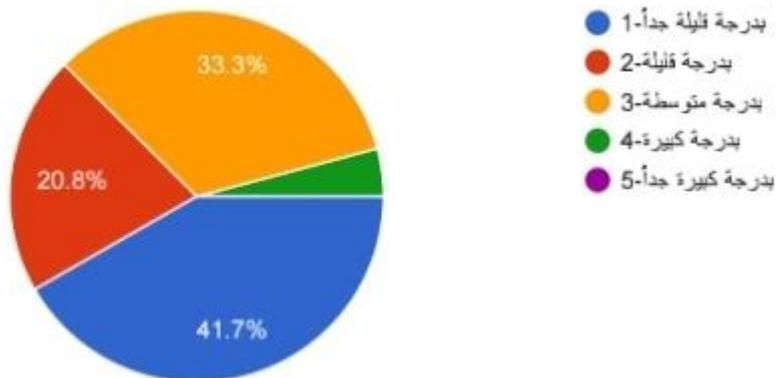
6. The teacher employs modern technology effectively and positively in teaching: - (24 people)



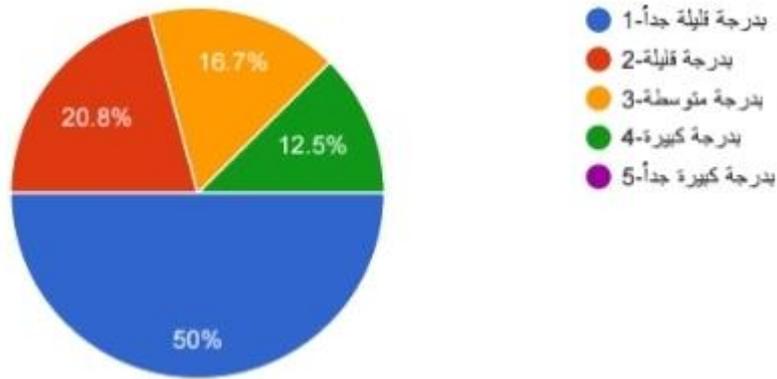
7. The instructor requests additional work, duties, and requirements for the course he is studying: - (24 people)



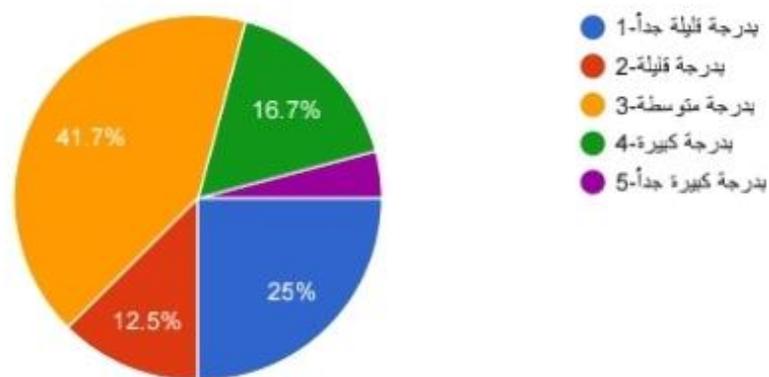
8. The information is presented in an interesting and organized way during the lectures: - (24 people)



9. The student finds the grades he gets expressive of his actual level: - (24 people)



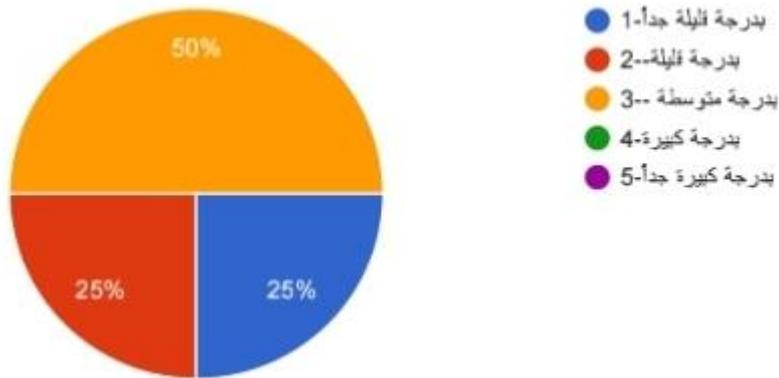
10. The exams correspond to the course content announced for students: - (24 people)



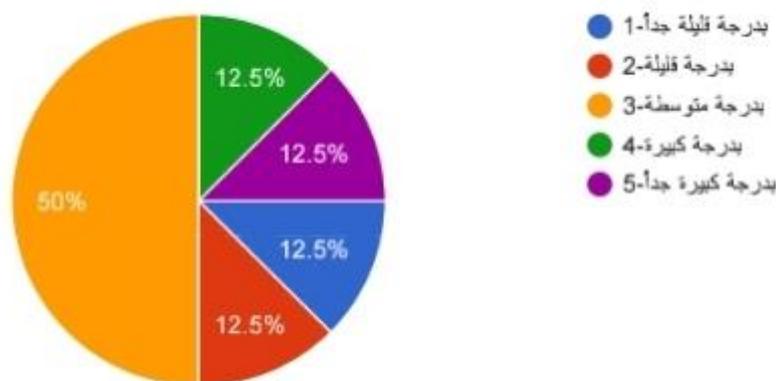
J- The opinions of second-stage students about the curriculum and teaching methods questionnaire:

1.The prescribed curriculum encourages the expression of their true abilities:

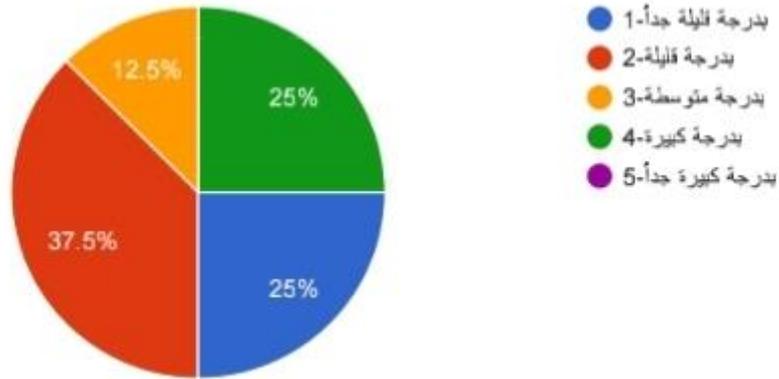
- (8 people)



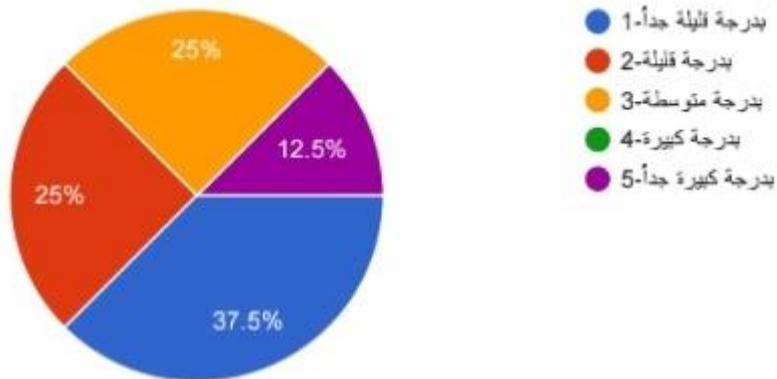
2.The curriculum contains in a balanced manner the theoretical and practical frameworks in each lesson: - (8 people)



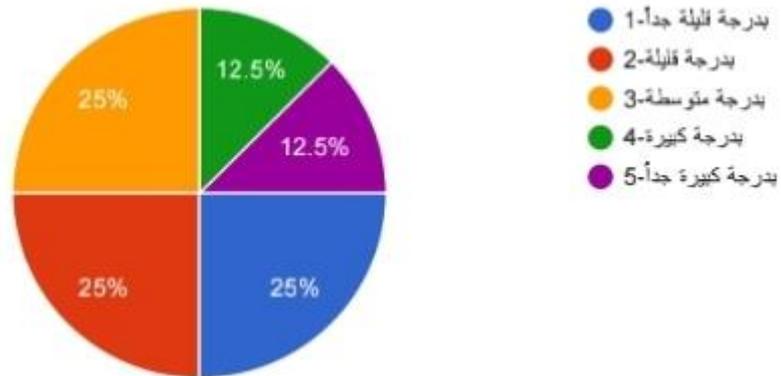
3. The vocabulary of the prescribed curriculum is clear to students at the beginning of the semester: - (8 people)



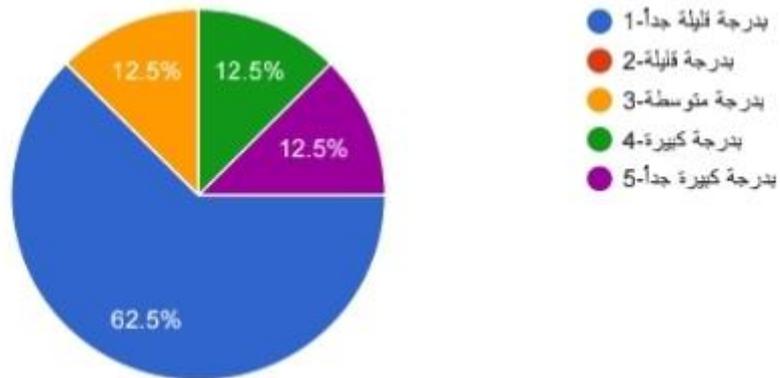
4. The curriculum helps innovation and renewal: - (8 people)



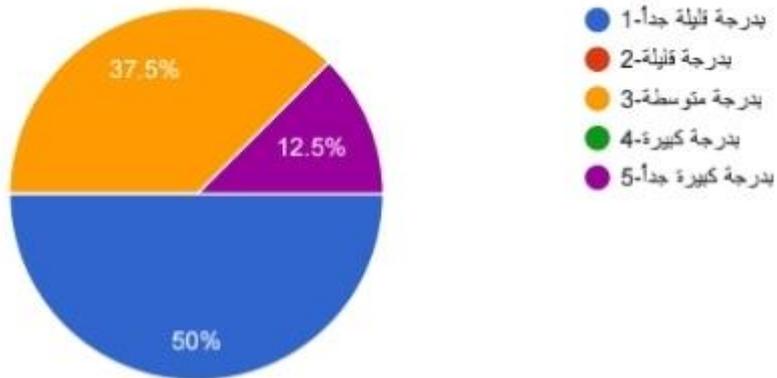
5. In each lecture, the instructor links the content of the previous lecture with the current one: - (8 people)



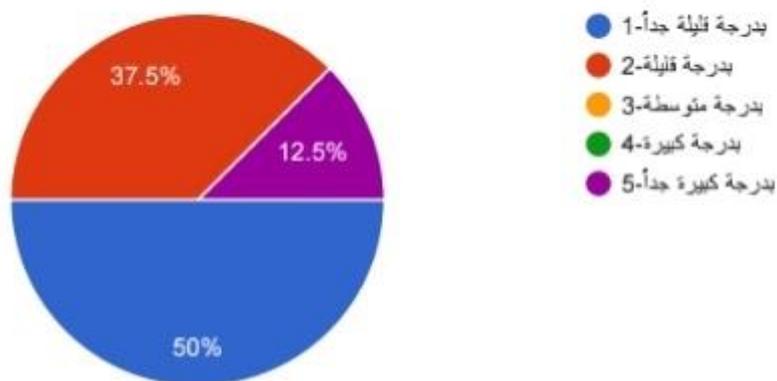
6.The teacher employs modern technology effectively and positively in teaching: - (8 people)



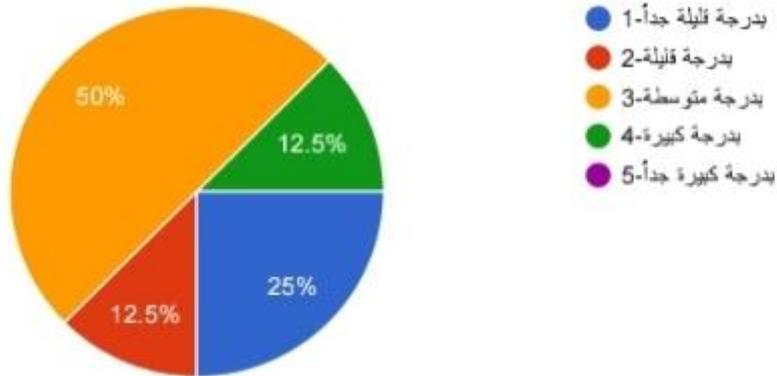
7. The teacher requests additional work, duties and requirements for the course he is studying: - (8 people)



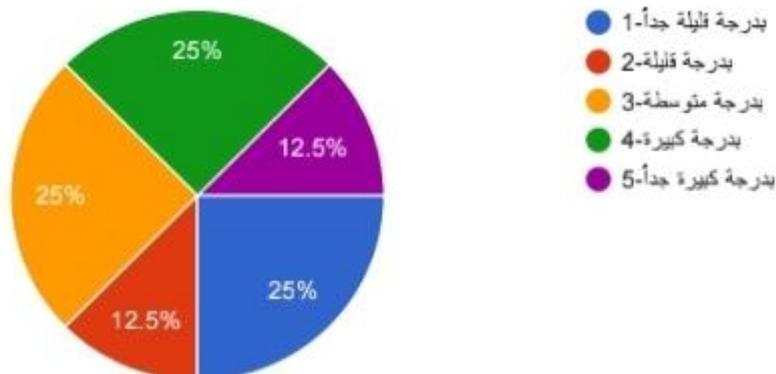
8. The information is presented in an interesting and organized way during the lectures: - (8 people)



9. The student finds the grades he gets expressive of his actual level: - (8 people)



10. Examinations correspond to the course content announced for students: -
(8 people)



Area 5: Students

5.1 ADMISSION POLICY AND SELECTION OF STUDENTS

Basic standards: The medical college should:

5.1.1. Formulate and implement an admission policy based on principles of objectivity, including a clear statement on the process of selection of students.

Medical college at the University of Diyala does not control admission policy because it is controlled centrally by MOHE.

In the academic year (2022-2023), 185 students have been admitted to the college (Annex 5.1.1.1, 5.1.1.2, 5.1.1.3).

The college informed the University of Diyala about the admission plan and the college capacity (Annex: 5.1.1.4 , 5.1.1.5 , 5.1.1.6 , 5.1.1.7).

The college informed the parliamentary education committee about the complications resulting from the huge number of admitted students compared to the college's infrastructure, teaching and training staff, and other capabilities (Annex: 5.1.1.8 , 5.1.1.9).

The resulted imbalance between intake and teaching capacity indicated by the responses of teaching and training staff in the college using questionnaires (Annex: 5.1.1.10).

The college took real steps to solve the problem resulted from imbalance between intake and the college capacity by improving the infrastructures (Annex: 5.1.1.11)

5.1.2. Have a policy and implement a practice for admission of disabled students.

Medical college at the University of Diyala does not control admission policy of disabled students.

For all stages there are many students with certain disability have been admitted to the college as indicated below :

- One student with mobility disability .

- 11 students with sight problems(low vision).
- One student with DM.
- One student with post-traumatic stress disorder.

(Annex : 5.1.2.1).

The college achieved many improvements in the teaching halls , laboratories, roads within the college and sanitary units in order to facilitate the accommodation for the disabled students and make them having the same teaching/learning processes as the other students have (Annex: 5.1.2.2a, 5.1.2.2b, 5.1.2.3a, 5.1.2.3b, 5.1.2.3c).

The psychological counseling and educational guidance unit follows up students with disabilities and those with chronic diseases in addition to the students from needy families (Annex: 5.1.2.4, 5.1.2.5, 5.1.2.6, 5.1.2.7).

5.1.3. Have a policy and implement a practice for transfer of students from other national or international colleges programs and institutions (in collaboration with the regulations admitted by the ministry of higher education and scientific research)

Medical college at the University of Diyala does not control the policy for transfer of students from other national or international programs and institutions because it is controlled by MOHE (Annex: 5.1.3.1, 5.1.3.2) .

The college annually informs MOHE about the admission plan (Annex: 5.1.3.3).

5.1.4. Code of professional behavior of medical students

The medical college at University of Diyala state the relationship between selection and the mission of the college, the educational program and desired qualities of graduates (Annex: 5.1.4.1, 5.1.4.2, 5.1.4.3).

5.1.5: : Although the admission policy controlled by MOHE which depends primarily on the students marks in the secondary school certificates (scientific branch), medical college

at university of Diyala provides officials with an annual admission plan that depends on the infrastructure and the teaching and administrative staff (Annex: 5.1.5.1, 5.1.5.2).

There are an imbalance between the number of females and the numbers of males among the students of the medical college at University of Diyala (Annex: 5.1.5.3).

Admission policy controlled by MOHE does not include consideration of intake according to gender, ethnicity and geographical position (Annex: 5.1.5.3 , 5.1.5.4).

5.1.6: The medical college uses a system for appeal of admission decisions by providing MOHE the admission plan annually (Annex: 5.1.3.3, 5.1.5.1,5.1.1.6).

5.2 : Students intake

The size of student intake and relate it to its capacity at all stages of the program.

Quality development standards: **The medical college should:**

5.2.1. The plan of annual student intake. state the relationship between selection and the mission, objectives of the college, the educational program and the desired qualities of graduates.

Medical college at Diyala university does not control admission policy because it is controlled centrally by MOHE. So, the college annually informed the university and MOHE about the admission plan (Annex: 5.2.1.1, 5.2.1.2, 5.2.1.3, 5.2.1.4).

Because of the continuous increment in the number of admitted students (Annex: 5.2.1.5, 5.2.1.6), the college achieved many improvements to the capacities of the teaching halls and laboratories in the college in addition to the establishment of a spacious teaching hall in Baquba teaching hospital to facilitate the teaching/learning processes (Annex: 5.2.1.3, 5.1.1.11, 5.1.1.12,5.1.1.13, 5.1.1.14, 5.1.1.15, 5.1.1.16).

5.2.2. periodically review the size and nature of student intake in consultation with other stakeholders and regulate it to meet the health needs of the community and society.

Although the admission policy controlled by MOHE, but the college provides the officials with clear description of infrastructures and teaching and administrative staff (Annex: 5.1.1.8) in addition to annual admission plan (Annex: 5.2.1.1, 5.2.1.2, 5.2.1.3, 5.1.1.9, 5.1.1.7). The total number of students of the medical college at University of Diyala for the academic year (2021-2022) reached 956 male and female for the six stages, while the total number increased to 1194 for the academic year (2022-2023) (Annex: 5.2.1.5, 5.2.1.6). The college informed the officials in the ministry and provided them with the annual plan, in addition to informing them that there is not enough capacity and that this continuous increase in the admitted students numbers will affect the quality of education in the future (Annex: 5.2.1.4, 5.2.1.5, 5.2.1.6, 5.1.1.9, 5.1.1.6, 5.1.1.7, 5.1.1.8, 5.2.2.1, 5.2.2.3, 5.2.2.4).

There is imbalance in the number of students between female and male which affects on the health needs of community and society in the future (annex: 5.1.5.3, 5.1.5.4, 5.2.2.5).

5.3 Student counseling and support

Basic standards: The medical college and/or the university must

5.3.1. have a system for academic counseling of its student population.

Medical college at University of Diyala has an academic counseling committee consisting of a number of faculty members from various scientific and clinical specialties (Annex: 5.3.1.1).

The academic counseling committee works to follow up students academically and scientifically and holds periodic meetings to exchange views between members and students (Annex: 5.3.1.2a, 5.3.1.2b)

The committee tries to follow up the graduates and guide them in choosing the appropriate specialization for them in the future to meet the health needs of the community (Annex: 5.3.1.2a, 5.3.1.3a, 5.3.1.3b, 5.3.1.3c, 5.3.1.3d, 5.3.1.3e).

5.3.2. offer a program of student support, addressing social, financial and personal needs.

Medical college at University of Diyala offers a program for student support, addressing , social , financial and personal needs. In the college, there are an academic counseling committee in addition to the psychological counseling committee affiliated to the psychological and educational guidance unit which is supervised by expert teaching staff members (Annex: 5.3.1.1, 5.1.2.4).

Each member of the teaching staff in both committees declares certain hours weekly or in accordance with the student's program to be devoted to discussion of student affairs and problems. During this fixed office hours , the students can communicate with their teaching staff and can be provided with guidance and academic support (Annex: 5.3.2.1, 5.3.2.2, 5.3.2.3, 5.3.2.4, 5.3.2.5, 5.3.2.6, 5.3.2.7, 5.3.2.8, 5.3.2.9, 5.3.2.10, 5.3.2.11, 5.3.2.12).

5.3.3. allocate resources for student support.

Medical college allocates resources for student support. At the university of Diyala, there is health center affiliated with the university to provide free medical services to students, teaching staff and university employee (Annex: 5.3.3.1a, 5.3.3.1b, 5.3.3.1c, 5.3.3.1d, 5.3.3.1e, 5.3.3.1f). In the college there is a committee concerned with medical matters consisting of a number of teaching doctors of various specialties' who provide free services and consultations and refer cases that need treatment to the university's health center (Annex: 5.3.3.1a, 5.3.3.2, 5.3.3.3).

Other supporting resources like sports center, student club and student cafeteria are available in the university and the college (Annex: 5.3.3.4, 5.3.3.5,).

Medical college financial resources are from parallel program students ; they pay (9000000 ID) each year (Annex: 5.3.3.6). Another financial resource is from income

due to registration of the students each year in addition to getting Student ID (Annex: 5.2.1.5, 5.2.1.6).

Medical college allocate funds to support students by supporting education (i.e. appointment of expertized doctors working in Baquba teaching hospital and other hospitals affiliated to the Ministry of Health in Baquba for certain times weekly to teach students in the clinical phase (Annex: 5.3.3.7, 5.3.3.8).

5.3.4: The medical college and / or the university must ensure confidentiality in relation to counseling and support. Psychological guidance committee follows up the students in their society and support them financially after determination their status (Annex: 5.3.4.1, 5.3.4.2, 5.3.4.3, 5.3.4.4, 5.3.4.5, 5.3.4.6, 5.3.4.7, 5.3.4.8, 5.3.4.9, 5.3.4.10, 5.3.4.11, 5.3.4.12, 5.3.4.13, 5.3.4.14).

5.3.5 Quality development standards

5.3.5.1: The medical college at University of Diyala provide academic counseling that is based on monitoring of student progress. There are an academic counseling committee in the college that follows up the student progress during their study (Annex: 5.3.1.1, 5.3.1.2a, 5.3.1.2b, 5.3.1.3a, 5.3.1.3b, 5.3.1.3c, 5.3.1.3d, 5.3.1.3e). Counseling system include student progress which noticed by recording the students log books (Annex: 5.3.5.1.4, 5.3.5.1.5, 5.3.5.1.6).

5.3.5.2: The college provides academic counseling that includes career guidance and planning . Academic counseling committee provides guidance and planning through continuous meetings that include the committee members and student's representatives for the six stages (Annex: 5.3.1.2a, 5.3.1.2b). Each committee member supervises a stage in the college to facilitate communication between teaching staff and students (Annex: 5.3.2.11, 5.3.2.12, 5.3.5.1.1, 5.3.5.1.2, 5.3.5.1.3).

5.4 Student representation

Basic standards: The medical college must:

5.4.1 formulate and implement a policy on student representation and appropriate participation in design of the program, management of the program, evaluation of the program, other matters relevant to students.

College of medicine at University of Diyala has a policy of student and appropriate participation in mission statement, design of the program, relevant to students. There are many committees for mission statement and program tasks (Annex: 5.4.1.1.1, 5.4.1.1.2, 5.4.1.2.1a, 5.4.1.2.1b, 5.4.1.2.1c, 5.4.1.2.1d, 5.4.1.2.1e).

5.4.1.1 : Students of medical college at University of Diyala participate in mission statement committee (Annex: 5.4.1.1.1, 5.4.1.1.2).

5.4.1.2: Students of medical college at University of Diyala participate in the committee responsible for program design (Annex: 5.4.1.2.1a, 5.4.1.2.2).

5.4.1.3: Students of medical college at University of Diyala participate in the committee responsible for the management of the program (Annex: 5.4.1.2.1a, 5.4.1.2.2, 5.4.1.3.1, 5.4.1.3.2).

5.4.1.4: Students are represented in the evaluation of the program of the medical college at University of Diyala (Annex: 5.4.1.2.1a, 5.4.1.2.2, 5.4.1.3.1, 5.4.1.3.2).

5.4.1.5: Students are represented in the college council through the presence of a representative member within the college who is chosen from an advanced stage, because the student has become knowledgeable and experienced in the study program and curriculum (Annex: 5.4.1.5.1, 5.3.5.1.1, 5.3.5.1.2).

Students can represent their opinion and points of view on matters related to courses, lectures and examinations through the direct contact of the student representatives with

the director and members of medical education unit and academic counseling committee in the college (Annex: 5.3.5.1.1, 5.3.5.1.2).

5.4.2: College of medicine at the University of Diyala encourages and facilitates student activities and organizations by giving technical and financial supports.

The college supports voluntary campaigns carried out by students to conduct medical examinations for students, employees and the community by providing the necessary devices, equipment and materials (Annex: 5.4.2.1, 5.4.2.2, 5.4.2.3, 5.4.2.4, 5.4.2.5, 5.4.2.6, 5.4.2.7, 5.4.2.8).

The college supports the media campaigns carried out by students to educate the community about many health problems and societal pests, for example the campaign about the harms of drugs by providing laptops and making brochures for the campaign and providing means of transportation to transport them to where the community members from different social backgrounds are, whether in markets, streets, government departments and private facilities (Annex: 5.1.1.12, 5.1.1.13, 5.1.1.14, 5.1.1.15, 5.1.1.16, 5.4.2.1, 5.4.2.2, 5.4.2.3, 5.4.2.4, 5.4.2.5, 5.4.2.6, 5.4.2.7, 5.4.2.8, 5.4.2.9, 5.4.2.10, 5.4.2.11, 5.4.2.12, 5.4.2.13, 5.4.2.14, 5.4.2.15, 5.4.2.16, 5.4.2.17, 5.4.2.18, 5.4.2.19, 5.4.2.20, 5.4.2.21, 5.4.2.22, 5.4.2.23, 5.4.2.24, 5.4.2.25, 5.4.2.26, 5.4.2.27, 5.4.2.28, 5.4.2.29, 5.5.2.30, 5.4.2.31, 5.4.2.32, 5.4.2.33).

The college financially supports sports activities for students by providing sports equipment and sportswear, providing a special hall for practicing sports, and supporting participation in sports competitions within the college and within the university as a whole (Annex: 5.3.3.4, 5.1.1.14, 5.1.1.15).

The college encourages, facilitates and evaluates student activities and supports their hobbies, such as fine arts and sports competitions (5.4.2.34, 5.4.2.35, 5.4.2.36, 5.4.2.37, 5.4.2.38, 5.4.2.39).

The college supports student's scientific activities by supporting them in their study and research, where the college lets them to use the laboratories and library (Annex: 5.1.1.13). Also, the college facilitates the scientific activities of students by organizing field visits to laboratories and specialized departments in hospitals (Annex: 5.4.2.40).

Students each year are represented by one student who acts as an authorized spokesperson who usually presents student's opinions to the lecturers, department head and examination committee on matters relevant to students (Annex: 5.3.5.1, 5.3.5.2, 5.4.1.5.1).

College of medicine in University of Diyala is keen on the safety of students and workers when they engage in scientific activities in laboratories by guiding them to the risks that they may face and how to act in that regard and to deal with emergency cases until they reach the health center or hospital, and the college has issued a comprehensive guide on that (Annex: 5.4.2.41). Since its inception, the college has been keen to guide students to get to know the departments, branches, laboratories, halls and different activities such as lectures, symposiums and workshops to facilitate their interaction and attendance, and to carry out student's activities smoothly and easily by issued guides which are continuously up dated and are available on college website (Annex: 5.4.2.42, 5.4.2.43).

Area Six

ACADEMIC STAFF/FACULTY

6.1 RECRUITMENT AND SELECTION POLICY

Basic standards: The medical college must

6.1.1.1. The medical college must formulate and implement a staff recruitment and selection policy which outline the type, responsibilities and balance of the academic staff/faculty of the basic biomedical sciences, the behavioral and social sciences and the clinical sciences required to deliver the curriculum adequately, including the balance between medical and non-medical academic staff, the balance between full-time and part-time academic staff, and the balance between academic and non-academic staff.

The Diyala medical college follow the policy of Ministry of Ministry of Higher Education and Scientific Research /Iraq published at 2001 for staffs recruitment (**annex 6.1.1.1 A**), the implemented **policy** have achieved a balance of the academic staff of basic biomedical sciences, the behavioral and social sciences and the clinical sciences required to deliver the curriculum adequately, including the balance between medical and non-medical academic staff, the balance between full-time and part-time academic and the balance between academic and non-academic staff (**annex 6.1.1.1 B show academic staff of all departments**). Annex **6.1.1.1 C** show policy of Diyala Medical College that had been announced and declared on college web site for employment “web.uod.ac/ac/c/com/for-employees/”).

Annex 6.1.1.1 B2 shows official papers that demonstrate the requests from Diyala medical college to university of Diyala ministry of higher education for staff recruitment.

6.1.1.2. The medical college must formulate and implement staff recruitment and selection policy which address criteria for scientific, educational, and clinical merit, including the balance between teaching, research, and service functions.

Diyala Medical college implements a policy that encourages the staff to participate in research and as well as in teaching and service functions as clear from staff timetable weekly schedules ([annex 6.1.1.2 A; 6.1.1.1 F](#)), also academic staffs have participations in different courses that power their competency researches conduction ([annex 6.1.1.2 B,C](#)).

In addition to teaching service, medical staff works in attached hospitals in different clinical disciplines that serve the community ([annex 6.1.1.1 D & E](#)).

6.1.1.3. The medical college must formulate and implement a staff recruitment and selection policy which specify and monitor the responsibilities of its academic staff/faculty of the basic biomedical sciences, the behavioral and social sciences, and the clinical sciences.

Job description of Diyala medical college staff had been announced on the website of University of Diyala ([Annex 6.1.1.1 C](#) show policy of Diyala Medical College that had been announced and declared on college web site for employment “web.uod.ac/ac/c/com/for-employees/”). and the annual evaluation of all staff is performed via Teaching quality assurance unit. The process of evaluation includes involvement in various teaching activities, research induction activities (teaching Portfolio and CAD Forms; [annex 6.1.1.3A-D](#)), staff evaluation by the students for their teaching merits ([Annex 6.1.1.3D](#)), and involvement in community services. All the above teaching and community service are evaluated and assessed by special committee from Teaching quality assessment unit for their effectiveness ([6.1.1.3 E](#)

Quality development standards:

6.1.2.1. The medical college should in its policy for staff recruitment and selection take into account criteria such as relationship to its mission, including significant local issues

Diyala medical college policy for staff recruitment and selection to achieve its goals rely on local issues and a constituent of the community [annex 6.1.2.1 show college council and academic staff with the contribution of females, males, Muslims, Christian, Yazidi's, Kurds and Arabs without any discrimination].

6.1.2.2 The medical college should in its policy for staff recruitment and selection take into account criteria such as relationship to economic considerations.

Economic considerations had been taken in consideration as almost all duties are assigned to college staff unless in special situation when the college staff cannot cover the teaching process, the duties will be assigned to staff outside the college teaching staff (annex 6.1.2.2 show the special situation where the teaching process had been assigned to staff outside the employers).

6.2 STAFF ACTIVITY AND STAFF DEVELOPMENT

Basic standards:

6.2.1.1. The medical college must formulate and implement a staff activity and development policy which allow a balance of capacity between teaching, research, and service functions.

The policy of Diyala medical college is to encourage the staff to participate in different teaching, research and service function as it's clear from the staff weekly timetables (annex 6.1.1.2 A&B) and also from the way that of the collection of quality assurance credit point (annex 6.1.1.3.A).

6.2.1.2. The medical college must formulate and implement a staff activity and development policy which ensure recognition of meritorious academic activities with appropriate emphasis on teaching, research, and service qualifications.

The medical college had developed a policy that ensures recognition of meritorious academic activities, with appropriate emphasis on teaching, research and service qualifications through the establishment of quality assurance unit in the university as well as in the college which follows the academic and professional progression and development of college staff.

A. By the end of each academic year, lecturers should collect at least 25-60 credit point according to the academic degree from different activities seen in **annex 6.1.1.3 C** which include attendance and presentation of seminars in the department or college; participation in workshops, training courses, conferences; publication in local and international journals, participation in different committees at the level of college, university, or ministry, presentation of speeches in media, membership of the editorial board of a local or international scientific magazine and revision of scientific papers, thesis, dissertation or articles and writing or translating a book. Each academic medical staff should document his/her activities through fill the teacher portfolio (**annex 6.2.1.2 A**)

B. At the end of each academic year, each academic staff will be evaluated by students with particular attention to the teaching capability of the lecturers (**annex 6.1.1.3 D**).

C. Also, the teaching staff will be evaluated at the end of each semester for portfolio by a special committee composed of the head of the department, one of the teaching staff of the department, head of scientific department, and quality assurance coordinator. (**annex 6.2.1.2 A; 6.1.1.3 E**)

** Credits from all three will be collected (**Annex 6.1.1.3 E**) and the meritorious staff will have appreciation letter from the university president or the dean of the

college (annex 6.2.1.2 B & E). Also, teachers who achieved unacceptably low credit points at any of the above 3 areas will be critically asked and interviewed to correct the condition.

6.2.1.3. The medical college must formulate and implement a staff activity and development policy which ensure that clinical service functions and research are used in teaching and learning.

In addition to teaching duties, medical college staff participate in different other activities that ensure and strength their clinical service function as well as their conduction of researches (annex 6.2.1.3 show some clinical service of medical staff)

6.2.1.4. The medical college must formulate and implement a staff activity and development policy which ensure sufficient knowledge by individual staff members of the total curriculum.

To implant such a policy, each teaching staff in every department had to present a subject or a seminar in each semester (2 seminars in each academic years) and this mainly to strength the staff acknowledgment about the teaching process and attendance of such seminars will be valuable for continuous medical education (CME) credit collection (Annex 6.2.1.4A). Also, a medical education department had been established, which hold and give plenty of seminars concerned the teaching process unremittingly (annex 6.2.1.4 B).

Also, a special committee (Curriculum development committee) had been announced to take this responsibility and ensure knowledge by individual staff members of the total curriculum. (Annex 6.2.1.4 C)

6.2.1.5. The medical college must formulate and implement a staff activity and development policy which include teacher training, development, support and appraisal.

Teaching competency of the staff draw particular attention by the medical college, and to fasten such skills, almost all medical staff had attended at least one medical education conference in the region, country or abroad ([annex 6.2.1.5 A](#)).

Quality development standards:

6.2.2. The medical college should take into account teacher-student ratios relevant to the various curricular components.

For the academic year (2021-2022), the number of undergraduate students is ١١٩٦ students ([annex 6.2.2 A](#)) and the numbers of full-time academic staff (different degrees: Higher diploma, Master in Science, Board, Ph.D.) were ٧٧ staff.

This makes the total student/ staff ratio $1196 / 77 = 15,53$ (15 students/1 academic staff).

In every subject, module, small group teaching sessions, adequate numbers of staff had been allocated. In case of any staff deficiency, staff from qualified staff from Diyala directorate of health is recruited to cover the defect ([Annex 6.2.2. B](#)).

6.2.3. The medical college should design and implement a staff promotion policy.

Diyala medical college follows the regulations of the ministry of higher education and scientific research and that of the University of Diyala for staff promotion. They include the definition of different scientific degrees, endowment of scientific titles and promotion from one degree to others. The requirements had been declared and broadcast including quality assurance credit points for the last 3 years, English capability certificate, involvement in teaching methods courses, and publication in original, valuable and international journals ([6.2.3 A-C](#)). A committee at the level college had been allotted to follow the promotion of college staff ([annex 6.2.3 D](#)). [Annex 6.2.3 E](#) Shows examples of promotion of medical staff college.

Staff and faculty members Domain situation analysis:

1. There is a recruitment (central employment) policy applied at the medical college:
2. The employment policy takes into account different educational skills:
3. The promotion policy of the medical college is based on balanced consideration between teaching duration, research, and services.
4. The faculty members are regularly evaluated by students (based on teaching courses).
5. The faculty members are regularly evaluated by peers.
6. Faculty members are aware that the results of their evaluation are published for employees.
7. Within the last three years, have you attended any of the following activities (workshops, lectures, symposiums ...)?
8. Do you fully understand the roles and regulations of:
9. decision making either through a committee structure or directly (ex. Access, to the dean or at general faculty meetings).
10. The non-medical qualified faculty members are encouraged to teach their topics in such a way that is relevant to medicine.
11. There are joint appointments between basic and clinical departments.
12. There is a policy providing opportunities for mentoring of the faculty members by their immediate superiors and feedback from students.
13. The faculty is publishing researches according to the set criteria.
14. Medical education unit is available in the college with a clear policy.
15. Staff can access to staff development program (SDP) appropriate to their development needs.
16. Support and advice for teaching and learning based on Evidence-Based Medicine (EBM) are available.

17. There is an obvious plan for human resources development.

Points of strength:

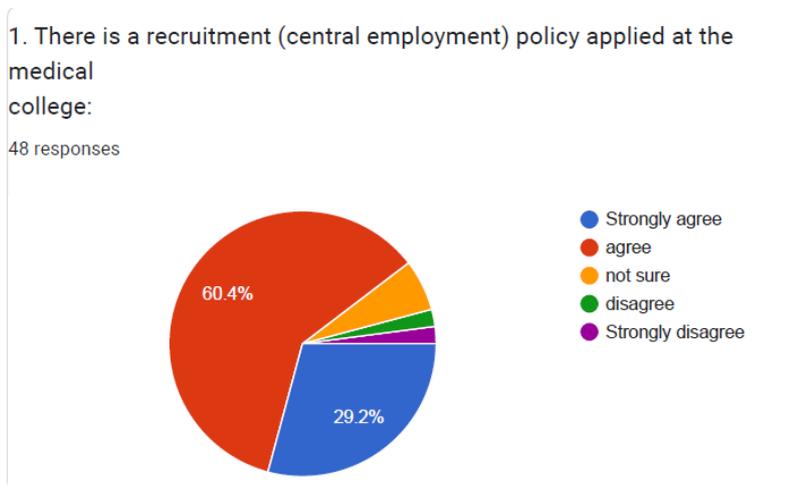
1. large number of staff (medical, non-medical, basic, clinical, non-academic) are available to cover the whole curriculum.
2. Active system for monitoring and continuous evaluation of staff.

Point of weakness:

1. Central employment policy for staff selection and recruitment.
2. Unsatisfactory support for medical staff to conduct researches.

Corrective action:

1. Involvement of academic staff in training courses and workshops related to the educational process, research conduction and clinical service.
2. More support for staff to conduct researches.
3. Collaboration with national and international medical college in relevance to education, and researches.

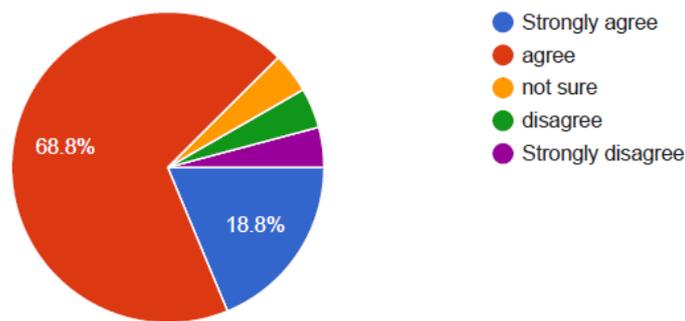


There is a recruitment policy (central recruitment) applied in the College of Medicine

The result of the questionnaire was the approval of 60.4% agree ,and a strong 29.2%

2. The employment policy takes into account different educational skills:

48 responses

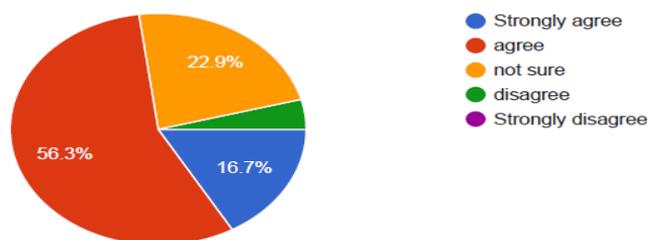


2. Employment policy takes into consideration various educational skills:

The result of the questionnaire was the approval of 68.8% and a strong 18.8%

3. The promotion policy of the medical college is based on balanced consideration between teaching duration, research, and services.

48 responses

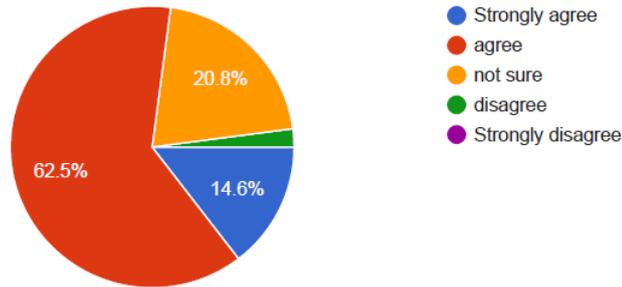


3. The promotion policy of the Faculty of Medicine is based on a balance between teaching, research and services.

The result of the questionnaire was 56.3% agree, 16.7% strong, and 22.9% unsure.

4. The faculty members are regularly evaluated by students (based on teaching courses)..

48 responses

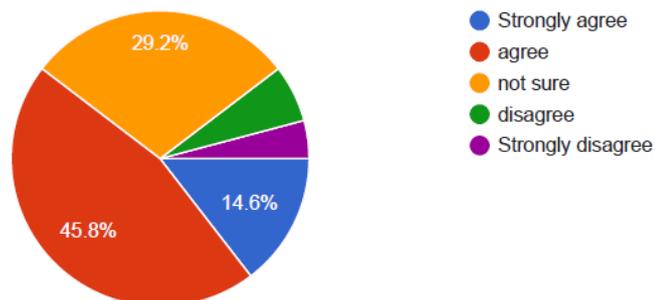


4. Faculty members are evaluated regularly by students (based on courses).

The result of the questionnaire was 62.5% agree, 14.6% strong, and 20.8% unsure.

5. The faculty members are regularly evaluated by peers.

48 responses

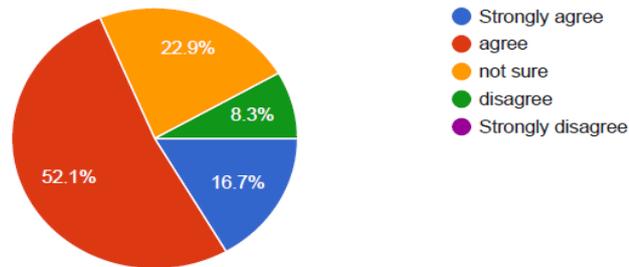


5. Faculty members are regularly evaluated by peers.

The result of the questionnaire was 45.8% agree, 14.6% strong, and 29.2% unsure.

6. Faculty members are aware that the results of their evaluation are published for employees.

48 responses

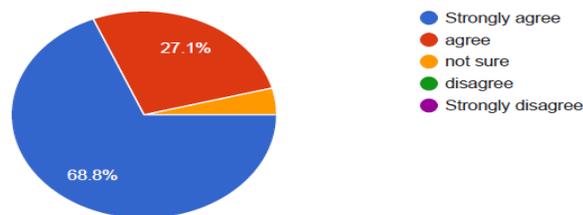


6. The faculty members are aware that the results of their evaluation are published to the staff.

The result of the questionnaire was 52.1% agree, 16.7% strong, and 22.9% unsure.

7. Within the last three years, have you attended any of the following activities (workshops, lectures, symposiums ...)?

48 responses

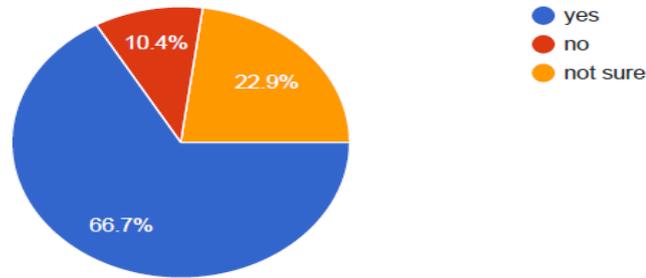


7. During the past three years, have you attended any of the following activities (workshops, lectures, seminars...)?

The result of the questionnaire was the agreement of 27.1% and a strong 68.8%.

8. Do you fully understand the roles and regulations of:

48 responses

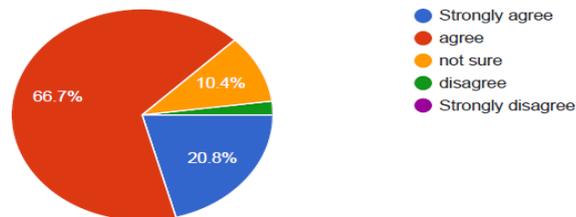


8. Do you fully understand the roles and systems of:

The result of the questionnaire was 66.7% agree, 10.4% disagree, and 22.9% are not sure.

9. decision making either through a committee structure or directly (ex. access to the dean or at general faculty meetings).

48 responses

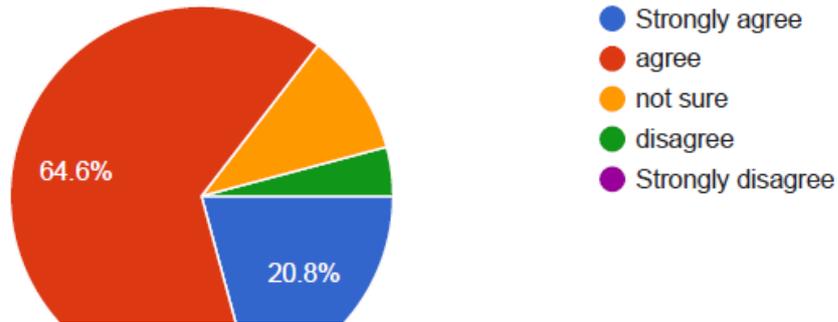


9. Decision making either through the committee structure or directly (eg, reaching out to the dean or at general faculty meetings).

The result of the questionnaire was 66.7% agree, 20.8% strong, and 10.4% unsure.

10. The non-medical qualified faculty members are encouraged to teach their topics in such a way that is relevant to medicine.

48 responses

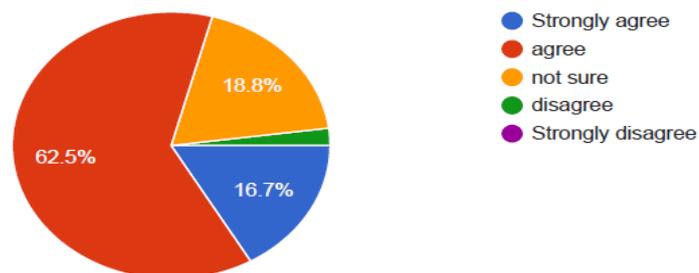


10. Faculty members who are not medically qualified are encouraged to teach their subjects in a manner appropriate to medicine.

The result of the questionnaire was 64.6% agreement and 20.8% strong.

11. There are joint appointments between basic and clinical departments..

48 responses

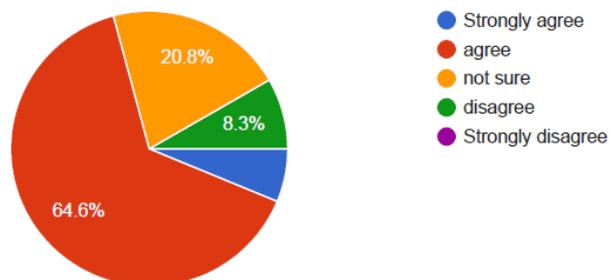


11. There are common appointments between the basic and clinical departments.

The result of the questionnaire was 62.5% agree, 16.7% strong, and 18.8% unsure.

12. There is a policy providing opportunities for mentoring of the faculty members by their immediate superiors and feedback from students.

48 responses

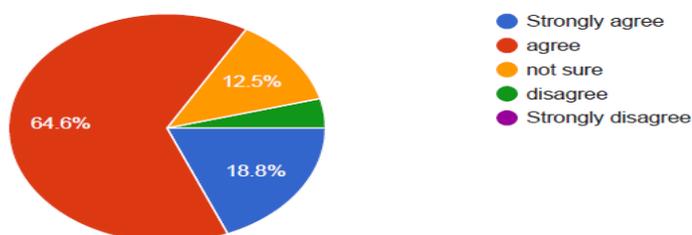


12. There is a policy to provide opportunities for mentoring faculty members by their direct supervisors and feedback from students.

The result of the questionnaire was 64.6% agree, 20.8% are not sure, and 8.3% do not agree.

13. The faculty is publishing researches according to the set criteria.

48 responses

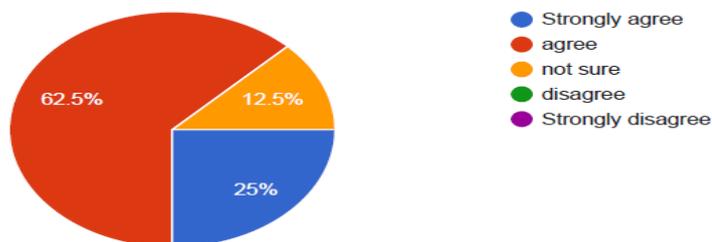


13. The college publishes research according to established standards.

The result of the questionnaire was 64.6% agree, 18.8% strong, and 12.5% unsure.

14. Medical education unit is available in the college with a clear policy.

48 responses

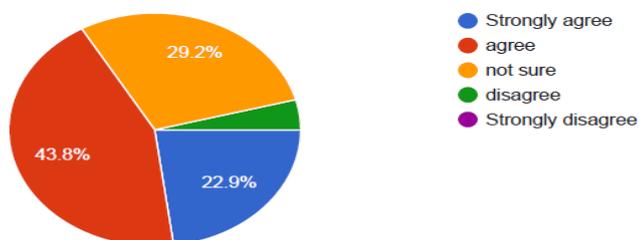


14. The college has a medical education unit with a clear policy.

The result of the questionnaire was 62.5% agree, 25% strong, and 12.5% unsure.

15. Staff can access to staff development program (SDP) appropriate to their development needs.

48 responses

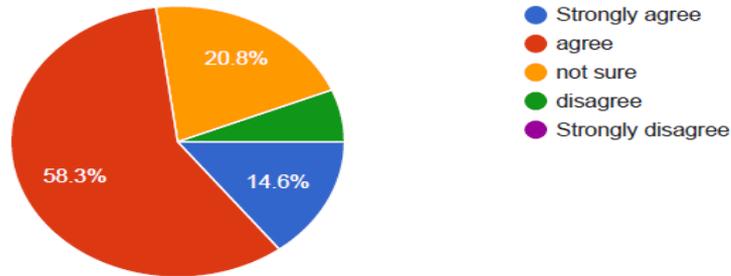


15. Employees can access a Personnel Development Program (SDP) appropriate to their developmental needs.

The result of the questionnaire was 43.8% agree, 22.9% strong, and 29.2% unsure.

16. Support and advice for teaching and learning based on Evidence-Based Medicine (EBM) are available

48 responses

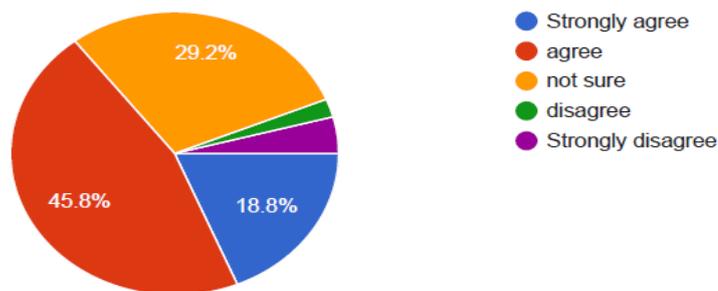


16. Support and advice for teaching and learning Evidence-Based Medicine (EBM) is available.

The result of the questionnaire was 58.3% agree, 14.6% strong, and 20.8% unsure.

17. There is an obvious plan for human resources development.

48 responses



17. There is a clear plan for the development of human resources.

The result of the questionnaire was 45.8% agree, 18.8% strong, and 29.2% unsure.

Area 7

EDUCATIONAL RESOURCES

7.1 PHYSICAL FACILITIES

Basic standards:

7.1.1. The medical college must have sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately.

The medical college housed in a unitary campus within the main campus of the University of Diyala in Baquba district and built on a space of 24610 m² (with the built area of 2 floors of Deanship Building a, Scientific and Administrative Affairs and Continuous and Medical Education addition to Students Registration office . It has the space for future expansion and for their attaching teaching hospital. Other two buildings belong to the college located 200 m away from the main building and one located in opposite and another near the attached Students Club, both of them related to Scientific department and occupy also an area of 16560m².

Diyala college of medicine had built large numbers of halls, laboratories, small group teaching rooms, seminar rooms, skill laboratories, and simulation laboratories that are supported with audiovisual supporting aids to facilitate the teaching process (A full description of all halls and amended rooms are described in **annex 7.1.1.1** that included numbers of rooms of each class, spaces of each room, numbers of students using them). Students feedback on adequacy of teaching environments seen in **annex 7.1.1.2**.

Other teaching facilities, includes students' hostels and accommodation (**annex 7.1.1.3**); recreation centers at the university including students center, cultural and social center; and conference center (**annex 7.1.1.4-7.1.1.6**). Also, students from DMC participate actively in v sport activities (**annex 7.1.1.7**) and other community service and events (**Annex 7.1.1.8**).

7.1.2. The medical college must ensure a learning environment, which is safe for staff, students, patients, and their relatives.

Diyala medical college follow regulations and safety advice to keep the teaching environment safe for staff, students and patients and these steps include

- a. Multiple exits with the different directions that allow the students and staff to follow in case of unexpected accidents.
- b. Lecture halls, laboratories, and seminar rooms had been built with more than one entry to give an emergency exit in any unexpected environment like fire (Annex 7.1.2.1)
- c. Workplaces had been provided with instruction and advice on how to behave in exposure to chemical reagents or biological agents (annex 7.1.2.2).
- d. A large number of fire-extinguishers had been provided and distributed throughout the building. (Annex 7.1.2.3)
- e. Adequate sanitary water supply in the main building including laboratories with proper sewage disposal to enhance and provide a safe environment.
- f. A special room had been designed to provide first aid service; the room had been equipped with essential facilities required (Annex 7.1.2.4)
- g. Continuous revision and assessment of the safety and sanitary situation by an independent committee. (Annex 7.1.2.5).
- h. Security persons take the responsibility of maintaining the safety environment in the campus during and after the regular school hours; entrance gates are guarded by security persons to prevent entrance of unwanted persons. Also, some gates have in-cards access.
- i. Also, college is guarded after regular school hours.
- j. Health security and fire security lectures had been added to curriculum of scientific debate. Student from first year, all had been examined in the materials (annex 7.1.2.6).

k. Security cameras monitor inside the college including lecture halls.

Survey regarding safety environments in the college is shown in annex 7.1.2.7

Quality development standard:

7.1.3. The medical college should improve the learning environment by regularly, updating, and modifying or extending the physical facilities to match the developments in educational practices. Evidence generation:

Diyala medical college had recently built large numbers of halls and rooms that are supported with audiovisual supporting aids to facilitate the implication of the new curriculum. These include large group lecture halls, Expansion of old, new skill laboratory and rooms for OSCE examination (annex7.1.3.1).

To face obstacles at college, a committee had been announced (annex 7.1.3.2) for revision of building facilities at college, even authorized persons at the Diyala University and Diyala governorate and presidency of Diyala university had been notified about the challenge that Diyala medical college faced previously and how to face such obstacles (annex 7.1.3.3)

Basic standards:

7.2.1.1. The medical college must ensure necessary resources for giving the student adequate clinical experiences, including sufficient: Number and categories of patients.

A full description of the clinical teaching environment is given in amended file 7.2.

students for clinical teaching are referred to 2- two main hospitals (Baquba and Al Batool teaching hospitals), in addition to the primary health care center and other specialized centers (annex 7.2.1.1). In addition to the real patients, our students have exposure to large numbers of patients as shown in annex 7.1.1.

So total numbers of students in the college at the current time, 2022-2023, in the last 3 years (108+113+131=352 students) students and total numbers of bed in all teaching hospital is (600+450=1050 beds) making every student: patient beds 1:3.94.

Annex 7.2.1.2 A and 7.2.1.2B shows data from clinical hospitals regarding beds and numbers of patients admitted in each unit. Further data regarding beds utilization in each teaching hospital is provided in **annex 7.2.1.3**

changes in clinical education sites planned by the College of Medicine over the next three years as a result of class size increases or other circumstances include building of new hall for students in the gynecology and obstetrics hospital (Ai Batool Teaching hospitals), also complementation of halls already built in Baquba teaching hospital (**Annex 7.2.1.4; 7.2.1.5**)

7.2.1.2. The medical college must ensure necessary resources for giving the students adequate clinical experience, including sufficient Clinical training facilities.

In addition to the provided halls, in the clinical environment, students had exposure to all necessary equipment and instruments as indicated in their curriculum (**under supervision annex 7.2.1.6**). skill lab had been built recently to cover the curriculum in the college .

7.2.1.3. The medical college must ensure necessary resources for giving the students adequate clinical experience, including sufficient supervision of their clinical practice.

Adequate staff had been allocated to deliver clinical training courses (**7.2.1.6**).

Whenever required, medical staff from Diyala directorate of health and other medical institutes in the region (Pharmacy, dentistry, Diyala directorate of health) had been called up and recruited to cover the clinical training sessions (**7.2.1.7**). Also, staff of all department had been announced, allocated and published in small booklet (College guide) (**7.2.1.8**)

Quality development standard:

7.2.2. The medical college should evaluate, adapt, and improve the facilities for clinical training to meet the needs of the population it serves.

In accordance with the community requirements (through meeting with directorate of health), curriculum and clinical training had been adopted and modified to meet the community requirements like the introduction of course on acute medicine and working in primary health care centers for 4 weeks during the 6th-year stage (7.2.2.1).

7.3 INFORMATION TECHNOLOGY

Basic standards:

7.3.1 The medical college must formulate and implement a policy that addresses the effective and ethical use and evaluation of appropriate information and communication technology.

With the advance in information technologies and modernization of all aspect of life. New technologies simplify the life including the delivery of new information and the medical college in conjunction with IT center in the university had effectively used IT in the best manner through building a fantastic website and a Moodle that facilitate the delivery of scientific resources. All staff members and students have their user's name and password to access the required information and resources. Through this site lectures, videos, quizzes, essays, newly published articles, last copies of most references (PDF), timetables, duties, schedules, and administrative orders can be accessed (annex 7.3.1 A). All these data can be accessed also in the smart-phones (Apples and Androids) by using a specific program (Moodle Classic), through which all data can be stored in the mobile phone (annex 7.3.1 B).

For staff and students, limited access to localized sites of Moodle through user name and password provide appropriate safeguards to promote the safety of physicians and the patients while empowering them to use new tools.

Nothing in relevance to any patient shown in the teaching materials as all information had been removed as much as they concerned with patient identification and privacy.

Two computer labs had been built that accommodate 45 ,50 students

respectively as shown in the table below.

Medical College IT Resources					
Provide the following information based on the most recent academic year. Colleges with regional campuses should specify the campus in each row.					
Campus (If applicable)	How many computer classrooms are accessible to medical students?	How many computers or work stations are in each computer classroom?	Is there a wireless network? On-campus?	Is there a wireless network in classrooms and study spaces?	Are there sufficient electrical outlets in educational space to allow computer use?
1	1	28	Yes	Yes	Yes
1	2	28	Yes	Yes	Yes
1	3	35	Yes	Yes	Yes
1	4	35	Yes	Yes	Yes

Staffs of IT unit are shown in the table below. Adequate numbers of graduates from college of science/Computer had been recruited (as shown in annex 7.3.1.C) to support the college with appropriate information and communication technology.

Medical College IT Services Staffing			
Provide the number of IT staff, in the following areas, using the most recent academic year. Colleges with regional campuses may add rows for each additional campus.			
Total No. of IT Staff	Professional Staff	Technical and Paraprofessional Staff	Part-time Staff (e.g., student workers)
8	3	3	2

Medical College Library and information technology resources cooperation	
Library/ IT Unit workers	
1-Number of workers: 4	
2-Qualifications:	
a. Skills in clinical informatics	(NO)
b. Behavior	(NO)
c. Lifelong learning	(NO)
d. Professional development of teaching faculty.	(NO)

Staff members in the IT services unit are involved in curriculum planning and delivery for the medical school. For example, they are active members in the college, examination committee, assessment committee, research committee and had assist faculty in

developing instructional materials. They also help in conduction of online formative examination, as well as supporting postgraduate students for preparation of their thesis and articles. At the beginning of each academic year, students received their student's guidance booklets that concentrate on student behavior in the college; examination regulations, administrative orders, and students' behavior in the clinical environments ([annex 7.3.1D](#)).

also, teaching curriculum includes lectures concerning professionalism, mainly patients' confidentiality ([annex 7.3.1.E](#)).

7.3.2. The medical college must ensure access to web-based or other electronic media.

Full description of college library and other electronic media seen in [annex 7.3.2.A](#). students have access to the following:

- a. Library that provides hard copies of > 7300 books and > 10000 periodic journals.
- b. Electronic library: computers had been distributed in the second floor of Deanship building of the college which contain more than 30,000 books in the form of PDF, in addition to electronic copies of Ph.D. and in addition to 152M.Sc. students' thesis, published articles, videos and other teaching materials that help the students to get the required information.
- c. Reference books uploaded to modules site, that students need most for them curriculum coverage.
- d. Central Library of university: > 10000 books.

The Moodle site and electronic library is run by a qualified (MSc) teaching staffs and their CV are attached ([annex 7.3.2 B](#)).

The Moodle site is secure as each staff as well as students have their username and password and have only access to the specified sections ([Annex 7.3.2.C](#))

Quality development

7.3.3.1. The medical college should enable teachers and students to use existing and exploit appropriate new information and communication technology for independent learning.

Over the last two years, and because of COVID-19 pandemic, all curriculum and courses materials were given online through ZOOM, Google meet, Teams and another online program. For such learning technologies, many meetings conducted to boost staffs' technical capabilities (annex 7.3.3.1). also, all teacher had taught about how to use Moodle site, upload lectures, access digital contents, make online assignment, videos, and electronic assessments. The same is true for students to access their course materials.

7.3.3.2. The medical school should enable teachers and students to use existing and exploit appropriate new information and communication technology for accessing information.

The college provide information technologies and skills to make access to information by students and staff. Examples, conducting workshops, training courses, lectures, written instructions, policies, modernization of IT instrument, etc.

7.3.3.3 The medical school should enable teachers and students to use existing and exploit appropriate new information and communication technology for managing patients.

This is an outstanding situation, as the teaching hospital, still using manual recording of patients' data. No electronic recording of patients' data available in teaching hospitals.

7.3.3.4 The medical school should enable teachers and students to use existing and exploit appropriate new information and communication technology for working in health care delivery systems.

This is an outstanding situation, as the teaching hospital, still using manual recording of patients' data. No electronic recording of patients' data available in teaching hospitals.

7.3.3.5. The medical school should enable teachers and students to use existing and exploit appropriate new information and communication technology for Optimize student access to relevant patient data and health care information systems.

This is an outstanding situation, as the teaching hospital, still using manual recording of patients' data. No electronic recording of patients' data available in teaching hospitals.

7.4 MEDICAL RESEARCH AND SCHOLARSHIP

Basic standards:

7.4.1. The medical college must use medical research and scholarship as a basis for the educational curriculum.

A-Use medical research as a basis for the educational curriculum

The college had used evidence-based policy and conduct master and Ph.D. thesis as a basis to change the curriculum, as well as uses the international thesis and studies that support change in the curriculum. **Annex 7.4.1 A** show a study conducted by one of postgraduate student on developing an undergraduate medical curriculum in emergency medicine using a task-based training approach).e.g.

-Mohammed Qasim Salih , Sherihan kanaan khalidi and Raghad Faez Thabit.

A special unit, that deal with postgraduate students at the level of college take the responsibility of postgraduate studies and scientific research and deal with all aspect of postgraduate students including scientific researches. (**Annex 7.4.1.B**). Currently, the job denoted to committee at the level of departments in order to make research more specific to the field of the departments (**Annex 7.4.1 C**).

For the staff research, committee at the level of college takes such responsibility that composed of professional academic staff with high research capability (**annex 7.4.1.D**).

For basic and applied sciences, research facilities seen in **annex 7.4.1.E**. also all staff from the college has access to a large scientific center belong to college of science. Staff who can supervise researchers include academic staff having, prior

publication and all regulations regarding supervision seen in annex 7.4.1. F.

7.4.2. The medical school must formulate and implement a policy that fosters the relationship between medical research and education.

The medical college has implemented the policy to foster the relationship between research and education through encouraging the students to conduct researches and motivating the staff to conduct original and valuable thesis and to publish in the authentic journal with impact factors (annex 7.4.2.A, B).

Such encouragement and motivation will foster the relationship. Diyala medical college had incorporate research methodology courses for students and annex 7.4.2 C show sample of such course given for medical students and staff.

7.4.3. The medical college must describe the research facilities and priorities at the institution.

The scientific affairs at the college of medicine, university of Diyala intends to be the leading academic organization dedicated to basics and clinical medical researchers in Diyala university, and trying to applying and facilitating high standards medical researchers in the locality and to practice the very recent research methodology in providing the solutions through medical researches across community.

Also enhancing basic medical, clinical and related sciences research support to scholars and researchers to conduct research. The center conducts scientific and supportive workshops and training courses for scholars and academics. Establishing and developing research collaboration both within the university and with the external research centers, researchers and clinical diagnostic labs. providing consultation to improve the research quality conducted by juniors and designing the protocols according to high standards and professional best practices. (Annex 7.4.1 E).

Quality development standards:

7.4.4.1. The medical college should ensure that interaction between medical research and education influences current teaching.

The medical college had recently encouraged the student to conduct researches (7.4.2 A) and also had incorporated the research methodology into teaching curriculum (annex 7.4.2C). The college had announced the student research conference that will be held in May 2022 (annex 7.4.4.1 A). All this to ensure the interaction between medical research and education.

7.4.4.2. The medical college should ensure that interaction between medical research and education encourages and prepares students to engage in medical research and development.

The college had encouraged the student to engage into research through conducting and supervising the student in different disciplines (7.4.4.2A), the invitation of the experts to handle workshop and to give tutorials about the student thesis and holding student research conferences.

7.5 EDUCATIONAL EXPERTISE

Basic standards:

7.5.1. The medical college must have access to educational expertise where required.

Through national and international collaboration with other medical colleges, Diyala medical college has remarkable access to various kind of expertise to emphasize the quality of teaching. These include educational expertise for curriculum development and modification (annex 7.5.1.A), the teaching of the staff (annex 7.5.1.B), assessment of students (annex 7.5.1.C) and other areas where they seem to be necessary.

7.5.2.1. The medical college must Formulate and implement a policy on the use of educational expertise in Curriculum development.

Diyala medical college recently change the whole curriculum from the classical subject-based method into the integrated method, with great incorporation of expertise from Other medical colleges in Iraq and outside. (7.5.1.A).

7.5.2.2. The medical college must formulate and implement a policy on the use of educational expertise in the development of teaching and assessment methods.

Diyala medical college holds a many scientific activities on medical educations with speakers from national and international medical colleges, experts in medical education to aid in staff educations with the subject and speaks mainly on teaching and assessment methods. Also, large numbers of staff had participated in other educational conferences in many medical colleges and scientific research centers. (7.5.1.A-7.5.1.C)

Quality development standards:

7.5.3. The medical college should demonstrate evidence of the use of in-house or external educational expertise in staff development.

Almost all staff had participated in one or more courses and conferences mainly related to medical education with great share from national and international expertise (annex 7.5.3). also, (annex 7.5.3).

7.5.4. The medical college should pay attention to current expertise in educational evaluation and research in the discipline of medical education.

A weak point as the college had adopted the new curriculum recently, however, in the future, the medical college encourages the staff to have research in the medical education and to cover such a gap in medical education in conjunction with the international medical expertise.

7.5.5. The medical school should allow staff to pursue educational research interests

Though the research in the field is lower than other fields, however with the adaptation of new curriculum that facilitates the educational research conduction, the new policy the college is to encourage such research.

7.6 EDUCATIONAL EXCHANGES

Basic standards:

7.6.1.1. The medical college must Formulate and implement a policy for National and international collaboration with other educational institutions, including staff and student mobility.

The college, and university, has a policy for national and international collaboration in educational exchange with other educational institutions including staff mobility with these institutions like Medical Technical university and Medical colleges in Turkey, Germany, Italy ,Japan, England and United Arabic Emirates through many meetings, workshops, and agreements. (annex 7.6.1.A).

The College of Medicine have a well-defined clinical partnership with Ministry of health departments as majority of teaching hospital are managed by staff from medical college, also almost all medical staff have duties in teaching hospitals (Annex 7.6.1.B; 7.6.1.C). also, some medical staff from directorate of health have shared in teaching process in the college (annex 7.6.1.D).

Duhok medical college adopt the policy of ministry of higher education for students and staff exchange (annex 7.6.1.E) and examples of such exchange seen in annex 7.6.1.F.

Also, Diyala medical college implemented a policy for student mobility from other national medical colleges particularly from nearby universities (like Mosul Medical college, Basrah and Tikrit medical college) (annex 7.6.1.2).

7.6.1.2. The medical college must formulate and implement a policy for: Transfer of educational credits.

A specific committee had been announced to deal with mobility of students according to the ministry of higher education's regulations and the committee is responsible for the transfer of the credit of the particular students (annex 7.6.1.2 A).

The college follows regulations from Ministry of higher education for educational credit transfer between the college and other national educational institutions (annex 7.6.1.E).

Examples of such credit transfer seen in [annex 7.6.1.2.B](#).

Quality development standards:

7.6.2. The medical college should facilitate the regional and international exchange of staff and students by providing appropriate resources.

Diyala medical college facilitated the regional and international exchange of staff and students particularly during the last few years from Mosul as a result of the mass displacement because of the local conflicts and wars ([annex 7.6.2](#))

7.6.3. The medical college should ensure that exchange is purposefully organized, taking into account the needs of staff and students, and respecting ethical principles.

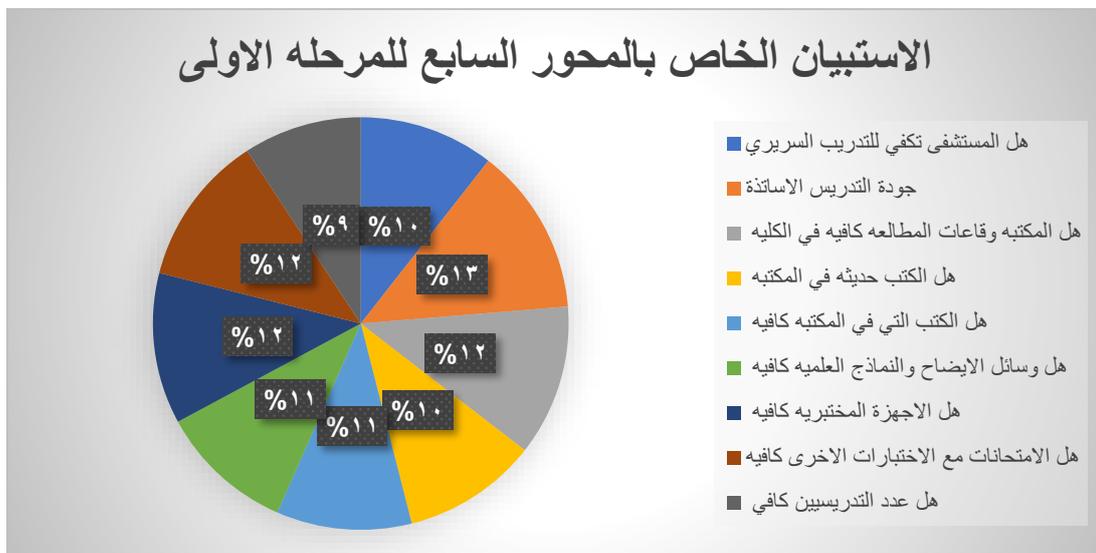
Student exchange had been organized according to the need for staff and students. As a result of the mass displacement of people from Mosul, many students were exchanged and facilities provided for them respecting ethical principles ([annex 7.6.3](#))

I-Educational resources questionnaire results of first stage :

1- Very Good :

2- Good :

3- Moderate:

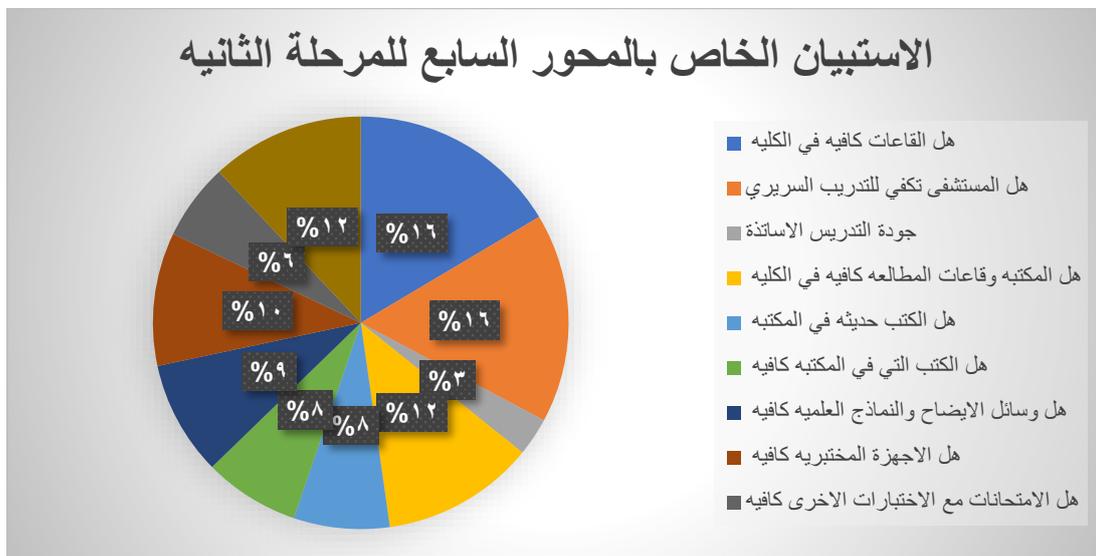


II-Educational resources questionnaire results of second stage :

1- Very Good :

2- Good :

3- Moderate:

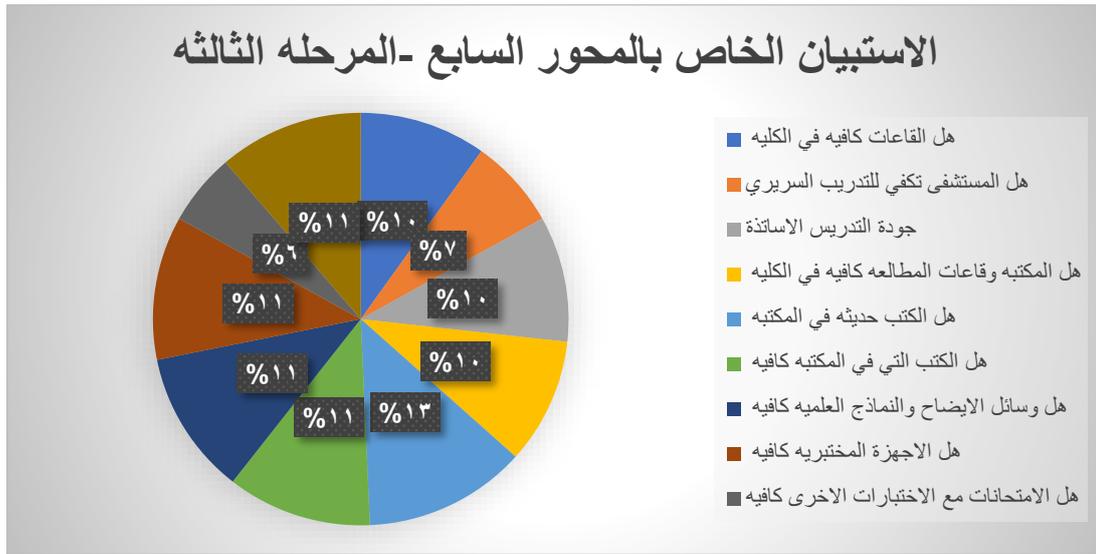


III- Educational resources questionnaire results of third stage :

1- Very Good :

2- Good :

3- Moderate:



***Points of strength:**

1. A large number of teaching halls both in college and in the teaching hospitals supported with audiovisual aids.
2. Exposure of students to large numbers of diverse groups of patients in almost all specialties during their undergraduate education process.
3. Large numbers of references both in the hard copies and soft copies, as well as periodic and journals (most recent copies of all essential books).
4. Fascinating IT facilities that support the delivery of required information to the students.
5. Student welfare facilities: including student club, university student center, sports activities, artistic activities, and other recreational activities.
6. Good access to expertise in almost all aspect of the teaching process.

***Points of weakness:**

- 1- Lack of affiliated university teaching hospital.

2- Three separate building and the distance of the main college building to the two-teaching hospital.

***Suggested corrective actions:**

1. Building of affiliated teaching hospital in the main university campus near the Diyala medical college.
2. More teaching-related thesis to be conducted to use as a piece of evidence to change the curriculum.

AREA 8

GOVERNANCE AND ADMINISTRATION

Note: All documents relevant to the "Area 8 Governance and Administration are available to the esteemed in 5 folders.

Those documents are "only samples" representing various official orders, minutes of meetings, committees, policies, plans, programmes, and many other administrative and financial activities needed and essential in the movement of College of Medicine (CoM), University of Diyala (UoD). The folders, and the documents they contain, are as follow:

Folders no. 1: Documents relevant to "8.1 Governance".

Folder no. 2: Documents relevant to "8.2 Academic Leadership".

Folder no. 3: Documents relevant to "8.3 Educational Budget and Resource Allocation".

Folder no. 4: Documents relevant to "8.4 Administration and Management".

Folder no. 5: Documents relevant to "8.5 Interaction with Health Sector".

8.1. GOVERNANCE

Basic standard: The Medical College must

8.1.1. Define its governance structures and functions including their relationships within the university.

Quality Development Standards: The Medical College should

8.1.2. In its governance structures set out the committee structure, and reflect representation from

8.1.2.1. Principal stakeholders.

8.1.2.2. Other stakeholders.

8.1.3. Ensure transparency of the work of governance and its decisions.

❁ The Current Situation:

8.1.1. The Medical College must define its governance structures and functions including their relationships within the university

- The Ministry of Higher Education and Scientific Research (MHESR) in Iraq has its own **“Governance Structure”** which clarifies and explains the “Organizational Arrangements” for the various “scientific”, “administrative” and “technical” departments and units. (see Annexes 8.1.1.1)
- The College of Medicine (CoM), is a member of the University of Diyala (UoD), which in turn is governed by the MHESR. The UoD, along with many other "Governmental University Colleges" in Iraq, has clearly "centralized" "Regulations and Instructions" regarding various administrative and technical aspects required for the "Governance, Management, and Budgeting" of all of its colleges and technical institutions. (see Annexes 8.1.1.2).
- All of “authorities” of Dean, Assistant Dean, and Heads of Scientific and Administrative Departments, follow the regulations and procedures set up by the University of Diyala and MHESR. All of the decisions taken by the Heads of Departments should get the approval of the College's Council. Similarly, all of the “Agenda” or minutes of meetings are democratically discussed and decisions are made at the regular meetings of the College's Council; then they are printed, signed by the Dean, and sent to the UoD Headquarter, namely the University President's Office. (see Annexes 8.1.1.3). In addition to participation of the CoM’s dean in the University Council. As a result, there are explicit impact of university on college management and activities "Centrally Implemented Rules and Policies" to follow by all of the CoM's teaching, administrative, and technical staff members, as well as "students,"

both under- and post-graduates. Yet, in "Real Time" everyday practice, various decision-making College Authorities have some degree of "Autonomy" to move within such laws and duties boundaries, as long as they do not violate the "Central Regulations." For example, the membership of a few committees has been altered or replaced by others; this explains the flexibility in the authority of both the Dean and the President. (see Annexes 8.1.1.4 and 8.1.1.5).

- The medical colleges can regularly review their organizational structure and staffing resource, i.e., in case there is a need to create new auxiliary units, hire new staff, create their necessary job descriptions, evaluate their performance, and take into account all other factors crucial to achieving the academic and professional goals of the College (global VMO according to the regulation of the "British" General Medical Council). (see Annexes 8.1.1.4; 8.1.1.6; 8.1.1.7; and 8.1.1.8).
- After appropriate discussions with College Council members during regular meetings, the Dean issued many admission orders according to students' admission policies, guides, and names to handle all aspects of the new educational program and its supporting administrative operations. (Annexes 8.1.1.9)

❁ 8.1.2. The Medical College should in its governance structures set out the committee structure, and reflect representation from

8.1.2.1. Principal stakeholders.

In the term of accreditation, the Dean, following the College Council's meetings, has issued directives establishing "*The Steering Committee for Accreditation*," which has held meetings and made decisions. In addition to announcing and working for accreditation, the Dean had nominated members of "Areas 1-9" that work toward "CoM Accreditation." i.e. Mission and Outcomes Domain, Educational Programme Domain, Assessment of Students Domain, Programme Evaluation Domain, Students Domain, Academic Staff/Faculty Domain,

Educational Resources Domain, Governance and Administration Domain, and Continuous Renewal Domain. (**Annexes 8.1.2.1**)

8.1.2.2. Other stakeholders.

In this context, the medical college reflected the representation from other stakeholders through "Memorandum of Understanding (MoU) " between the CoM and "General Directorate of Health of Diyala". (**Annexes 8.1.2.2**)

- ❁ **8.1.3.** The medical college should ensure transparency of the work of governance and its decisions.

In the interest of transparency, all CoM policies, plans and procedures are documented, along with the organizational structure of the College on the official website and on other social media sites, to ensure that they are known to students, academic and administrative staff, health care authorities, professional organizations, medical/scientific societies, and medical educators after graduation. (see **Annexes 8.1.3**)

❖ **Questionnaires:**

The following questionnaires were conducted of "College's Council Members and the Teaching Staff" to evaluate the performance of the dean (**questionnaire 8.1.1**), head of the scientific departments (**questionnaire 8.1.2**), educational institution (**questionnaire 8.1.3**), and curriculum committee(**questionnaire 8.1.4**). The detailed questionnaire is shown in folder (**questionnaire 8.1**).

❖ **Points of Strength**

1. The organizational structure is acceptable in terms of maintaining a clear, continuous, and positive link between the University and the College's Governance,

Administration, and Leadership on one side and the College's departments and Units on the other.

2. The UoD Council meetings are regularly attended and participated in by the dean of the Faculty of Medicine. This necessitates solid ties and relationships between the CoM and UoD.
3. Regular meetings of the Council of the CoM are headed by the Dean. Sincere conversations are had about the issues brought before the Council by various scientific and administrative departments and committees; all are involved in helping to make decisions that will help the College fulfill its mission and accomplish its educational goal. The administrative department provides its services to the faculty and students in an effective manner. As a result, practically the whole personnel of the college offers tremendous assistance to the college in attaining its goals.
4. The Deanery has established the relevant Committees. This is particularly important to the Committees that contribute significantly to and support the VMO of the CoM. The Curriculum Philosophy is explicitly stated and thoroughly explained.
5. The College's website has the aforementioned details, instructions, and announcements

❖ Points of Weakness

1. In terms of the "Staff Recruitment and Selection" procedure, although requests for staff recruitment may be begun at the CoM, it is mostly centrally conducted at the UoD and MHESR.

8.2 ACADEMIC LEADERSHIP

Basic standard: The Medical College must

8.2.1. Describe the responsibilities of its Academic Leadership for definition and management of the Medical Educational Program.

Quality Development Standards: The Medical College should

8.2.2. Periodically evaluate its Academic Leadership in relation to achievement of its Mission and intended Educational Outcomes .

All persons occupying an "Academic Leadership Position", listing in below passing through Deans, Assistant Deans, and Heads of Scientific and Administrative Departments, with the administrative structure for academic leaders and all faculty members with their responsibility to manage the medical educational program (**Annexes 8.2.1.1a-f**). All persons occupying academic leadership have well documented with their appointment order (**Annexes 8.2.1.2a and 8.2.1.2b**), and "Job Descriptions" (**Annexes 8.2.1.1d-f and 8.2.1.3**), which demonstrate the powers of the Deans, Assistant Deans, and Heads of Scientific Departments.

The persons constituting the College's Council are as below : (annex 8.2.1.2a)

Academic Position	Name
Dean	Professor Dr. Ismail Ibrahim Latif
Assistant Dean	Professor Dr. Jalil Ibrahim Kadhim
Assistant Dean	Professor Dr. Amer D. Majeed
	Head of Departments
Family and community medicine	Professor Dr. Shahab Ahmed Shakir
physiology	Professor Dr. Suad Muslih Al-deen
Anatomy	Professor Dr. Shukur Mahmood Yaseen
Obstetrics and gynecology	Professor Dr. Sawsan Talib Salman
Pediatrics	Professor Dr. Mehdi Shemkhi Jebr
Faculty of biochemistry	lecturer Dr. Bushra Mahmood Hussein
Pathology and forensic medicine	Assistant Professor Dr. Mustafa Gheni Taher

surgery	Assistant Professor Dr.Mohammed Mohammud Habash
Medical microbiology	Professor Dr. Luma Taha Ahmed
Pharmacology	Professor Dr.Ali Mousa Jaafer Tamimee
Internal medicine	Adil Hassan Mohemmed Alhusseiny
مسؤول وحدة الجودة وممثل نقابة الاكاديميين	Lecturer. Manar Abd alrazaq Hassan
امين المجلس	Assistant Lecturer Shahad Khdhair Khalaf

Every four years College Staff Members apply for the post of “Dean of the College. The UoD Council will choose appropriate candidate as the “Dean of the College of Medicine”; the latter gets approved by the aforementioned MHESR.

The Dean, in turn, will appoint, in his own College, the Assistant Dean, and “Heads of Departments”; the latter appointees should get the approval of the “College Council” and the "University Council". (**Annexes 8.2.1.2a**). The Dean and the College Council, all set up various policies, plans, and procedures that are essential and needed to keep the College moving in achieving it's Mission and Educational Outcome (**annexes 8.2.1.1 and 8.2.1.3**).

In folder no.(8.2.1.4), administrative orders for the formation of committees e.x (scientific, promotion, curriculum, and examination committee, etc), which show aside of the activities of the dean, assistant dean, head of scientific departments and all the academic staff.

In folder no. (8.2.1.5), contains examples of instructions and circulation of the university council showing the responsibility of the Deans, Assistant Deans, and heads of Scientific and Administrative Departments.

- In this respect of "Academic leadership", there are many documents, in file no. **(annexes 8.2.1.1 a-f and 8.2.1.4)** that show names of the CoM's scientific and administrative Departments, and the responsibilities of academic staff to manage the medical educational program me. **In folder no. (8.2.1.4)**, That demonstrate the administrative orders of administrative and scientific committees, show aside of the functions and responsibilities of the academic staff in administrative and scientific committees. .

At the same respect of academic leadership, the central regulation necessary to setup the scientific department, college of medicine council meetings about many scientific matters, e.g. The higher studies, their regulation and requirements, the university council approval on doing certain research **(annexes 8.2.1.6)**, **in (annexes 8.2.1.7)** showing the weekly tables contains information about the academic leadership staff under their relevant departments, like the responsibility of each member of the academic staff in teaching, administrative functions and other activities to keep the college moving in achieving its mission and educational outcome .

In the context of improving the standard of responsibilities and powers of academic leadership questionnaire done **(questionnaire 8.2.1)** about the commitment dean, assistant dean, heads of department and head of standing committees and courses adhere to the powers granted to them and implementation

Furthermore, in the context of improving the standard of the teaching process and to get the feedback from the students, all teaching staff undergo , two annual confidential assessment through submitting teachers portfolio at the end of the academic year (annex 8.2.2.1), showing the forms of the evaluation of teachers and samples of evaluation results with evaluation controls and with the evaluation instructions, at the same context questionnaire was also prepared to show the application participation of the academic leadership in assessment **(questionnaire 8.2.2.1)**, and other questionnaire done for evaluation to function of the evaluation committee **(questionnaire 8.2.2.2)**.

The second evaluation for academic staff , done by the students (**questionnaire 8.2.2.3**), on line through the website in a confidential way. The members of teaching staff will be informed about the results through their departments. Not only that but the students, also, however, do their own assessment and evaluation to the curriculum courses and educational process (**questionnaire 8.2.2.4**), and another type of questionnaire was also conducted to show graduates satisfactory with the college's performance (**questionnaires 8.2.2.5**) . All of previous questionnaires dictate the practice of quality assurance.

All the results of the questionnaires were conducted by calculating the percentages and the results were discussed and proposals were made for all the types of questionnaires.

It would be appropriate to mention in this context of "Scientific Achievements" of the Come, that the latter, being supported by the UoD and MHESR, has been able to: (see folder number 8.2.3.1-4)

1. Establish "Post-graduate Studies", (High Diplomas, M.Sc.) in basic and medical sciences.
2. Publish regularly its scientific journal "Diyala Journal of Medicine"
3. The college has been able to hold many seminars, courses, workshops and local conferences
4. Academic staff could, with the support of the college and university , compose and translated books in medical science.

Points of Strength

1. All of the College's Teaching, Administrative, and Technical Staff, starting with Dean down to every civil servant recruited in the College of Medicine, have their job descriptions and responsibilities clear and well defined .

Academic Leadership, led by the well qualified Dean, Assistant Dean, Heads of Scientific Departments and the Teaching Staff, is clearly structured, sound, and adequate. The Teaching Staff Members undergo an annual program of confidential evaluation by submitting their portfolios. Furthermore, the medical students, also, annually, assess their Teaching Staff through another confidential questionnaire.

2. Reflecting the academic, scientific, professional environments and encouragement, in the CoM and UoD, there have been scientific achievements in terms post-graduate studies, publishing the "Diyala journal of medicine", organizing local conferences and workshops, as well as composing and translating books (**Kindly refer to the annexes mentioned above**) .

8.3. EDUCATIONAL BUDGET AND RESOURCE ALLOCATION

Basic standards:

The medical college must

8.3.1. have a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget.

8.3.2. allocate the resources necessary for the implementation of the curriculum and distribute the educational resources in relation to educational needs.

Quality development standards:

The medical college should

8.3.3. have autonomy to direct resources, including teaching staff remuneration, in an appropriate manner in order to achieve its intended educational outcomes.

8.3.4. in distribution of resources take into account the developments in medical sciences and the health needs of the society

1- Ideally, the CoM should either be given adequate financial resources or allowed to vary its financial resources, with reserve surplus, in order to achieve a “Distinguished Standard” in implementing its “Mission and Educational Outcome” in Medical Education and high quality of research programmes as well as to meet the advancement in the educational process of its graduates and meets ever increasing health demands of the society. The whole process should be practiced with substantial responsibility, judgment, adequate authority autonomy, and transparency in getting, collecting, and redistributing the financial resources, the whole funding process should comply with the current official regulations as set out by the Ministry of Finance and MHESR with adequate autonomy that does not hinder the necessary expenditure on the comprehensive teaching process. (Annexes 8.3.1.1, and 8.3.1.2), these annexes demonstrated that the estimated budget for the college of medicine shows the sections of private expenditure and parallel education.

In folder no.(8.3.1.3 A-C): includes

A- demonstrate higher education fund instruction.

B-list the members of higher education fund management committee and

C- demonstrated that the meeting minutes showing disbursement items of the college from higher education fund department from the private expense and parallel education.

2. Currently, the Dean has been provided, in addition to his (Scientific and Administrative Authorities), with "Financial Authorities. There are also, however, central regulations that organize the whole process. (**Annexes 8.3.1.2 and 8.3.1.3 B and C**), all these annexes demonstrate the financial authorities of the dean. Furthermore, in the context of improving the standard of responsibilities of financial powers, this **questionnaire done (8.3.1)** .

3. Regarding "Budgeting and Finance", the amount of money given to the college is, annually, provided funds feed the College's budget from private expenditure and parallel education (**Annexes 8.3.1.1 and 8.3.1.2**) .

4. The Dean is the only person authorized to spend those resources; the Heads of Departments forward any request that needs money spending to the Dean and Assistant Dean. The Dean, strictly and transparently, follows central regulations, in meeting various demands. Such demands may, for example buying computers and stationaries to departmental offices, and covering petrol, and maintenance, of the College's vehicles to keep them in active service (**annexes 8.3.2.1 A-B**) A- demonstrate some of academic staff request needs and B-demonstrate the documents for laboratory materials, laboratory equipment and furniture, medical equipment and computers. At the same time the **folder number 8.3.2.2**. showing the Pictures of documenting preparation of laboratories with laboratory equipment and furniture (lab. Of physiology and computer) and expansion of halls.

Therefore, and in order to organize and regulate the whole process of expenditure, the Dean, according to his authorities, had declared deanery orders setting up many "Committees " with different tasks necessary to accomplish the foregoing targets (**Annexes 8.3. 2.3 from 1-12**).

5. There are administrative order receipts, and tables, representing miscellaneous and few examples expenditure on CoM's needs, including supporting the college staff by rewards

payment (**Annexes 8.3.3.1-8**), and incentives payment (**annexes 8.3.3.2 A**), while in same folders 8.3.3.2.B showing incentives payment instructions for college members. In the same context **folder no. 8.3.3.3** demonstrate the supporting of the students.

6. Furthermore, the Accountant's Office, at the end of the year, does the "financial balance". (**Annexes 8.3.3.4**) .

7- For some more financial information, there are attached documents showing the distribution of resources according to educational need and scientific development were provide (refer to the annexes mentioned above). At the same context for improving the standards of responsibilities about applying and self-financing , the financial resources of the college to prove the educational outcomes this questionnaire done (**questionnaire 8.3.2**) and the extent to which the available financial resources are classified and allocated for the development of curricula, medical science and health aspects this questionnaire done (**questions 8.3.3**)

All the results of the questionnaires were conducted by calculating the percentages and the results were discussed and proposals were made for all the types of questionnaires .

Points of Strength

1. The CoM obtains its financial resources from two sources: private expenditure and parallel education. However, the chapters according to which the financial expenditure occurs are almost uniform throughout other Iraqi universities with an obvious transparency.
2. There is only higher education fund management who is authorized to order and sign the expenditure of financial resources and that is headed by the Dean of the College with other members. The Budgetary Office is responsible for preparing all necessary documents as well as the "balance" of expenditure at the end of the year.

3. Therefore, the College has some autonomy to direct resources and deploy them to strengthen and meet requirements of the Educational Programme, especially so in its intention to upgrade the standards of the services, as far as possible. (Kindly refer to the annexes mentioned above).
4. The college of medicine supporting the college staff by forms by rewards and incentives payment

Points of Weakness

The financial resources are, probably, inadequate to achieve all of the College's plans as intended by the College Council E.g., the CoM is unable to support academic staff to doing the research and publishing in scopes and clarviet containers.

8.4 ADMINISTRATION AND MANAGEMENT

Basic standards: The Medical College must:

8.4.1. Have administrative and professional staffs that are appropriate to:

8.4.1.1 Support implementation of its Educational Program and related activities.

8.4.1.2. Ensure good management and resource deployment.

Quality Development Standards: The Medical College should:

8.4.2 Formulate and implement an Internal Program for Quality Assurance of the management, including regular review.

The organizational structure of the College of Medicine (CoM) clearly shows this sector of the College (**Annex 8.4.1**). The Dean and his Assistant have centrally offered "Administrative Authorities." Tables show the names of "Administrative Staff" and their

qualifications (**Annex 8.4.2**). Also, tables show the names of graduates working in the CoM since the establishment of the College in 2000 (**Annex 8.4.3**)

Various "Administrative and Technical Units" cope with various tasks and work harmoniously in support of the "entire " Educational Programme and related activities, each according to its duties and responsibilities (job descriptions), which are documented and present on the CoM website. (Kindly refer to the above annexes). For instance, at the end of the year, the Quality Assurance Unit sends the evaluation forms containing the academic and administrative staff names to the heads and directors of departments and units, respectively, to perform the annual performance evaluation. An example of the 2019-2020 annual academic and administrative staff evaluation results is attached (**Annexes 8.4.4 A and B**).

The CoM is continuously expanding in the context of building more standardized "Lecture Halls" and "Specialized Laboratories" to accommodate the increasing number of admissions and stay up to date with the latest medical education and technologies developed during their learning process, in addition to refurbishing existing ones (**Annex 8.4.5**).

Within the "Administrative Structure " come committees whose tasks are biosafety, biosecurity, health support and personal safety. They have regulations and procedures to cope with tasks of their "sensitive" duties. (See **Annex 8.4.6 and 8.2.1.4** for examples of the administrative committees within the CoM). The Unit of Medical Education and the Unit of Continuous Education regularly set up "workshops " to improve the intrapersonal skills of the CoM academic and administrative staff and help them acquire new technical and professional skills. For example, **folder no 8.4.7** contains lists of workshops and seminars organized by the Unit of Medical Education and the Unit of Continuous Education during the academic year 2022-2023.

To assess the quality of seminars and workshops offered by the Unit of Continuous Education (**questionnaire 8.4.1**), we surveyed the academic and administrative staff to obtain feedback regarding how useful these seminars and workshops are for the staff and where there are areas for improvement. To extract accurate results, each axis was converted into percentages, considering the number of participants in each axis and the participants' answers. The survey results are shown below:

م	موضوعات الاستبيان	0%	25%	50%	75%	100%
1	المام المحاضرين بمواضيع الندوات والورش المقامة	0%	33.3%	66.6%	33%	63%
2	قدرة المدربين على توصيل المعلومات	0%	0%	16.6%	46.6%	43.3%
3	طريقة عرض المواضيع وإدارة النقاش	0%	0%	23.3%	43.3%	40%
4	مدى التعاون مع المشاركين وفسح المجال لطرح الأسئلة والاختلاف بالرأي	0%	0%	66.6%	40%	63%
5	تنوع الأنشطة والتمارين والوسائل المستخدمة	0%	33.3%	16.6%	50%	36.6%
6	قدرة المحاضرين على تحفيز المشاركين على المشاركة في النقاش والانشطة	0%	0%	23.3%	43.3%	40%
7	محتوى الندوات والورش	0%	0%	16.6%	50%	40%
8	مدى تحقيق الأهداف المنشودة من الندوات والورش	0%	0%	33.3%	50%	23.3%
9	مدى الاستفادة من المواضيع التي تتناولها الندوات والورش	0%	0%	20%	56.6%	30%
10	مدى تطبيق المهارات والمعلومات المكتسبة من خلال المشاركة في الندوات والورش	0%	33.3%	36.6%	43.3%	23.3%

The analysis of the survey results showed that the highest satisfaction rates were given for the first and fourth axes related to the lecturers' familiarity with the topics of seminars and workshops held, the extent of cooperation with the participants, the opportunity to ask questions, and the difference of opinion by 73% for both axes. However, the evaluation rates ranged between 40%-43.3% for axes 7, 6, 3, 2.

Points of Strength:

1. The trainers and lectures selected by the Unit of Continuous Education are experts in the topic offered by the unit to the CoM staff.
2. The style of seminars and workshops provides a safe and good environment for participants to ask questions and express their opinions that may differ from that of the lecturers.

Points of Weakness:

1. The workshops and seminars failed to deliver some of their goals and objectives.
2. The lack of opportunities to implement the skills and expertise acquired through some seminars and workshops.
3. Limitations in modern interactive activities during the seminars and workshops and the reliance on the traditional styles in delivering the seminars and workshops.

To assess the quality of seminars and workshops offered by the Unit of Medical Education (**questionnaire 8.4.2**), we surveyed the academic and administrative staff to obtain feedback regarding how useful these seminars and workshops are for the staff and where there are areas for improvement. To extract accurate results, each axis was converted into percentages, considering the number of participants in each axis and the participants' answers. The survey results are shown below:

م	موضوعات الاستبيان	0%	25%	50%	75%	100%
1	المام المحاضرين بمواضيع الندوات والورش المقامة	0%	6.66%	6.66%	33.3%	53.3%
2	قدرة المدربين على توصيل المعلومات	0%	0%	6.66%	26.6%	50%
3	طريقة عرض المواضيع وإدارة النقاش	0%	0%	6.66%	23.3%	56.6%
4	مدى التعاون مع المشاركين وفسح المجال لطرح الأسئلة والاختلاف بالرأي	0%	0%	3.33%	26.6%	70%
5	تنوع الأنشطة والتمارين والوسائل المستخدمة	0%	3.33%	3.33%	36.6%	56.6%
6	قدرة المحاضرين على تحفيز المشاركين على المشاركة في النقاش والأنشطة	0%	3.33%	6.66%	16.6%	70%
7	محتوى الندوات والورش	0%	3.33%	3.33%	40.2%	53.3%
8	مدى تحقيق الأهداف المنشودة من الندوات والورش	0%	0%	16.6%	50%	33.3%
9	مدى الاستفادة من المواضيع التي تتناولها الندوات والورش	0%	3.33%	6.66%	50%	40%
10	مدى تطبيق المهارات والمعلومات المكتسبة من خلال المشاركة في الندوات والورش	0%	3.33%	10%	56.6%	30%

The survey results showed that the highest satisfaction rates were given to the fourth axis, which is related to the extent of allowing the participants to contribute to the workshops

and seminars, allowing the opportunity to ask questions and differ in an opinion by 70% of the participants who gave this axis a rate of 100%. However, the evaluation rates were lower for axes 7, 5, 3, and 1.

Points of Strength:

1. The style of seminars and workshops provides a safe and good environment for participants to ask questions and express their opinions that may differ from that of the lecturers.
2. The ability of the lecturers and trainers to motivate participants to participate in the exercises and activities during the seminars and workshops.

Points of Weakness:

1. The workshops and seminars failed to deliver some of their goals and objectives.
2. The lack of opportunities to implement the skills and expertise acquired through some seminars and workshops.

Points of Strength

Administrative and technical staffs are suitably qualified to cope with the task of their responsibilities as set out in "job descriptions".

Points of Weakness

There is few "staff development workshops" for the administrative and technical units' staff to attend in order to upgrade their skill and professionalism

8.5 INTERACTION WITH HEALTH SECTOR

Basic standard: The Medical College must

8.5.1. Have constructive interaction with the health and health related sectors of society and government.

Quality Development Standard: The Medical College should

8.5.2. Formalize its collaboration, including engagement of staff and students, with partners in the health sector

In the city of Diyala, we have the Supreme Council for the Management of Teaching Hospitals, which consists of the Head of the Health Department as Chairman, the Dean of the College of Medicine as a member, and the Vice-President, through which the teaching hospitals are managed (8.5.1.a).

The bilateral co-operation and co-ordination between the Come and Health Sector is substantial and outstanding We have a memorandum of understanding between the college of medicine and health sector to allow Training students in hospitals and health centers, researchers to perform their studies in health institutions, (8.5.1.b) . Many members of the teaching staff of the college of medicine have the duties at Teaching Hospitals, e.g., operating on patients, managing patients at Consultation Clinics, dealing with the "Imaging Services", and so on (8.5.1.c)

Concerning tightening the bonds between the CoM and its medical students on one side and the public of our society on the other side, folder no. (8.5.1.d) documented by photography, medical students providing medical and health aids to the society, e.g., the Diabetes Mellitus campaign and many other occasions. There are also documents showing many published researches on our patients done at Diyala Health Centres and

Teaching Hospitals (**8.5.1.e**)

Regarding the engagement of staff and students, with partners in the health sector. documented by photography, medical students providing medical and health aids to the society, e.g., the Dangers of smoking , corona virus prevention and many other occasions.

(**8.5.2.a**)

To assess the quality of interaction between collage of medicine with the health and health related sectors of society and government (**questionnaire 8.5.1**) we surveyed the medical staff to obtain feedback regarding that. To extract accurate results, each axis was converted into percentages, considering the number of participants in each axis and the participants' answers. The survey results are shown below:-



نتيجة استبيان عن مدى التعاون بين كلية الطب والمؤسسات الصحية

من خلال الاطلاع على نتائج الاستبيان العامة ونتائج المحاور الخاصة بالاستبيان وبعد احتساب عدد المشاركين في الاستبيان تبين ان عدد المشاركين هو ٣٠، ولغرض استخراج نتائج دقيقة تم تحويل نتائج المحاور الى نسبة مئوية بحسب الاعضاء المشاركين، تم التوصل الى النتائج التالية:

م	موضوعات الاستبيان	ضعيف	متوسط	جيد	جيد جدا	ممتاز
١	برأيك ما مدى التعاون بين كلية الطب والمؤسسات الصحية	٪١٦,٦٦	٪٣٣,٣٣	٪٤٠	٪١٠	٪٠
٢	ما مدى التعاون في التدريب السريري لطلاب كلية الطب من قبل الاطباء الاختصاص في المستشفيات التعليمية	٪٦,٦	٪٦٠	٪١٦,٦٦	٪١٦,٦٦	٪٠
٣	مدى التعاون بين اساتذة كلية الطب والاطباء الاختصاص في المؤسسات الصحية في مجال البحوث وعقد الندوات	٪٢٠	٪٤٠	٪٣٣,٣٣	٪٣٣,٣٣	٪٣,٣٣
٤	ما مقدار تحقيق اهداف الكلية والرؤيا ورسالة الكلية من خلال التعاون بين كلية الطب والمؤسسات الصحية	٪١٣,٣٣	٪٥٦,٦٦	٪١٦,٦٦	٪١٠	٪٣,٣٣
٥	مدى التعاون بين اساتذة كلية الطب والاطباء الاختصاص في المؤسسات الصحية في مجال عقد المؤتمرات العلمية	٪١٦,٦٦	٪٥٣,٣٣	٪٢٠	٪١٠	٪٠

The analysis of the survey results showed that lack of full cooperation between the college of medicine and health sector

Points of Strength:

1. we have the Supreme Council for the Management of Teaching Hospitals and memorandum of understanding between the college of medicine and health sector to allow Training students in hospitals and health centers,
2. Many members of the Teaching Staff Chair the panel discussions in Teaching Hospitals as Managers furthermore, members of the Teaching Staff participate in "committees" set up by diyala Area Health Authority This ensures establishing sound is in good and interactive working relationship with the health sector and the community

Points of Weakness

1. The absence of educational hospitals managed by the Faculty of Medicine reduces the chances of advancing the educational reality

Employers' opinion survey of graduates from the College of Medicine (**questionnaire 8.5.2**)

To extract accurate results, each axis was converted into percentages, considering the number of participants in each axis and the participants' answers. The survey results

استبيان رأي جهات العمل في الخريجين من كلية الطب/جامعة ديالى

م	موضوعات الاستبيان	اوافق بشدة	اوافق	صحيح لحد ما	لا اوافق بشدة	لا اوافق بشدة
١	لديه /لديها المعارف والمعلومات الكافية المتصلة بالعمل	٠%	٣٦,٦٦%	٣٦,٦٦%	٢٣,٣٣%	٣,٣٣%
٢	لديه /لديها المهارات الكافية المتصلة بالعمل	٠%	٤٠%	٣٣,٣٣%	٢٣,٣٣%	٣,٣٣%
٣	لديه /لديها مهارات الاتصال الشفوي (يتحدث بوضوح وبشكل مناسب	٣,٣٣%	٣٠%	٥٠%	١٦,٦٦%	٠%
٤	لديه /لديها مهارات الاتصال الكتابي (يكتب التقارير بوضوح وبشكل سليم)	٠%	٤٠%	٢٦,٦٦%	٣٠%	٣,٣٣%
٥	لديه /لديها مهارات البحث والتحليل	٣,٣٣%	٢٦,٦٦%	٣٣,٣٣%	٣٦,٦٦%	٠%
٦	لديه /لديها مهارات التفكير الناقد وحل المشكلات	٣,٣٣%	٢٣,٣٣%	٥٦,٦٦%	١٣,٣٣%	٣,٣٣%
٧	لديه /لديها مهارات الحاسب	٣,٣٣%	٦٠%	٢٦,٦٦%	١٠%	٠%
٨	لديه /لديها مهارات العمل بالفريق	٣,٣٣%	٥٦,٦٦%	٢٠%	٢٠%	٠%
٩	لديه /لديها مهارات التخطيط والتنظيم للعمل	٠%	٣٦,٦٦%	٤٠%	١٦,٦٦%	٦,٦٦%
١٠	لديه /لديها انتاجية عالية في العمل	٠%	٣٣,٣٣%	٣٣,٣٣%	٢٦,٦٦%	٦,٦٦%
١١	لديه /لديها جودة في العمل	٠%	٣٠%	٣٦,٦٦%	٣٠%	٣,٣٣%
١٢	لديه /لديها ابداع وابتكار	٠%	٢٠%	٥٠%	٢٦,٦٦%	٣,٣٣%
١٣	لديه /لديها تكيف مع العمل وظروفه المختلفة	٠%	٣٦,٦٦%	٤٠%	٢٠%	٣,٣٣%
١٤	لديه /لديها تحمل للمسؤولية	٠%	٣٠%	٥٠%	٢٦,٦٦%	٣,٣٣%

تعتبر التغذية الراجعة من جهات العمل مهمة لتحسين جودة البرامج وهذا الاستبيان مصمم لجمع المعلومات من ارباب العمل (الاطباء) عن آرائهم ومدى رضاهم عن خبرات خريجي كلية الطب /جامعة ديارى الذين وظفوا لديهم. من خلال الاطلاع على نتائج الاستبيان العامة ونتائج المحاور الخاصة بالاستبيان وبعد احتساب عدد المشاركين في الاستبيان تبين ان عدد المشاركين هو ٣٠, ولغرض استخراج نتائج دقيقة تم تحويل نتائج المحاور الى نسبة مئوية بحسب المشاركين، تم التوصل الى النتائج التالية:

By looking at the results of the questionnaire, it was found, according to the opinion of most of the doctors participating in the questionnaire, that the percentages are moderate between agree and correct to some extent, with the graduate from the College of Medicine possessing sufficient knowledge and information related to work, critical thinking skills, problem-solving, planning and organizing skills

Points of Strength:

An experienced specialist in teaching hospitals to evaluate graduates of the Faculty of Medicine makes it easy to change educational plans in order to graduate students with high competence and ability of knowledge

Points of Weakness

The increase in the number of students in the Faculty of Medicine and the absence of educational hospitals that have a high capacity commensurate with the number of students limits the chances of the student possessing clinical skills, which it is hoped to possess

However, in spite of the fact that the minority of people whom were questioned responded with different opinions, it may be quite reasonable and justifiable to take their opinions into considerations in current and future plans of health care in order to achieve, hopefully, the "*perfection*" of standard of health services, in, at least, a way similar to that health care in highly developed countries.

Regarding their suggestions, the latter were as follow:

1. Activating the Supreme Council for the Management of Teaching Hospitals, as well as activating the memorandum of cooperation between the College of Medicine and the Department of Health in order to provide the best services to the citizen, as well as to the students of the College of Medicine

2. Holding joint seminars and conferences between the College of Medicine and the Department of Health focusing on community problems and how to find the right solutions

Points of Strength

The MHESR and MoH are co-operating well with the CoM; the latter is investing this co-operation in achieving its "Mission and Educational Outcome". Medical graduates who score first on their classes are appointed at relevant "Scientific Departments" in the CoM, while the rest are recruited by the MoH and appointed as "Junior Residents" at the affiliated teaching institutions of Diyala Area Health Authority (General Directorate of Health), starting their medical career

Points of Weakness

1. The increase in the number of students in the Faculty of Medicine and the absence of educational hospitals that have a high capacity commensurate with the number of students limits the chances of the student possessing clinical skills, which it is hoped to possess

AREA NINE

CONTINUOUS RENEWEL

First: Basic standards

9.1 regular reviewing

Diyala college of medicine has a program for regular reviewing & update in its structure, content, outcome/ competencies, assessment & learning environment through several structures, including college council, departments councils, quality assurance, curriculum committee e.t.c.

The following documents are available in this regard:

1. Meeting minutes of college council, department's council, quality assurance & curriculum committee. (see annexes 9.1.a, 9.1.b, 9.1.c & 9.1.d)
2. Administrative orders of formation of quality assurance & curriculum committee. (see annexes 9.1.e, 9.1.f, & 9.1.g)
3. Meeting with the dean of college about the need of college for more teaching staff & for limitation of transfer & hosting of student to the college due to increasing number of student. (see annex 9.1.h)
4. Questionnaires of college staff about the efficacy of the college council, department councils, quality assurance unit, electronic learning, curriculum committee, upgrading the infrastructures. The results were positive in all fields. (see annex 9.1.i)

9.2. learning environment

Diyala University, College of medicine identify the areas in deficiencies in different aspect of the learning environment. The main suggestion needs to solve these problems are shown in this section. Such as college council meetings, documents and program modifications to solve these deficiencies.

The following documents are available in this regard:

1. Documents verifying the process of expansion of the classrooms and scientific laboratories to meet the increasing number of new students. Pictures and documents show the opening of those halls by the Dean of the College. (see annex 9.2.a).
2. Documents proving that the scientific laboratories are equipped with the necessary materials and equipment to meet the requirements. (see annexes 9.2.b & 9.2.c).
3. Documents confirm that college council meets to discuss the purpose of developing the scientific process in the college. (see annex 9.2.d).
4. Documents show appointing many doctors, teachers and teaching assistants in our college for the purpose of raising the level of teaching and improving the scientific reality. (see annexes 9.2.e & 9.2.f).
5. Documents explain the duties of the Quality Assurance and University Performance Division to improve the educational reality in the college. (see annex 9.2.g)

9.3 Allocate resources for continuous renewal.

Diyala University / Collage of Medicine provide documents that allocate resources for continuous renewal e.g :

1. Revenue statements for the current activity for the period from 1/1/2021 to 31/12/2021 & from 1/1/2022 to 31/12/2023. (see annexes 9.3.a)

2. Minutes of the meeting / Board of Directors of the Higher Education Fund (during the minutes, it was discussed to recover funds for students and allocate an amount for our students' graduation celebration, and finally it was discussed to send an amount of money as financial support to the College of Agriculture). (see annexes 9.3.b)

Second: Quality development standards

9.4.

Base the process of renewal on prospective studies and analyses and on results of local evaluation and the medical education literature.

Workshops, seminar, lectures and analysis studies were conducted to ensure that the recent research studies and analysis are used for continuous renewal.

1. Lecture about the educational programs presented by Professor Dr Salwa Shalash. (see annex 9.4.a).
2. Seminar on the learning objectives domains and level. (see annex 9.4.b).
3. Research study 'Assessment knowledge and skills of newly graduated doctors regarding their medical education' by Ahmed Ibrahim and supervised by Professor Dr Salwa Shalash. (see annex 9.4.c)
4. Seminar on the accreditation program of medical college presented by Professor Dr Salwa Shalash. (see annex 9.4.d)
5. Workshop about the building capabilities of the Diyala medical college' members. (see annex 9.4.e)
6. Analysis study 'Factors affecting medical students choice of specialty' by Hanan Abdulhaq and supervised by Professor Dr Salwa Shalash. (see annex 9.4.f)

9.5.

Diyala college of medicine tries to insure that the process of renewal & restructuring leads to the revision of its policies & practices in accordance with the past experience, present activities & future perspectives.

The following documents are available in this aspect:

1. Document about electronic learning during COVID-19 epidemic showing the strategic plan for Diyala medical college to promote & support the E-learning & the percentages of implementation. (see annex 9.5.a)
2. Document about changing the way of clinical training of 5th year student in response to the increasing student number. (see annex 9.5.b)
3. Questionnaires for the college staff about the efficacy of electronic learning during COVID-19 epidemic & for Pediatrics department staff about the efficacy of new way of the clinical training of 5th year student. The result was positive for the new way of the clinical training & accepted for electronic learning. (see annex 9.5.c)
4. Meeting with the dean of college about the need of college for more teaching staff, for limitation of transfer & hosting of student to the college due to increasing number of student, for changing the way of clinical training of 5th year student & for need teaching facilities. (see annex 9.1.h)
5. Document about updating & expanding laboratories & classrooms & purchasing materials for skill lab. (see annexes 9.5.d & 9.2.a)
6. Document about new employment of teaching staff of the college to go along with the increasing student number. (see annex 9.5.e)

9.6.

9.6.1

Mission statement refers to the vision of the college Evidence generation, documents showing that mission statement of the college in its process of renewal.

The following document are available:

1. Documents explain the goals, vision and mission of the college to obtain international accreditation and to rise internationally in terms of the quality of the outputs. (see annexes 9.6.1.a, 9.6.1.b & 9.6.1.c)
2. Documents explain in details he college's strategic plan (2021 to 2026) to achieve the quality required to serve the community by following the quality standards and academic accreditation to fully achieve the goals and mission of the college (see annex 9.6.1.d)

9.6.2

Diyala University / Collage of Medicine identify the documents that modify the intended educational outcomes of the graduating students.

The following documents are available:

1. Document about reviewing or amending the educational outcomes intended for students, including an administrative order with specialization for a number of faculty members of the Faculty of Medicine. (see annexes 9.6.2.a)
2. An administrative order to free medical cadres for the purpose of training and teaching students for the purpose of achieving learning outcomes. (see annex 9.6.2.b)

9.6.3

Adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant.

9.6.4

The college follow the classical curriculum and including: (see annexes 9.6.3.a & 9.6.3.b)

1. Large group teaching
2. Small Group Teaching
3. Practical and laboratory exercises
4. Bedside learning
5. Case-based learning
6. Peer assisted learning
7. Web based learning
8. Seminars and projects (prepared by 6th year students)

Diyala University, College of medicine showing documents that the college (in its process of renewal) adjustment of curricular elements and their relationships would include new relevant knowledge, concepts and methods and discard the outdated ones.

The following documents are available:

1- Documents showing that the Faculty of Medicine holds a course on curriculum development by Dr. Salwa Shalash, and this course comes within the courses held by the Faculty of Medicine. (see annex 9.6.4.a)

2- Documents verifying the schedule of curriculum- anatomy -2nd year students. This program is a yearly program composed of 30 weeks (Department of Anatomy and Histology). (see annex 9.6.4.b)

9.6.5

Diyala college of medicine tries to develop assessment principles, & the methods & the number of examinations according to changes in intended educational outcomes & instructional methods.

The following documents are available:

1. Document showing the minute meeting of college council regarding examination. . (see annex 9.6.5.a)
2. Document showing the minute meeting of the examination committee regarding the examination (see annex 9.6.5.b)
3. Documents showing the examination schedules of the undergraduate studies & post-graduate studies. (see annexes 9.6.5.c & 9.6.5.d)
4. Document showing the formation of the examination committee. (see annex 9.6.5.e)
5. Document showing the formation of the competitive examination of the 6th year student. (see annex 9.6.5.f)
5. Document showing the schedule of electronic examination during COVID-19 epidemic. (see annex 9.6.5.g)

9.6.6.

Diyala University / Collage of Medicine provide documents about the adaptation of student requirement policy.

The following documents are available:

1. Administrative order for the admission plan for the morning preliminary study 2020-2021, 2021-2022, and 2022-2023. (see annex 9.6.6.a)
2. Conducting a special questionnaire for teaching teachers about whether the increase in students affected the educational level in terms of the negative side. It was found through the distribution of questionnaire papers to 30 teachers that all teachers answered with the word yes. (see annex 9.6.6.b)
3. Conducting a special questionnaire for students about whether the increase in students affected your educational level in terms of the negative side. It was found through distributing questionnaire papers to 30 male and female students that all students answered with the word yes. (see annex 9.6.6.c)

9.6.7

Adaptation of academic staff recruitment and development policy according to changing

1. Medical education unit is available in the college.
2. Active system for monitoring and continuous evaluation of staff
3. The college follows the regulations of the ministry of higher education and scientific research for staff promotion and it includes the definition of different scientific degrees, endowment of scientific titles and promotion from one degree to others

4. Each teaching staff in every department had to present a subject or a seminar in each semester (2 seminars in each academic years) to strength the staff acknowledgment about the teaching process.

(For all statements, see annexes 9.6.7.a & 9.6.7.b)

9.6.8.

Diyala University, College of medicine showing documents of updating of educational resources according to changing needs, i.e. the student intake, size and profile of academic staff, and the educational program.

The following documents are available:

- 1- Photos and documents confirming the expansion of the classroom and scientific laboratories to accommodate the increasing number of students. (see annexes 9.6.8.a)
- 2- Documents confirming the work of the Student Activities Division, which includes sports and artistic activities for students. (see annexes 9.6.8.b)
- 3- Introductory documents for the warehouse unit and an explanation of the unit's work and its importance. (see annex 9.6.8.c)
- 4- Documents showing that the Faculty of Medicine is evaluating a scientific symposium on security and safety in biological and chemical laboratories. (see annex 9.6.8.d)
- 5- Documents showing members of the faculty of the Faculty of Medicine. (see annex 9.6.8.e)

9.6.9.

The college of medicine tries to refine the process of program monitoring & evaluation.

The available documents are:

1. Document showing granting of graduation certificates of the undergraduate students. (see annexes 9.6.9.a)
2. Document showing granting of graduation certificates of post-graduate students. (see annex 9.6.9.b)
3. Document showing obtaining some teaching staff the post-graduate degree inside & outside Iraq. (see annex 9.6.9.c)

9.6.10

Diyala University, College of medicine showing documents of development of the organizational structure and of governance and management to cope with changing circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders.

The following documents are available:

- 1- Documents showing the acceptance of students for the initial study in the College of Medicine to obtain a Bachelor's degree. (see annexes 9.6.10.a)
- 2- Documents showing the acceptance of students for postgraduate studies in the Faculty of Medicine. (see annex 9.6.10.b)
- 3- Documents showing the appointment of several doctors to teach in our college for the purpose of upgrading education and improvement of scientific reality. (see annexes 9.6.10.c)
- 4- Documents showing the reappointment of many doctors to teach in our college for the purpose of improving education and improving scientific reality. (see annexes 9.6.10.d)
- 5- The documents show that teachers are sent to scholarships to obtain postgraduate degrees, develop skills, and keep pace with development. (see annexe 9.6.10.e)
- 6- Documents showing the granting of scientific titles to many of the teachers in our college. (see annexes 9.6.10.e)

- 7- Documents showing the transfer of many doctors from the Ministry of Health to teach in our college in order to improve education and improve the scientific reality. (see annexes 9.6.10.f)
- 8- Documents showing the doctors' part time work at the Health Department to teach and follow up on our college students. (see annex 9.6.10.g)

The improvement plan of the 9th axis (Continuous renewal)

We suggest the following to improve the 9th axis:

1. Improving the roles of college council, department councils, quality assurance & college structure in reviewing & updating the learning environment & identifying the deficiencies & solving them.
2. Improving the numbers of teaching staff in different basic & medical specialty in response to the increasing number of students.
3. Improving the administrative & learning infrastructures like equipped classrooms & laboratories, as well as, improving the technical environment in the college.
4. Establishing a new teaching hospital for the college & enlarging the present teaching hospitals by increasing the number of beds, the new laboratory devices & materials & specialized staff.
5. Enlarging the post-graduate studies, & engaging in the studies of. the medical board specialty.
6. Improving the continuous learning program in the college by increasing the number of medical conferences, workshops, seminars & lectures, as well as, increasing the number of medical education specialties.

7. Improving the scientific research by creating the advanced laboratories & financial resources.
8. Improving the teaching program of the college in accordance with the last educational & scientific development.
9. Improving the cooperation with the institutions of ministry of health & agreements with local & international universities.
10. Improving staff scholarship to study in advanced universities outside Iraq.

With best regards.

Suggestions:

1. More frequent (at least annually) revision sessions are required to ensure appropriate and continuous renewal with the clear inclusion of socioeconomic and cultural needs in the mission statement.
2. Provide the appropriate documents for the need to modify the outcomes.
3. There should be an independent student recruitment policy to cope with new integrated modules adopted by the College.
4. Attending the staff and medical education in up-to-date conferences and workshops are needed to ensure that the recent research studies and analysis are used for continuous renewal.

Summary:

This Self-Assessment study of the college of medicine at the University of Diyala has described in details the actual status of the college, and by data analysis, it has shown clearly all points of strength and points of weakness of the college that has to be corrected. Suggested corrective measures have been put forward to develop these weaknesses in all study disciplines and in the academic teaching staff skills and numbers. The college leaders and all teaching staff members were committed and were highly responsive for applying these plans to develop the quality of the college and subsequently the quality of its graduates.