



Quality Assurance Policy at Tishk International University

ABSTRACT

This guideline outlines the Quality Assurance policy as implemented at Tishk International University, Erbil. The guideline provides explanation of the standards, procedures and components involved in the process of teaching Quality Assurance mainly.

Quality Assurance Unit

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Quality Assurance Policy at Tishk International University

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Quality Assurance Policy at Tishk International University

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Table of Contents

| | |
|---|-----------|
| 1. Introduction..... | 3 |
| 2. Mission | 4 |
| 3. Objectives..... | 4 |
| 4. QA Structure..... | 5 |
| 5. TQA Calendar | 7 |
| 6. TQA Assessment Tools | 7 |
| 6.1 Teacher Portfolio (TP) | 7 |
| 6.2 Continuous Academic Development (CAD) | 8 |
| 6.3 Student Feedback (SF) | 8 |
| 7. Academic Performance..... | 9 |
| 8. Further assessments..... | 10 |
| 8.1 External Assessment..... | 10 |
| 8.2 Class Observation..... | 12 |
| 8.3 Teacher Self-assessment | 12 |
| 9. Course Syllabus..... | 12 |
| 10. Question Bank | 13 |
| 11. QA in Research | 13 |
| 12. Internal Quality Review..... | 14 |
| 13. FAQ..... | 15 |
| Appendix 1 Teacher Portfolio | 18 |
| Appendix 2 Continuous Academic Development | 33 |
| Appendix 3 Class Observation Form | 38 |
| Appendix 4 Teacher Self-assessment Form | 41 |
| Appendix 5 Course Syllabus | 43 |
| Appendix 6 Syllabus Evaluation Form | 47 |
| Appendix 7 Internal Seminars | 49 |
| Appendix 8 Attendance List | 50 |
| Appendix 9 Departmental Seminar Report | 51 |
| Appendix 10 Workshop Report | 52 |
| Appendix 11 Conference Report | 53 |



1. Introduction

In line with its mission to deliver world class educational experience and promote academic development in the Kurdistan Region, Tishk International University has embraced the process of Quality Assurance (QA) into its education system. Although slightly developed, the process of Quality Assurance was first introduced with the establishment of the University in 2008.



However, with the full implementation of Quality Assurance system at Kurdistan public universities and as instructed by Ministry of Higher Education and Scientific Research in the Kurdistan Regional Government (KRG), a more solid and structured implementation of the process was executed in 2011 in the University.

The process of Quality Assurance is one sphere of quality management, and in higher education, the process of QA helps to enhance the development of education system in relation to teaching, learning and research. This is performed through consistent monitoring and assessment procedures and through apposite tools that are purpose-designed.

At Tishk International University, under the process of Quality Assurance several programs are functioning. These include Teaching Quality Assurance (TQA), program and curriculum development, accreditation, ranking, benchmarking and auditing; processes that uphold the core values of Tishk International University. In this guideline these processes, and more specifically the components of TQA as implemented at Tishk International University, are outlined and elaborated in detail. These processes are systematized and monitored by the Quality Assurance unit which oversees the ongoing implementation of the other interconnected processes and in connection with the relevant unit or department, where necessary. The three key assessment procedures employed by the department take in student feedback, Teacher Portfolio and Continuous Academic Development (CAD). These procedures serve as a method to assess teaching activity and efficiency of courses taught, and they enhance teaching staff's knowledge and academic proficiency. The efficiency of these procedures and assessment tools are periodically reviewed and updated for better outcomes. It is worth noting that within Tishk International University the term Quality Assurance and TQA are interchangeable to some extent.



2. **Mission**

To safeguard the highest quality and standards of education, teaching, learning, research and administration in the university through effective quality practices and performances.

3. **Objectives**

- ❖ To monitor execution of the University mission and strategic plan;
- ❖ To uphold the core values of the University and contribute to its vision and mission;
- ❖ To deliver guidance in implementation of Quality Assurance procedures and requirements;
- ❖ To safeguard the quality of teaching-learning process;
- ❖ To boost faculty research productivity and quality;
- ❖ To support professional development of academic staff;
- ❖ To ensure update to all designed academic programs;
- ❖ To organize internal and external auditing of programs and the University as a whole;
- ❖ To support the development of instructional technology;
- ❖ To ensure continuous development and excellence in academic performance.

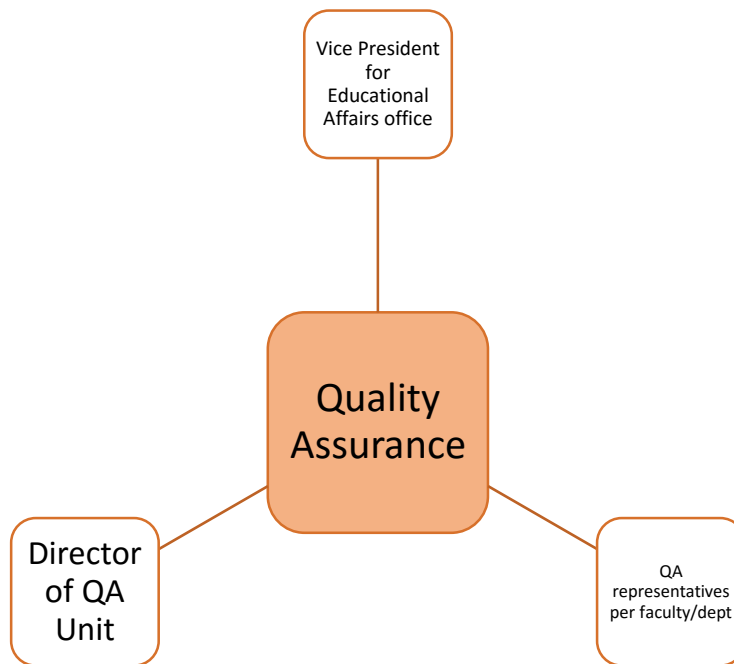
Post successful implementation of the QA practices and procedures, the following outcomes are anticipated:

- ✚ More robust and transparent quality education system.
- ✚ Highly advanced and enhanced academic staff.
- ✚ Better quality teaching practices and strategies.
- ✚ More effective learning outcomes and performance.
- ✚ Better research quality and productivity.
- ✚ More competent position among the regional and international higher education institutions.



4. QA Structure

The Quality Assurance Unit is headed by a director and supervised by the Vice President for Educational Affairs office. There are also Quality Assurance Representatives from each Faculty and Department that collaborate with the Unit in achieving its set goals.



The explicit aim of the Tishk International University Quality Assurance policy is to enhance the effectiveness of its core activities of teaching, learning, research performance, research training and management. The QA policy addresses all areas of the University’s activities focusing on their contribution to and in alignment with the University’s strategic goals.

Functions of Director of Quality Assurance Unit

1. Development of a Quality Assurance policy and updating criteria and procedures.
2. Creation of awareness of the provisions for QA: review the existing procedures and making them known to the stakeholders.
3. Conduct evaluation of the departments’ academic annual plan.



QUALITY ASSURANCE

4. Follow up the implementation of the University's Strategic Plan.
5. Preparation of check lists of procedures for performance evaluation.
6. Set up a Quality Assurance Implementation Committee.
7. Keep stakeholders: staff and students well informed of evaluation results, efforts made and recommendations periodically.
8. Analyze past accreditation reports of the University and highlight areas of remediation preparatory for next exercise.
9. Monitor and assess quality, adequacy and currency of facilities and resources in departments and faculties.
10. Monitor and ensure compliance to academic processes, staff student ratio, and teaching and research quality.
11. Administer and analyze results of Teaching Portfolio instruction.
12. Develop and update criteria and format for assessing teaching quality and effectiveness through peer group and student review, and carry out students' surveys at least twice annually.
13. Participate in the review of academic curricular program of the departments and evaluation of proposals for new academic programs.
14. Organize regular capacity building and skill acquisition training programs for academic and non-academic staff.
15. Provide orientation programs for newly recruited academic and non-academic staff.
16. Consult external stakeholders on the quality of graduates and for advice on the introduction of new courses and programs.
17. Monitor academic promotion process of academic staff.
18. Support professional development of academic staff.
19. Report academic development of academic staff annually.
20. Provide Quality Assurance activities to academic staff.
21. Report Academic Research points of academic staff annually.
22. Invite external reviewers to the University for Evaluation of academic development.



5. TQA Calendar

| | |
|---|---|
| Beginning of TQA calendar | 1 st September |
| Uploading syllabus onto PIS system | 22nd October |
| Uploading list of internal seminars | 31st October |
| Online student feedback | 1st – 31st Jan (first semester) 1st – 31st May (second semester) |
| Analysis of student feedback results | Second week of February (first semester) Second week of June (second semester) |
| Teacher self-assessment | 1st – 15th June |
| Evaluation of Teacher Portfolio | 1st – 15th June |
| Uploading and updating CAD own points and proofs | Regularly |
| Verification of CAD points | 1st – 30th June |
| End of TQA calendar | 31st August |
| Evaluation of overall academic performance of last year (appreciation or warning letters) | 1st – 15th Oct |

6. TQA Assessment Tools

6.1 *Teacher Portfolio (TP)*

The teacher portfolio functions as a way to accumulate all necessary documents relevant to the teacher's background, teaching career, allocated modules, conferences, publications history, documentary evidence and certificates and extra non-academic activities. To evaluate the teacher portfolio a committee is assigned for this purpose and it comprises of the dean of faculty, head of department, faculty TQA officer and a senior assistant/ full professor from inside or outside the department.



The evaluation of the contents of the teacher portfolio is conducted at the end of the academic year according to a form that measures, through the documents available in the package file, teacher's commitments, active participation in academic events, academic achievements, quality of publications, membership in scientific committees, and the like. The outcomes of the evaluation help in the process of distinguishing well-performed teaching staff and rewarding them through renewing their contracts. In contrast, and in case of teachers with poor scores, the University may choose not to keep them and terminate their contracts. Meanwhile, poor scores would be an opportunity for the teacher to diagnose gaps and areas of weaknesses and work towards improving them.

The Teacher Portfolio document is available in Appendix #1.

6.2 Continuous Academic Development (CAD)

CAD is the programme whereby faculty members are encouraged to continue knowledge upgrading and building and seek improvement in their subjects and fields of academic specialty. These can be achieved with teachers' participation in a variety of scientific activities, such as seminars, workshops, training courses and conferences (presenting or attending), educational publications, reviewing articles, postgraduate supervision and evaluation, etc.

All teaching staff are required to satisfy a specific number of activity points (includes active and passive activities) in a single academic year based on their academic titles. For example, at Tishk International University, a professor should accumulate not less than 80 points per year, an assistant professor 70 points, a lecturer 55 and an assistant lecturer 50. Failure to meet the points required reflects badly on the teacher's academic development and career, actions to which are required by the scientific committees per department and faculty.

For a full guideline and details of the CAD criteria and points, please see Appendix #2.

6.3 Student Feedback (SF)

Tishk International University pays great attention to students' views and evaluative opinions as to the sufficiency and appropriateness of the programs offered, the teachers' teaching practice and their learning experience. An effective tool applied at Tishk International University to obtain students feedback and evaluation is the standard feedback questionnaire. The student feedback questionnaire seeks students' opinions mainly on the courses taught and teachers' teaching strategies and techniques. Being central to the Quality Assurance system at the University, the results of the questionnaire are utilized in enhancing and promoting the delivered quality of courses contents, and teaching and learning processes at Tishk International.



At Tishk International University the student feedback is online based and obtained through the Student Information System (SIS) which manages out student data, including student records, courses, grades, etc. via <https://my.Tishk International.edu.iq/>.

The students' feedback questionnaire includes the following questions:

1. The module (course) was effective and helped me to improve my capacity and skills in the field.
2. The student is provided with a list of different references besides the main references
3. In this module the student was given the chance to do a seminar, report and research.
4. In general the teacher was successful in teaching the module. Both the theoretical and practical sessions are complementary.
5. The lecture was starting and concluding on time and no time was wasted.
6. During lecture the lecturer was acting respectfully.
7. Necessary tools for explanatory purposes are used such as (data show, audio, video, white board, etc.).
8. Sufficient time was given by the lecturer for questions and answers.
9. The exam questions were reflecting the module's contents.
10. At the start of the year the lecturer has explained the content and subjects (Syllabus).
11. The lecturer used class website for the module and the lecturer uploaded the course book/syllables and module notes onto the class website which are comprehensible and easy to download.
12. The nature of lecture and methods of teaching are interesting and motivate me to be expert in the field.

7. Academic Performance

As part of the Quality Assurance procedures of Tishk International University, the overall academic performance of all faculty members are recorded, detected and maintained electronically. The academic performance includes all Quality Assurance scores (Student Feedback, Teacher Portfolio and Continuous Academic Development) and is referred to as Quality Assurance Academic Performance (QAAP). This is followed up electronically through a unique page. Please visit this page <http://www.Tishk International.edu.iq/qa/academic-performance/>



The QAAP provides an exclusive platform for Tishk International instructors' overall performance upon which an appreciation letter or warning letter is issued by the QA unit.

8. Further Assessments

8.1 External Assessment

At Tishk International University and at the end of each year the faculties will select several courses for external assessment. The external assessor is brought in from outside the University to assess the work of the instructors including the grading, and the students' performance.

Areas of External Assessment will include but not be limited to the following areas:

- Courses/programs content and delivery
- Student assessment
- Program outcomes
- Academic staff qualifications, scholarly work and professional development activities.

Assigning the External Assessor:

- The external assessor should be someone from outside the University and doesn't teach in that department or the university.
- The external assessor should be of a high academic rank (professor or assistant professor). In case the department is unable to secure someone of this rank, a PhD holder with no less than 10 years teaching experience can be appointed.
- The external assessor should be expert in the field and has numerous publications.
- The external assessor should be contacted and secured one month before the end of the course and be approved by director of Quality Assurance unit. A CV showing his all his achievements and publications should be provided.

Procedures for External Assessment will include but not be limited to the following areas:

- Review of documents, i.e., staff and students' records.



- Observations, e.g. Lecture room teaching, laboratory work, counseling, etc.
- Interviews with staff, students, senior management staff, etc.
- Onsite visits to the academic and support units at an agreed time and duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.
- Assessment of the entire layout of the course including the course topics and content.
- Assessment of the exams. The external assessor should have access to student exam papers after they have been marked. They should see three examples and each of these exam papers considered are to be of higher, intermediate and lower mark in order to decide whether the papers were marked accordingly.
- Assessment of students' feedback.
- Offer recommendations to the teachers responsible for the teaching and grading and to question them. Teachers are expected to answer these questions and point out the reasons for their answers.

The following documentation should be available for the External Academic Assessor. Other documents may be required and should be made available upon request of the External Assessor:

- Students' assignments, tests, projects, examination papers and answer scripts.
- Academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and study guides.
- Program and course structure and content (course syllabus).
- Physical facilities: laboratories and equipment, library facilities, computer facilities
- Information and Administrative support
- Academic staff Curriculum Vitae
- Publications by academic staff
- Student tracking information, i.e. progression and employment data records.

For assessment purposes, the documents to be included in the course file are:

- The course syllabus
- Lecture notes and presentations based on the syllabus
- Questions and answers of Mid-Term Exam



- Homework assignments and example files
- Quizzes and answer keys
- Questions and answers of Final Exam
- Attendance list (with student's signatures) of mid-term and final exams
- Final list of grades (including mid-term, quizzes, homework, project's marks and final grades).

8.2 Class Observation

The class observation form is intended to evaluate instructors' performance inside class for monitoring purposes. The evaluation could be conducted by the dean, head of department, director of Quality Assurance or members of academic promotion committee. It can also be used in contexts of peer-to-peer observation.

The form is available in Appendix #3.

8.3 Teacher Self-assessment

The teacher self-assessment form is intended to allow teachers to make their own judgments about their performance, and reflect on the personal and structural aspects that had an impact on their teaching. This should be done at the end of each academic year.

The responses are retained confidentially and shared merely with the head of department and director of Quality Assurance at the University for monitoring purposes.

The form is available in Appendix #4.

9. Course Syllabus

At Tishk International University all teaching staff, full-time and part-time, are required to prepare course syllabus and upload it into Tishk International Personal Information System (PIS) for students use. The course syllabus is made available to students through their PIS accounts by the first day of the semester. When an Tishk International instructor is assigned a course, it will be added to his/her PIS account prior to the start of the semester, and as such s/he is required to fill out the assigned course syllabus form.

The course syllabus is meant to communicate course information, planning and a set of ground rules. It principally includes information on course objectives, course overview, course content and topics, learning outcomes, course's contribution to program outcomes, list of primary and secondary references, methods of teaching employed and course evaluation methods and criteria. In addition, it includes a short biography of the instructor,



contact details and office hours. The quality, efficiency and validation of the course syllabus content are evaluated by the head of department and the department scientific committee.

The course syllabus form is available in Appendix #5.

The evaluation form of Course Syllabus quality is available in Appendix #6.

10. Question bank

Question Bank consists of a set of questions the teacher will give to students at least 2 weeks before starting final examination. The teacher may take some questions out of the question bank (for example, 4-5 questions). The purpose of question bank lies in the fact that it guarantees more understanding of student for the course and it is applied at many developed universities in the world. At departments that have semester system the number of question is around 40, and at departments that have annual system the number of questions is around 80.

11. QA in Research

Tishk International University, and as part of its Quality Assurance procedures, strives to excel in many research areas. Currently Tishk International University has three scientific journals. These are:

- European Journal of General Dentistry <http://www.ejgd.org/>
- International Journal of Social Sciences and Educational Studies <http://ijsses.org/>
- Eurasian Journal of Science and Engineering <http://ejse.org/>

At Tishk International, Quality Assurance in research is primarily concerned with the quality of research, and research practices and procedures. The quality of research covers the research papers published in the journals listed above as well as those published elsewhere with Tishk International University being the affiliation institution. All academicians at the University are required to undertake research in conformity with the best standards of research practices.

For helpful research tools, please visit <http://www.Tishk International.edu.iq/scientific-researcher-tools-2/>



12. Internal Quality Review

Internal Quality Review is one of the most important parts of Tishk International University's academic Quality Assurance processes and strategy.

Purposes of Internal Quality Review

Internal Quality Review is a developmental process which provides an opportunity for departments to review and, in partnership with the review team, identify opportunities for enhancing their existing quality assurance structures and systems.

The Internal Quality Review ensures that the quality level and efficiency of the policies, processes and standards applied at the departments are satisfactory. The outcome results and reports of the review form an essential tool to continue high quality performances and overcome poor and unsatisfactory ones. As such, the Internal Quality Review provides a pronounced opportunity to review the quality practices and procedures at the University and is a wake-up call for better performance.

Essential Principles of Internal Quality Review

- A comprehensive inspection; Internal Quality Review includes an important quality monitoring aspect. It also serves as a genuine aid to academic units in enhancing the quality of their provision.
- Assess Internal Quality activities and evaluate whether their structures and responsibilities are best suited to serve the University.
- Evaluate the professional proficiency of the Internal Quality activity's staff and appraise the development and assignment of staff in order to achieve the department's mission/goals.
- Evaluate the annual audit plan and determine how the Internal Auditing activity monitors plan accomplishments and how it adds value to the University.
- Internal Quality Review needs to be conducted in a consistent and systematic fashion. An important way of promoting consistency and departmental confidence in the review process and enabling comparability is by (i) briefing reviewers and secretaries to review teams and (ii) advance briefing of representatives of academic units being reviewed.
- A full report of clear judgments and findings.



- Recommendations for continued improvement.
- An Inspection Readiness Plan that ensures your faculty is on alert for short notice inspections.

13. FAQ

What is Quality Assurance (QA)?

The term Quality Assurance (QA) as used in higher education refers to:

“The means by which an institution can guarantee with confidence and certainty, that the standards and quality of its educational provision are being maintained and enhanced (European Handbook on Quality Assurance in Higher Education).

Why QA at Tishk International?

QA helps achieving the vision, mission and objectives of Tishk International University in a systematic and efficient manner. The QA process aims to promote academic development in the Kurdistan Region and assist in delivering world class educational experience. These are achieved through supporting professional development of academic staff and enhancing teaching, learning and research processes in the Region.

What is Teaching Quality Assurance (TQA)?

TQA constitutes a crucial programme within Quality Assurance scheme as it guarantees the involvement of students, the main customers in higher education institutions, in the assessment process of teaching and learning. As such, it aims to enhance the quality of teaching practices and instructors' performance and upgrade them consistently.

What is the difference between QA and TQA?

At Tishk International University these terms are sometimes used interchangeably. However, it is important to note that TQA forms one component of QA, while the other components include QA in research and QA in learning.

How is QA structured at Tishk International?

At Tishk International University, a special unit, Quality Assurance unit, is established to monitor the implementation of all Quality Assurance procedures and develop, where necessary, quality practices and assessment tools. This unit forms an integral part of the office of the Vice-president for Educational Affairs and is headed by a director. In addition, there is a Quality Assurance committee whose members comprise QA representatives per



faculty and department and who support the QA director in the implementation process of the set goals.

Please visit the link below for further details on QA structure at Tishk International:
<http://www.Tishk International.edu.iq/qa/structure/>

Which assessment tools and activities are used as part of TQA at Tishk International?

There are three main assessment tools for which the teaching staffs receive scores and ratings. These are:

- Students Feedback (SF) <http://www.Tishk International.edu.iq/qa/students-feedback/>
- Teacher Portfolio (TP) <http://www.Tishk International.edu.iq/qa/teachers-portfolio/>
- Continuous Academic Development (CAD) <http://www.Tishk International.edu.iq/qa/continuous-academic-development/>

Additional assessment tools include:

- External Assessment <http://www.Tishk International.edu.iq/qa/external-assessor/>
- Class observation <http://www.Tishk International.edu.iq/qa/peer-review/>
- Teacher self-assessment

What is the purpose of students evaluating teaching staff?

Student feedback has been central to Tishk International University Quality Assurance system. The results of the standard feedback questionnaire are utilized in enhancing and promoting the delivered quality of courses contents, and teaching and learning processes at Tishk International.

How will the students evaluate teaching staff?

At the end of each semester students are asked to evaluate the taught courses' instructors via the Student Information System (SIS). The feedback is operated electronically and covers a wide range of questions. For more information, please visit this link <http://www.Tishk International.edu.iq/qa/students-feedback/>.

Why external assessment is important?



External assessment provides an opportunity to provide efficacious feedback and assessment from an external academician and viewpoint on a specific program, quality of teaching methods, learning outcomes and students' achievements. For details on external assessment as applied at Tishk International University, please visit this link: <http://www.TishkInternational.edu.iq/qa/external-assessor/>

What are the accountabilities of teaching staff within QA/TQA system?

All Tishk International teaching staff are required to follow up the QA guidelines and instructions. These mainly include preparation of course syllabus and Teacher Portfolio, fulfilment of Continuous Academic Development criteria and points and execution of self-evaluation.

How the quality data of staff are used?

At the end of TQA calendar all teaching staff TQA scores (mainly scores of Student Feedback, Teacher Portfolio and Continuous Academic Development) are detected and scrutinized by QA unit. They are used as a measurement of their overall academic performance, upon which an appreciation or warning letter is issued.

Where to obtain the relevant forms?

All the forms are available in this policy (see the appendices). To obtain the soft copies please visit 'forms' in the PIS.

Who to contact for questions on QA procedures and requirements?

If you have questions on QA, please contact Dr. Samira T. Saeed, the Director of Quality Assurance unit at samira.saeed@TishkInternational.edu.iq, Room #260, Ext. 1291. Alternatively, you can contact the QA representatives at the departments.



Appendix 1

Teacher Portfolio¹

Preface

In this section the teacher states his/her philosophy and vision of teaching and academic lifetime.

¹ Tishk International University takes as its external point of reference the Teacher Portfolio of Ministry of Higher Education and Scientific Research, KRG, Iraq.



Part one: Personal information and academic background

| Personal information | |
|---|--|
| Full Name | |
| Academic title | |
| When did you start teaching | |
| Number of years working as university teacher | |
| University | |
| Faculty/ college | |
| Department | |

| Education and Academic certificates | | | | |
|-------------------------------------|---------------------------|------------|---------|--------------|
| Certificate | Specialization/department | University | Country | Year granted |
| Bachelors | | | | |
| High diploma | | | | |
| Master | | | | |
| PhD | | | | |

| Academic Scientific title | | | | |
|---------------------------|--------------|-------|---------|--|
| Academic Scientific title | Year granted | Place | Country | No of papers accomplished for this title |
| Assistant lecturer | | | | |
| Lecturer | | | | |



| | | | | |
|---------------------|--|--|--|--|
| Assistant professor | | | | |
| Professor | | | | |

| Language qualification | | | | | |
|------------------------|---------------|-----------|------|---------|-------------|
| Language | Mother tongue | Very good | Good | Average | Do not know |
| Kurdish | | | | | |
| Arabic | | | | | |
| English | | | | | |
| Others (...) | | | | | |

Computer: list these software programmes that you use. This section does not include knowledge of e.g. Microsoft office.

| Software | Level of use | | | |
|----------|--------------|-----------|------|---------|
| | Professional | Very good | Good | Average |
| | | | | |
| | | | | |
| | | | | |

Part two: teaching and examinations: a copy of lesson timetable and course book should be attached

| Undergraduate | | | | |
|---------------|------------|-------|----------------------|----------------|
| | Department | Stage | No of hours per week | No of students |
| 1 | | | | |



| | | | | |
|---|--|--|--|--|
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| Postgraduate (High diploma, Master, Doctorate) | | | | |
|--|---------|-----------------------|----------------------|----------------|
| | Subject | Level of postgraduate | No of hours per week | No of students |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

| Supervising postgraduate students | | | | | |
|-----------------------------------|----------------|------------|-----------------------|------------|----------|
| | Research title | Department | Level of postgraduate | Start date | End date |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

| Defending sessions of postgraduate students | | | | | |
|---|--------------------------------|------------------------------|------------|--------|--------------------|
| | Name of postgraduate candidate | Department/ college/ faculty | University | Degree | Date of discussion |
| 1 | | | | | |
| 2 | | | | | |



| | | | | | |
|---|--|--|--|--|--|
| 3 | | | | | |
| 4 | | | | | |

Part three: Participation in developing the university through membership in committees in connection to the ministry of higher education, university, faculty/ college or department.

| Committee membership | | | | |
|---------------------------------------|-----------|--|-------------------|-------------------------|
| | Committee | Place of issuing the committee official document | Issue No and date | Duties of the committee |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Administrative and academic positions | | | | |
| | Position | Place | Issue No and date | Roles and duties |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Appreciation letters | | | | |
| | Reason | Place | Issue No and date | Roles and duties |
| | | | | |



| | | | | |
|---|--|--|--|--|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

Part four: Continuous Academic Development (this includes the current academic calendar only; activities of previous years should not be included)

- Papers published**

| Papers published in local journals | | | | |
|--|----------------|------------|---------------|-------|
| | Title of paper | Journal | Impact Factor | Place |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Papers published in international journals | | | | |
| | Title of paper | Journal | Impact Factor | Place |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Papers published in local conferences | | | | |
| | Title of paper | Conference | Place | Date |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |



| | | | | |
|--|----------------|------------|-------|---------------|
| 4 | | | | |
| Papers published in regional conferences | | | | |
| | Title of paper | Conference | Place | Date |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Papers published in international conferences | | | | |
| | Title of paper | Conference | Place | Date |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Membership at editing board of local academic journals | | | | |
| | Journal | Date | Place | Impact Factor |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Membership at editing board of international academic journals | | | | |
| | Journal | Date | Place | Impact Factor |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |



| Peer review for local journals | | | | |
|---|----------------|--------------------|-----------------|---------------|
| | Title of paper | Journal | Date | Impact Factor |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Peer review for international journals | | | | |
| | Title of paper | Journal | Date | Impact Factor |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Peer review for the purpose of academic promotion | | | | |
| | Title of paper | Name of researcher | Evaluation date | Note |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| Patent certificates | | | | |
| | Project | Place | Field | Note |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |



| | | | | |
|---|--|--|--|--|
| 4 | | | | |
|---|--|--|--|--|

- Scientific and academic books**

| Books (including translated ones) at local level | | | | | | |
|--|---|---------------------|----------------------|------|------|------|
| | Title of book (as in its original language) | Language of writing | Place of publication | ISBN | Year | Note |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| Books (including translated ones) at international level | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

- Presentations**

| |
|---|
| International keynote speeches and seminars |
|---|



| | Title of speech/ seminar | Place/ country | city/Date of presentation | Name of conference |
|---|--------------------------|----------------|---------------------------|--------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |

Local keynote speeches or seminars

| | Title of speech/ seminar | Place/ country | city/Date of presentation | Name of conference |
|----|--------------------------|----------------|---------------------------|--------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

- Attendance at seminars**

Attending seminars at department/ college/ faculty

| | Title of seminar | Place | Date of presentation | Note |
|---|------------------|-------|----------------------|------|
| 1 | | | | |
| 2 | | | | |



| | | | | |
|----|--|--|--|--|
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

- Participation in workshops**

| Local workshops | | | | |
|--------------------|-------------------|-------|------|------------|
| | Title of workshop | Place | Date | No of days |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| Regional workshops | | | | |
| 1 | | | | |
| 2 | | | | |



| | | | | |
|-------------------------|--|--|--|--|
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| International workshops | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

- Training courses**

| | | | | |
|--------------------------------|-------------------|-------|------|------------|
| Local training courses | | | | |
| | Title of training | Place | Date | No of days |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| Regional training courses | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| International training courses | | | | |



| | | | | |
|---|--|--|--|--|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

- Organizing or teaching at seminars and workshops**

| Organizational/teaching roles at local workshops/ trainings | | | | |
|--|-------------------|-------|------|------------|
| | Title of training | Place | Date | No of days |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| Organizational/ teaching roles at international workshops/ trainings | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

- General activities**

| |
|---|
| Publishing articles at newspapers and magazines |
|---|



QUALITY ASSURANCE

| | Title of article | Title newspaper/ magazine | Date of publication | Place of publication of the newspaper/ magazine |
|--|------------------|------------------------------|---------------------|--|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| General seminars | | | | |
| | Title of seminar | Place | Date | Note |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| Press interviews (TV, newspapers and magazines, radio, websites) | | | | |
| | Main subject | Channel | Place | Note |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |



| | | | | |
|---|--|--|--|--|
| | | | | |
| 4 | | | | |
| 5 | | | | |

- **Participating or organizing projects with private sector, community and outside university that serve the process of education and learning**

List these projects that strengthen the relation between university and private sector and community as well as these projects related to students' trainings such as entrepreneurship.

| | Project title | Date | Place | Start date | End date |
|---|---------------|------|-------|------------|----------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |

- **Volunteering work**

List these volunteering activities conducted with civil organizations, non-profit organizations and syndicates, as well as free consultation work.

| | Title of activity | Place | Date | Note |
|---|-------------------|-------|------|------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |



| | | | | |
|----|--|--|--|--|
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Appendix 2

| | | | |
|--|--|-----------------------------------|-------------|
| | Continuous Academic Development (CAD) | Document No: IU.AQ.LS.004E | |
| | | Validity Date: 13/09/2017 | |
| | | Revision No: 02 | |
| | | Total No of pages: 4 | |
| CAD criteria and points | | | |
| <p>* Proofs have to be provided for all activities submitted.</p> <p>* Points gained from passive activities should not exceed active ones. Only the first four activities are passive; the rest are active.</p> | | | |
| Name: | | Academic title: | |
| Faculty: | | Department: | |
| Seminar /Workshop /Conference /Symposium | | | |
| Category | Points | Score | Note |



| | | | |
|---|--|--|--|
| Attendance of seminar sessions within the faculty | 2 points per seminar (cannot be more than 20 points) | | |
| Attendance of seminar sessions at the conferences/ symposiums/ forums | 2 points for each day, including the day you present (cannot be more than 5 days) | | |
| Attendance at a workshop | 2 points for each session (a session should not be less than an hour) | | |
| Attendance at a training course [pedagogy courses are not accepted] | 2 points for each day (national and international) [should not be more than 5 weeks] | | |
| Online courses | 5 points (a certificate and online registration confirmation are required) | | |
| Lecturing in training courses [pedagogy courses are not accepted] | 3 points for each day/ national and 5 points for international | | |
| Oral presentations made within the faculty or at a workshop | 4 points for national and 5 points for international | | |
| Oral presentations made at conferences/ symposiums | 5 points for national and 8 points for international | | |
| Scientific Publications | | | |



| | | | |
|---|---|--|--|
| Abstract published in conference book of abstract | 1 point for each abstract 2 points for extended abstracts (common in dentistry) | | |
| Paper published in conference proceedings book | 3 points for national and 5 points for international | | |
| Paper published in Indexed Journals with a DOI number | 5 points for each paper | | |
| Paper published in SCOPUS indexed Journals | <ul style="list-style-type: none"> • 8 points for papers of multiple authors • 10 points for papers of a single author | | |
| Paper published in SSCI/SCI Indexed Journals | <ul style="list-style-type: none"> • 15 points for papers of multiple authors • 20 points for papers by a single author | | |
| Interview on TV or Radio (Scientific) | 2 points | | |
| Published books (Peer reviewed Publishing Platforms) | 20 points | | |
| Book chapter publication (Peer-reviewed Publishing Platforms) | 8 points | | |
| Book translation | 8 points | | |



| | | | |
|--|--|--|--|
| Publishing academic articles in a newspaper (utmost 3 publications within an academic year) | 2 points | | |
| Review of Articles | | | |
| Supervising graduation projects | 3 points per project | | |
| Reviewing graduation projects | 1 point per project | | |
| Editor of a scientific Journal (including editor-in-chief) | 2 points for non-SSCI/SCI journals and 4 for SSCI/SCI journals) | | |
| Reviewing an article for a journal | <ul style="list-style-type: none"> • 2 points for national journals • 3 points for non-SSCI/SCI international Indexed Journals • 8 points for SSCI/SCI indexed journals | | |
| Being a jury member at a science fair | 2 points for each day | | |
| Collaborative Academic Project (Conducting a research as a representative of Tishk International university) | 10 points per project | | |
| Scientific Committees | | | |



| | | | |
|---|------------------------------|--|--|
| Being a member of a committee at the level of university (Exam, Promotion Com) | 2 points for each membership | | |
| Being a Scientific Committee Member of a Conference (organizing com., session chairs) | 3 points for each membership | | |
| Patent | 30 points | | |
| Uploading lecture notes on the university website | 3 points per course | | |
| Uploading question bank on the university website and announcing it to the students, 40 questions are required for each course per one semester | 3 points per course | | |
| TOTAL | | | |

Grading scales according to academic titles

| | | | |
|---------------|----------|----------------|-----------|
| | Lecturer | Ass. Professor | Professor |
| Ass. Lecturer | | | |



QUALITY ASSURANCE

| | | | |
|----------------|----------------|----------------|----------------|
| A*: 45 or more | A*: 55 or more | A*: 70 or more | A*: 80 or more |
| A: 25-44 | A: 35-54 | A: 50-69 | A: 60-79 |
| B: 18-24 | B: 24-34 | B: 35-49 | B: 45-59 |
| C: 11-17 | C: 17-23 | C: 20-34 | C: 20-44 |
| D: 6-10 | D: 6-16 | D: 6-19 | D: 6-19 |
| E: 1-5 | E: 1-5 | E: 1-5 | E: 1-5 |

Minimum required points according to academic titles

| Academic title | Minimum | Active | Passive |
|----------------|---------|--------|---------|
| Ass. Lecturer | 50 | 30 | 20 |
| Lecturer | 55 | 35 | 20 |
| Ass. Professor | 70 | 40 | 30 |
| Professor | 80 | 50 | 30 |

Appendix 3

| | | |
|--------------------------------|-------------------------------|-----------------------------------|
| | Class Observation Form | Document No: IU.PC.Fr.004E |
| | | Validity Date: 12-10-2017 |
| | | Revision No: 01 |
| UNIT: QUALITY ASSURANCE | | Page No: 3 |

This form is intended to evaluate teacher's performance inside class for monitoring purposes. The evaluation could be conducted by the dean, head of department, director of Quality Assurance or members of academic promotion committee. It can also be used in contexts of peer-to-peer observation.

The responses are retained confidentially and shared merely with the aforementioned persons at the University.

| | |
|--------------|------------------------|
| Name: | Academic title: |
|--------------|------------------------|



| | |
|-----------------|--------------------|
| Faculty: | Department: |
| Course: | Date: |

| | | | | |
|--------------------------|---------------------|----------------|------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very dissatisfied | Dissatisfied | Neutral | Satisfied | Very satisfied |

| No | Criterion | Score | Comment |
|----|--|-------|---------|
| 1 | The lesson taught conforms to the syllabus | | |
| 2 | Objectives identified at the start of the lesson, gives "real world" examples to illustrate concepts | | |
| 3 | Uses examples that are simple, clear, precise, and appropriate, stays focused on and meets stated objectives | | |
| 4 | emphasizes and summarizes main points | | |
| 5 | Shows good command and knowledge of subject matter | | |
| 6 | Uses relevant teaching methods, aids, materials, techniques, technology | | |
| 7 | Demonstrates leadership ability, maintains discipline and control | | |
| 8 | Exhibits sensitivity to students' culture, gender differences and disabilities, responds appropriately in a non- | | |



| | | | |
|----|---|--|--|
| | threatening learning environment | | |
| 9 | Demonstrates good command of English language | | |
| 10 | Encourages questions and student participation, and encourages students' engagement in class activities related to the course | | |
| 11 | Develops strategies to obtain feedback on student learning, checks whether the learning objectives have been accomplished | | |
| 12 | Holds interest of students, and assists students with academic problems, responds adequately to student questions | | |
| | TOTAL | | |

Strengths:

Weaknesses:

Recommendations and areas to improve:



Final decision:

Name:

Signature:

Appendix 4

| | | |
|--|-------------------------------------|-----------------------------------|
| | Teacher Self-Assessment Form | Document No: IU.AQ.LS.303E |
| | | Validity Date: 26-9-2017 |
| | | Revision No: 00 |
| | UNIT: QUALITY ASSURANCE | Page No: |

This form is intended to allow teachers to make their own judgments about their performance, and reflect on the personal and structural aspects that had an impact on their teaching. This should be done at the end of each academic year.

The responses are retained confidentially and shared merely with the head of department and director of Quality Assurance at the University for monitoring purposes.

| | |
|--------------|------------------------|
| Name: | Academic title: |
|--------------|------------------------|



| | |
|-----------------|--------------------|
| Faculty: | Department: |
|-----------------|--------------------|

| | | | | |
|--------------------------|---------------------|----------------|------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 |
| Very dissatisfied | Dissatisfied | Neutral | Satisfied | Very satisfied |

| | Criteria | Score |
|----|---|-------|
| 1 | Syllabus content and organisation | |
| 2 | Knowledge of subject matters within the course | |
| 3 | The pedagogy followed | |
| 4 | Skills in using data show, smart board, etc. | |
| 5 | Time management during class | |
| 6 | Classroom management skills | |
| 7 | Communication and interaction with students | |
| 8 | Fair treatment to all students | |
| 9 | The assessment and exam questions are well-designed and course-related | |
| 10 | The teacher portfolio is well-prepared and updated regularly | |
| 11 | Active participation in department/ faculty activities (such as seminars, committees, etc.) | |
| 12 | Productivity in research writing | |
| 13 | English language capacity | |



| |
|----------------------------------|
| My strengths: |
| Aspects to improve: |
| Strategies and plans to improve: |

Appendix 5

| | | | | | | | |
|--------------------------------|--------------------|-------------------------|--------------------|------------------|----------------|-------------|--|
| TISHK INTERNATIONAL UNIVERSITY | | | | | | | |
| Department of ... | | | | | | | |
| 201..-201.. Academic Year | | | | | | | |
| Course Information for ... | | | | | | | |
| Course Name: | | | | | | | |
| Code | Course type | Regular Semester | Theoretical | Practical | Credits | ECTS | |
| | | | | | | | |
| Name of Lecturer(s): | | | | | | | |
| Teaching Assistant(s): | | | | | | | |
| Course Language: | | | | | | | |
| Course Type: | | | | | | | |



| | | | |
|--|-------------|-------------|--------------|
| Office Hours | | | |
| Contact | Email: | | |
| | Tel: | | |
| Teacher's academic profile | | | |
| Course Objectives: | | | |
| Course Description (Course overview): | | | |
| COURSE CONTENT | | | |
| Week | Hour | Date | Topic |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |



| 13 | | | | | | | | | | | | | | | |
|--|---|------|------|--------|------|------|--------|---|--|--|--|--|--|--|--|
| 14 | | | | | | | | | | | | | | | |
| COURSE/STUDENT LEARNING OUTCOMES | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | |
| MIN 100 WORDS | | | | | | | | | | | | | | | |
| <p>COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, 1: least contribution ... 5: highest contribution)</p> <p style="text-align: center;">Program Learning Outcomes Cont.</p> | | | | | | | | | | | | | | | |
| Prerequisites (Course Reading List and References): | *Key references: *Useful references: *Magazines and review (internet): | | | | | | | | | | | | | | |
| Student's obligation (Special Requirements): | In this section the lecturer shall write the role of students and their obligations throughout the academic year, for example the attendance and completion of all tests, exams, assignments, reports, essay... | | | | | | | | | | | | | | |
| Weekly Laboratory/Practice Plan: | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Week</th> <th style="width: 10%;">Hour</th> <th style="width: 15%;">Date</th> <th style="width: 65%;">Topics</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | | | Week | Hour | Date | Topics | 1 | | | | | | | |
| | Week | Hour | Date | Topics | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| Course Book/Textbook: | | | | | | | | | | | | | | | |



| | | | |
|---|-----------------|------------------------|------------------------|
| Other Course Materials/References: | | | |
| Teaching Methods (Forms of Teaching): | | | |
| COURSE EVALUATION CRITERIA | | | |
| Method | Quantity | Percentage (%) | |
| Quiz | | | |
| Homework | | | |
| Midterm Exam(s) | | | |
| Term Paper | | | |
| Final Exam | | | |
| Total | | 100 | |
| Examinations: (Please select at least 3 types of question below) | | | |
| <input type="checkbox"/> Essay Questions-classical <input type="checkbox"/> True-False <input type="checkbox"/> Fill in the Blanks <input type="checkbox"/> Multiple Choices <input type="checkbox"/> Short Answers <input type="checkbox"/> Matching | | | |
| Extra Notes: | | | |
| Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks. | | | |
| ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD | | | |
| Activities | Quantity | Duration (Hour) | Total Work Load |
| Course Duration (Including the exam week: 16x Total course hours) | | | |
| Hours for off-the-classroom study (Pre-study, practice) | | | |
| Assignments Mid-terms | | | |



| |
|--|
| Final examination |
| Other |
| Total Workload |
| ECTS Credit (Total workload/25) |

Appendix 6

| | | |
|--|--------------------------|----------------------------|
| | Syllabus Evaluation Form | Document No: IU.QA.FR.302E |
| | | Validity Date: 07-11-2017 |
| | | Revision No: 00 |
| | UNIT: QUALITY ASSURANCE | Page No: 1 |

This form is intended to evaluate the course syllabi in terms of content quality, sufficiency and validation. The evaluation should be completed by the head of department and approved by the scientific committee at the department.

| | | | | |
|---------------------|----------------|-----------------|--------------|-------------------|
| Instructor's Name: | | Academic title: | | |
| Faculty: | | Department: | | |
| Course title/code: | | Date: | | |
| 1 | 2 | 3 | 4 | 5 |
| Very unsatisfactory | Unsatisfactory | Moderate | Satisfactory | Very satisfactory |

| No | Criterion | Score | Comment |
|----|-----------|-------|---------|
|----|-----------|-------|---------|



| | | | |
|---|---|--|--|
| 1 | Basic info of the lecturer and course are accurate | | |
| 2 | Course objectives are stated clearly | | |
| 3 | Course description and overview are well presented | | |
| 4 | Course topics and content are fully presented | | |
| 5 | Proper learning outcomes are identified | | |
| 6 | Sufficient and relevant references are listed | | |
| 7 | Effective teaching methods are identified | | |
| 8 | Effective course evaluation methods (minimum 5 criteria) are used | | |
| | TOTAL | | |

Head of Department


Signature

Department Scientific Committee

Signature



Appendix 7

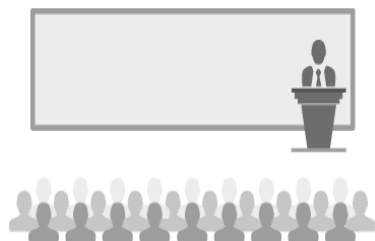
|  | INTERNAL SEMINARS | | | | Document No: IU.QA.LS.005E | |
|---|--------------------------|----------------|------|-----------------|--------------------------------------|----------|
| | | | | | Validity Date: 5/1/2015 | |
| | | | | | Revision No: 0 | |
| UNIT: QUALITY ASSURANCE Dept: Faculty: | | | | Page No: | | |
| No | Topic | Presenter Name | Date | Day | Time | Location |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |



Appendix 9

| | | | | |
|--|------------------------------------|----------------------------|----------------------|----------------------|
| | Departmental Seminar Report | | Document No | IU.FA.FR.034E |
| | | | Validity Date | 03-11-2015 |
| | | | Revision No | 00 |
| | Unit | Department of | Page No | |

Information about the Presenter



| | |
|-----------------------|--|
| Presenter's Full Name | |
|-----------------------|--|

| | |
|--------------------|---|
| Presenter's Degree | <input type="checkbox"/> BSc <input type="checkbox"/> Master <input type="checkbox"/> Phd <input type="checkbox"/> Others (please specify:.....) |
|--------------------|---|

| | |
|--------------|--|
| Department : | |
|--------------|--|

Information about the Seminar

| | |
|--|--|
| Specialization & Area (of the seminar) | |
|--|--|

| | |
|----------------------------|--|
| Full Title of the seminar: | |
|----------------------------|--|



Synopsis (Abstract) about the seminar:
Please write between 2 to 5 lines:

Date

Presenter(s) Signature

Appendix 10

| | | | |
|-------------|----------------------------|----------------------|---------------|
| | WORKSHOP REPORT | Document | IU.FA.FR.077E |
| | | Validity Date | 09-03-2015 |
| | | Revision No | 00 |
| | | Page No | |
| Unit | Department of | | |

| | |
|--|-------------------------|
| | Title of the Workshop : |
|--|-------------------------|

| | | |
|-----------------------|-------------|-----------------|
| Presenter(s): | | |
| Date | Hour | Location |
| Participants : | | |
| Agenda : | | |
| Day 1 : | | |
| Day 2 : | | |



| |
|-----------------------------------|
| Summary of the Workshop : |
| Outcomes of the Workshop : |
| Follow-up Steps : |
| Recommendations : |

Date

Submitted by:

Appendix 11

| | | | | |
|--|--------------------------|-------------------------|----------------------|----------------------|
| | CONFERENCE REPORT | | Document No | IU.FA.FR.078E |
| | | | Validity Date | 22-05-2016 |
| | | | Revision No | 00 |
| | Unit | Faculty of | Page No | |

| | |
|--|--------------------------------|
| | Title of the Conference |
|--|--------------------------------|

| |
|------------------|
| Venue : |
| Date(s) : |



| |
|---|
| |
| Names of researchers involved |
| Attendance Statistics |
| Organized in collaboration with (institution/organization) |
| Objectives |
| Main results/outcomes |
| Media coverage |
| Participants' Feedback |



QUALITY
ASSURANCE

Please attach the following documents as appendix to the present report:

- 1) The event's program (and photos, if available)
- 2) The list of invitees
- 3) The final attendance list
- 4) All material evidence of media coverage

Date

Submitted by:



Figure designed by Dr. Sameerah T. Saeed