

***GUIDE OF
THE IRAQI NATIONAL
ACCREDITATION
STANDARDS FOR DENTAL
EDUCATION PROGRAMS***

2022



Guide of the Iraqi National Accreditation Standards for Dental Education Programs

National Council for Accreditation of Dental Colleges

2022

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Introduction

The self-study is the most important element of the procedure through which the National Council for Accreditation of Dental Colleges perform The Iraqi National Accreditation Standards for dental education programs in Iraqi colleges/schools.

This instruction manual is designed to engage all societies within the organization in an internal assessment of how the institution and its programs satisfy its own stated goals as well as the Iraqi National Accreditation Standards.

The accreditation instruction manual will be a catalyst for institution to assure the value of dentistry and related dental learning curricula, as well as to improve and support the value of such curricula and design its self –study report.

The self-study should examine the educational process's outcomes in accordance to the institution's goals and the requirements for the Iraqi National Accreditation Standards. The efficacy of the institution's practices must be evaluated as a way of achieving the desired results.

The objectives and anticipated advantages of the Instruction Manual for The Iraqi National Accreditation Standards for Dental Education Programs:

- 1- The educational institution have a prospect to describe its objectives as they convey to the assumptions of the career and the community in relation to practitioners learning.
- 2- Guide the dental college/ school in design their self-study reports.
- 3- The educational institution assess its own assets and limitations considering its expressed points and the Iraqi National Accreditation Standards.
- 4- Convert the insights gained into recommendations for program enhancement.
- 5- This instruction manual help the educational institution to link its own activities to related areas and measure the extent to which resources are efficiently used.
- 6- Allow the educational institution to consider, put into context, and deal with external environmental issues that influence educational directions.
- 7- This instruction manual supply the visiting team with essential facts about the program as well as the program's best assessment of its own appropriateness and performance; therefore, offer a frame of reference for the visit to be productive and beneficial.
- 8- Ensuring that the accreditation process is viewed as a vital component of program improvement rather than just an external evaluation.



Terminology and Basic Concepts

- ❖ **Educational Institution:** means any public or private dental or college/ school recognized by the Ministry of Higher Education and Scientific Research, and applying the Iraqi National Accreditation Standards for Dental Colleges.
- ❖ **Accreditation:** It is a documented recognition granted to an educational institution by an official body. It states that the institution has achieved the minimum required standards, which is an evaluation process that is carried out by a specialized body in the light of specific standards for the various fields of the educational process.
- ❖ **Quality assurance:** A pattern of PLAN, DO, CHECK, ACT that includes defining objectives, deciding results, and gathering information in a continuous and methodical way to assess the fulfillment of objectives and results. The last advance in quality affirmation includes recognizable proof and execution of remedial measures intended to enhance the program.
- ❖ **Standard:** Offers a standard or foundation of examination set up in estimating or passing judgment on ability, amount, quality, content, and importance; measure utilized as a model or paradigm.
- ❖ **Intent:** Intent declarations are introduced to give an explanation to dental training programs in the utilization of and regarding consistency with the Accreditation Standards for Dental Education Programs. The declarations of expectation impose forward a portion of the reasons and purposes for the specific Standards. Thus, these declarations are not limited or extensive. Different purposes might apply.
- ❖ **Comprehensive patient care:** The planning of patient consideration where individual understudies or suppliers, analyze and assess patients; create and recommend a treatment plan; achieve most of the care required, recalling care for a few disciplines of dentistry; suggest patients to perceived dental experts as suitable, and accept obligation for guaranteeing through fitting controls and checking that the patient has gotten all-out oral care.
- ❖ **Evidence-based dentistry (EBD):** A way to deal with oral medical care that requires the reasonable incorporation of methodical evaluations of clinically applicable logical proof, connecting with the patient's oral and medicinal history, with the dental specialist's clinical skill and the patient's therapy needs and inclinations.
- ❖ **Patients with special needs:** Those patients whose clinical, physical, mental, or social circumstances make it important to consider a wide scope of evaluation and care choices in order to give dental care.



STANDARD 1- INSTITUTIONAL EFFECTIVENESS (10%)

Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
1-1 Vision, Mission and Goals (23 points)	1-1.1	The Vision, Mission and Goals must be approved by the College/school's Council and this has to be declared and documented	6				
	1-1.2	A regular review for the Vision, Mission and Goals should be carried out by the College/school Council.	6				
	1-1.3	The Mission must outline the educational strategy that result in preparation of future dentist, committed to long life –learning and community services	5				
	1-1.4	Ensure participation of stakeholders in formulation of the mission	6				
1-2 Strategic Planning (24 points)	1-2.1	The college should have an approved and documented strategic plan	6				
	1-2.2	The college should have a flexible organizational structure	6				
	1-2.3	The college must have a job description of the teaching, administrative, and technical staff	6				
	1-2.4	There should be well-defined duties of each administrative unit.	6				¹

¹ FF mean fulfill / PF mean partial fill / NF mean not fill



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
1-3 Policies and commitments related to the ethics of the profession (29 points)	1-3.1	The college must have documented and declared quality assurance policy	6				
	1-3.2	Description of the academic leadership for management of the education program and achievement of the Mission	5				
	1-3.3	The college should have documented and declared policies for dental clinics and dental laboratories.	6				
	1-3.4	The college must have documented and declared ethical approval policy	6				
	1-3.5	The presence of a clear and documented policy for disposal methods of medical and hazardous waste	6				
1-4 Financial Resources (12 points)	1-4.1	The college must be identify the sources of funding to support the educational program	6				
	1-4.2	The college should determine the mechanism for maximizing financial resources	6				
1-5 Interaction with other institutions (12 points)	1-5.1	documenting mechanisms of cooperation between universities and college/school	6				
	1-5.2	documenting mechanisms of cooperation with institutions such as health sectors & institutions of community service	6				



STANDARD 2- EDUCATIONAL PROGRAM (20%)

Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
2-1.Academic Program Specification (14 points)	2-1.1	The academic program specification is approved by the College/School Council and must be declared and documented	5				
	2-1.2	The College/School Council should manage a regular review and update for the academic program specification	5				
	2-1.3	The academic program specification should characterize the expected learning results that the understudies show upon graduation.	4				
2-2.Curriculum Management (49 points)	2-2.1	The dental college/school should have an educational program with an execution plan that guarantees a continuous course of survey and assessment of the educational program that incorporates input from instructors, students, organizations, and other applicable sources.	5				
	2-2.2	The college /school must define the overall curriculum	5				
	2.2.3	The curriculum must include Number of semesters and credit points	5				
	2.2.4	Structure and integration in the curriculum	5				
	2.2.5	The curriculum must include admittance to semesters, modules (study progress	4				



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Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
2-2. Curriculum Management	2-2.6	The curriculum must include Educational methods	5				
	2-2.7	The curriculum must include number of contact hours in theory, laboratory and clinic lectures	5				
	2.2.8	The curriculum must include and number of clinic hours according to semester, trimester, modules or study years	5				
	2.2.9	The curriculum must include Methods of assessment	5				
	2.2.10	The requirement that needs to be carried out in order to register as a dentist	5				
2-3 Teaching Methods (10 points)	2-3.1	The dental college/school must provide declared and documented evidence about the teaching methods used in its educational program	5				
	2-3.2	the teaching methods used in its educational program should at least include the following methods: Lectures, Problem based learning, Demonstration, Collaboration, Classroom discussion, Debriefing, Examining information after a specific event has taken place, Classroom Action Research, Computer assisted learning.	5				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
2-4 Critical thinking and problem-solving (29 points)	2-4.1	The college/school must represent the utilization of any instructive models/procedures that advance critical thinking.	5				
	2-4.2	The college/school must describe how students use critical thinking and problem-solving in the areas of patient care and research methodology.	5				
	2-4.3	List of courses that utilize critical thinking and problem solving.	5				
	2-4.4	Prospective simulations in which students carry out decision-making.	5				
	2-4.5	Composing tasks that assume understudies to dissect issues, examine elective hypotheses about the etiology explanations, and sustain the choices made.	5				
	2-4.6	Utilizing dynamic learning strategies, like case investigation and discussion, basic examination in mix with clinical application and considering patient variables. Furthermore, organized meetings in which teachers and students think out loud regarding patient treatment.	4				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
2-5 Self-Assessment (23 points)	2-5.1	Students distinguish advancing requirements and make individual learning plans.	4				
	2-5.2	Students take part within other educational programs beyond their scope, including fellow students, patients, and other experts in health care and can express their feeling toward these programs, including criticism and suggestions.	4				
	2-5.3	The school/college should depict how students exhibit the capacity to get to and use sources, Independent of direct school/college response and direction.	5				
	2-5.4	Student self-evaluation documents illustrate how students regularly evaluate their improvement about general proficiency and personal abilities as they move forward across the program. The self-assessment form allows to recognize education demands, generate individual education policies, and take part in others' assessment, involving colleagues, patients, and further health care experts concerning criticism and response.	5				
	2-5.5	The college/school must describe how dental college/school encourages students to take part in continuing education programs	5				



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Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
2-6 Applied Oral Sciences (12 points)	2-6.1	Course syllabi for applied oral science courses	3				
	2-6.2	Total hours in the curriculum	3				
	2-6.3	Distribution of hours across semesters, trimesters, modules, and years of education.	3				
	2-6.4	Integration in the curriculum	3				
2-7 Medical Sciences (12 points)	2-7.1	Course syllabi for medical science courses	3				
	2-7.2	Total hours in the curriculum	3				
	2-7.3	Distribution of hours across semesters, trimesters, modules and years of education.	3				
	2-7.4	Integration in the curriculum	3				
2-8 Dental Public Health & Behavioral Sciences (12 points)	2-8.1	Course syllabi for dental public health and behavioral science courses	3				
	2-8.2	Total hours in the curriculum	3				
	2-8.3	Distribution of hours across semesters, trimesters, modules, and years of education	3				
	2-8.4	Integration in the curriculum	3				
2-9 Clinical Sciences (15 points)	2-9.1	Course syllabi for clinical science courses	3				
	2-9.2	Total hours in the curriculum	3				
	2-9.3	Distribution of hours across semesters, trimesters, modules and years of education.	3				
	2-9.4	Integration in curriculum	3				
	2-9.5	The college/school must describe how students are evaluated in each of the clinical science and how students' general expertise is evaluated to make sure that the former student is suitable to pursue the career of general dentistry.	3				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
2-10 Assessment of Students (24 points)	2-10.1	The dental college/school must identify, specify the principles and techniques utilized in student assessment, as well as the standards for determining pass marks, grade limits, and the number of retakes accepted.	5				
	2-10.2	The dental college / school must use extensive range of evaluation systems that allow to cover knowledge, skill and attitude and based on their evaluations, utilities.	5				
	2-10.3	The dental college/school must ensure that the assessments are subject to external review.	5				
	2-10.4	The dental college should adjust the frequency and form of curricular element examinations to support both knowledge acquisition and integrated learning.	4				
	2-10.5	The dental college should guarantee that students receive timely, detailed, constructive, and fair feedback based on assessment results	5				



STANDARD 3 - FACULTY AND STAFF (10%)

Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
3-1 Number and distribution of faculty and staff (32 points)	3-1.1	The dental college/school should execute a staff enrollment strategy illustrating the sort, obligations, and equilibrium of scholastic staff/personnel of the fundamental biomedical sciences, conduct, and sociologies, and clinical sciences needed to sufficiently convey the educational plan, including the equilibrium of clinical and non-clinical scholarly staff, full time and part time scholarly staff, scholastic and non-scholarly staff.	4				
	3-1.2	List of totals and percentages of academic and support staff.	4				
	3-1.3	List of distribution and numbers of academic staff according to their academic title (professor, associate, etc.).	4				
	3-1.4	List of total number and percentages of academic staff according to gender and age.	4				
	3-1.5	List of academic staff within each department.	4				
	3-1.6	Distribution of academic staff across dental clinics and laboratories.	4				
	3-1.7	The portrayal of staff assets' sufficiency, including administrative assistants, secretaries, student support personnel, assistant Teachers, dental lab experts, dental assistants, and information technology staff.	4				
	3-1.8	The dental college must take in account teacher-student ratio	4				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
3-2 Continuing development of faculty and staff (20 points)	3-2.1	List of meetings, seminars, courses, conferences and workshops attended and completed by dental college/school staff in the last years.	4				
	3-2.2	List of in-service programs, meetings, seminars, courses, conferences and workshops funded by dental college/school and provided to full time and part time dental college/school staff throughout the last year.	4				
	3-2.3	Description of the availability of continuing education courses by the college/school to the community.	4				
	3-2.4	Description of how the teachers maintain and enhance their clinical abilities and Whatever the organization gives to support the improvement of clinical abilities.	4				
	3-2.5	List of all the financial resources that are used to improve the college/school advancement program.	4				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
3-3 Participation of faculty and staff in decision-making (20 points)	3-3.1	Description of the roles of dean, college committee, department heads, and administrators in the Decision-making process.	5				
	3-3.2	Administrative and college/school diagram.	5				
	3-3.3	Meeting of college/school committees.	5				
	3-3.4	Reports of scientific committees and other committees	5				
3-4 Faculty staff performance evaluation (19 points)	3-4.1	Description of the criteria used in evaluating process.	5				
	3-4.2	Assessment forms utilized for full time, part time college/school staff as well as administrators.	5				
	3-4.3	How often and by whom the evaluation process is carried out.	4				
	3-4.4	The results of the college/school faculty evaluation	5				
3-5 Clear policy for promotions (9 points)	3-5.1	Description of the tenure and/or promotion policies and processes at the institution, as well as how the by the college/school convey them.	5				
	3-5.2	A list of college/school staff who have been nominated for tenure and/or promotion. This has to be organized by department, and the outcomes of the tenure and/or promotion should be stated clearly.	4				



STANDARD 4- STUDENTS AFFAIRS (15%)

Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
4-1 Admission Policy (33 points)	4-1.1	Availability of copies documenting the admission policy and procedures.	4				
	4-1.2	The educational institution provides guidelines for admission.	3				
	4-1.3	Description of how candidates are told about the program's admissions requirements and practices, and the program's objectives.	3				
	4-1.4	Application form.	4				
	4-1.5	Illustrate the strategies and practices that allow allocation of students, granting credit of the program.	4				
	4-1.6	The number of students who applied and were accepted in the program.	4				
	4-1.7	Existence of admission committees.	4				
	4-1.8	Study fees and study grants	3				
	4-1.9	The dental college must describe in admission plan the size of students intake according to its capacity at all stages of the dental education program	4				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
4-2 Facilities and Resources (25 points)	4-2.1	Description of all facilities where didactic and/or clinical instruction takes place, and elaborate on those facilities' adequacy for the dental college's/school's teaching, research, and service operations. Include the following in the facility description: when the hospital or dental clinic was built, review of any renovations embraced over the most recent seven years, and the quantity of completely working laboratories and clinics.	4				
	4-2.2	The form and proportions of the buildings are detailed in a diagram, line drawing and maps.	3				
	4-2.3	Description of the program's long-term plans for equipment maintenance, replacement, and addition.	3				
	4-2.4	Evidence of the presence of student housing places for sporting and artistic activities and recreation.	4				
	4-2.5	Evidence to support student medical treatment such as university hospital.	3				
	4-2.6	The educational institution conducts periodic surveys to find out students' opinions about student services.	4				
	4-2.7	The dental college/school should provide students and faculty with new information and communication technology.	4				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
4-3 Students Services (33 points)	4-3.1	Individual, scholarly, and students profession guiding.	3				
	4-3.2	Providing reliable statistics on financial assistance and healthcare services.	4				
	4-3.3	Establishing and updating relevant written processes to guarantee expected procedure and student claims care.	3				
	4-3.4	Keep the integrity of student performance and assessment records.	4				
	4-3.5	Evaluate the program's method for identifying students who are experiencing learning problems.	3				
	4-3.6	Depiction in what way the college/school illustrates potential students regarding the full expense of dental training and monetary necessities appraisal before recruitment.	4				
	4-3.7	Presence of student handbook or description of the college's/school's health-care services for students, including student guidance about body liquid exposure, needle-stick procedures, and other infection and natural dangers related to learning in a patient-care setting.	4				
	4-3.8	Presence of documented procedures for all grants and financial aid that the foundation provides to the students.	4				
	4-3.9	Presence of student representation in the higher administration of the college	4				



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Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
4-4 Graduated or alumni (9 points)	4-4.1	The institution has an organizational unit to follow up alumni and their employment.	3				
	4-4.2	The presence of an integrated database for alumni.	3				
	4-4.3	The college/school provide training courses for unemployed graduates in the field for professional development.	3				



STANDARD 5- PATIENT CARE SERVICES (20%)

Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
5-1 Policies and commitments toward patient care (12 points)	5-1.1	Patients' rights document	6				
	5-1.2	Presence of description on how the patient rights statement is given to students, instructors, staff, and each patient	6				
5-2 Adoption of scientific evidence in the treatment of patients (30 points)	5-2.1	Presence of description of the steps involved in incorporating evidence-based dentistry into patient care, including diagnosis, treatment planning, caries management, periodontal disease therapy, restorative material and dental product selection, and treatment results.	6				
	5-2.2	Presence of college/school committee meetings that discuss and evaluate patient care.	6				
	5-2.3	Presence of faculty and/or department board meeting where proof-based dental treatment is examined and carried out.	6				
	5-2.4	The procedures and policies that followed in the clinic.	6				
	5-2.5	Identifying the treatment methods used and approved by the college/school in providing patient care.	6				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
5-3 A formal system of continuous quality improvement for the patient care program (46 points)	5-3.1	Description of the college's/ school's quality-control strategy.	6				
	5-3.2	Principles of treatment file and clinic instruction manual	5				
	5-3.3	Results from a patient satisfaction survey model.	5				
	5-3.4	Protocol for auditing patient documents	6				
	5-3.5	Protocol, form, and outcomes of patient case completion review	6				
	5-3.6	Description how the college/school decides patient treatment inadequacies. What are the results of the college's/school's surveys? How are these inadequacies rectified?	6				
	5-3.7	List of medical needs and clinical proficiency exams tests needed for graduation.	6				
	5-3.8	Depiction by what means patients are guaranteed of best practices care and not care connected with quantifiable prerequisites.	6				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
5-4 Patient database to use in research and improvement of provided services (22 points)	5-4.1	Recorded approaches and strategies to guide all research actions in accordance with public and global rules.	5				
	5-4.2	Patients' informed consent is acquired prior to entering them in research protocols.	6				
	5-4.3	Describe the college's/school's patient records examination process. How regularly records are reviewed? Who perform the reviews? Give instances of lack the college/school has found through these reviews. What restorative activities have the college/school accomplished?	5				
	5-4.4	Presence of ethical approval committee and sample of their meetings and decision.	6				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
5-5 Management of common medical emergencies (40 points)	5-5.1	Description of the college's/school's emergency response policy, including after-hours treatment for patients.	6				
	5-5.2	Patients are given information about emergency services and after-hours care.	6				
	5-5.3	Evidence of description of the emergency supplies and hardware accessible in the dental facility, as well as provide guidance on how to handle dental clinic crises. Describe any extra emergency equipment or supplies available to the clinics, as well as their location	6				
	5-5.4	Description of how the emergency equipment is checked to ensure that it is in working order.	6				
	5-5.5	Copy of strategy on crisis management circumstances in the treatment zone.	5				
	5-5.6	Certificates examples approved by specialized bodies in this field granted to the college's/school's emergency program	5				
	5-5.7	Faculty, clinical personnel, and students who provide direct patient care should be current in essential life support and emergency management, which includes: Medical emergency prevention, the most prevalent medical crises that happen in the dentist office, a standard operating procedure for any medical crises that arise in the dental clinic.	6				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
5-6 Clear policies and criteria for the use of the radiological system (16 points)	5-6.1	Description of the college's/school's strategy on the work of X-ray machine with a description of the measures used when working with X-ray machine .	6				
	5-6.2	A description of the security and safety procedures followed by the college/school when using radiation	5				
	5-6.3	A special record of the periodic inspections of radiation equipment	5				
5-7A clear policy for sterilization and infection control (34 points)	5-7.1	Policy on infection and biohazard control	6				
	5-7.2	Policy on hazardous waste management	6				
	5-7.3	Infection control monitoring program.	5				
	5-7.4	Plan for post-infection -exposure control	6				
	5-7.5	An illustration of a monitoring report	5				
	5-7.6	Additional result evaluation information, including the college's/school's corrective actions	6				



STANDARD 6- RESEARCH PROGRAM (15%)

Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
6-1 Scientific Research Development methods the radiological system (48 points)	6-1.1	Mission and goals document that includes the subject of scientific research.	7				
	6-1.2	Presence of scientific research plan.	7				
	6-1.3	The existence of an administrative formation responsible for developing and following up the scientific research plan.	7				
	6-1.4	The existence of an administrative formation responsible for developing and following up the scientific research plan.	7				
	6-1.5	Description of how scientific research affected the educational aspect, which was a change in the curricula or clinical treatment methods.	6				
	6-1.6	Presence of reports on the number of publications in refereed journals.	7				
	6-1.7	Statistics on research marketing and revenue generation.	7				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
6-2 Encourage Faculty and students to participate in the scientific research (41 points)	6-2.1	Description of how faculty members are mentored as they pursue research and/or academic endeavors.	7				
	6-2.2	Description of the resources made available to achieve the college's/school's research objectives, mission, and aims includes: financial assistance, assistance with grant writing and administration, permit to buildings, offices, and hardware, faculty development opportunities and dedicated time for the faculty to do their researches.	7				
	6-2.3	List of student research projects.	7				
	6-2.4	List student publications.	6				
	6-2.5	An annual database with the names of teachers and students and their research.	7				
	6-2.6	Availability of a library with the latest scientific research resources.	7				
6-3 Clear policy for scientific research evaluation (27 points)	6-3.1	Evidence of the research evaluation methods followed.	7				
	6-3.2	Decision made by ethical approval committee.	7				
	6-3.3	Evidence of scientific committee meeting.	7				
	6-3.4	Statistic and reports on scientific research and researcher.	6				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
6-4 Publication in accredited scientific journals (34 points)	6-4.1	Documented statistics about researches published in journals with a high impact factor.	7				
	6-4.2	Share the importance of publishing in an international journal on the institution's entry into international classifications.	7				
	6-4.3	Presence of journal accreditation committee.	7				
	6-4.4	Evidence on developing faculty to publish in an accredited journal.	6				
	6-4.5	Evidence on encouraging of publishing in a scientific journal.	7				



STANDARD 7- QUALITY MANAGEMENT & PROGRAM EVALUATION (10%)

Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
7-1 Quality management system (38 points)	7-1.1	Presence of quality and planning unit.	7				
	7-1.2	Evidence on implementation of national accreditation standards	7				
	7-1.3	Evidence of cooperation with international accreditation bodies.	6				
	7-1.4	Self-assessment report of the college/school.	6				
	7-1.5	Presence of report that identifies the strengths and weaknesses points of the program and areas for improvement and suggestions for improvement.	6				
	7-1.6	Presence of program improvement plan	6				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
7-2 Program Evaluation (31 points)	7-2.1	Course Evaluation: The college/school conducts course evaluation surveys at the end of each semester or year as an important segment of quality evaluation. The college/school developed a survey questionnaire distributed to the students to fill up the responses with complete confidentiality.	7				
	7-2.2	Curriculum Evaluation: the dental college should continuously evaluate the contain of the curriculum , teaching methods and assessment methods.	6				
	7-2.3	Teacher Evaluation: Course evaluation surveys by the students should have components for measuring the instructional and assessment methodologies of the teachers, their administrative and interpersonal skills including communication too. Departmental chairs also evaluate faculty at the year-end.	6				
	7-2.4	Alumni feedback surveys: This useful tool can be utilized to gauge your alumni’s satisfaction with their education, and they have given them the right skills to be successful in the workplace and collect insights into areas for improvement.	6				
	7-2.5	Stakeholders Evaluation: the dental college / school should seek the stakeholders feedback about the curriculum and performance of graduates .	6				



Domain	Indicator No.	The indicator	Total Points for the indicator	Tick only one box in each row			written FF/PF/NF for each indicator
				FF	PF	NF	
7-3 Publicity (31 points)	7-3.1	The college/school should arrange annual conferences, symposiums, scientific meetings.	6				
	7-3.2	Every event organized should be covered by print and electronic media.	7				
	7-3.3	A large number of local, national, and international speakers and participants should be invited to attend any scientific events arranged by the college/school.	6				
	7-3.4	The college/school should have actively represent the Iraqi Dental Association and Iraqi Academic Association.	6				
	7-3.5	The college/ school should participate in scientific meetings, seminars, symposia, and workshops arranged across the country.	6				

