

Accreditation Service for International Schools, Colleges & Universities

Final Report

Institution: Tishk International University
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Kurdistan Autonomous Region, Iraq
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Principal: Prof. Dr. Sultan T. Abu-Orabi

Dates of visits: 25/02/2023 & 26/02/2023

Name of Inspector(s): Dr Karl Meneghella - Reporting Inspector & Dr Francis Chen - Support Inspector)

Accreditation decision: Accredited for 4 Years.

Date of decision: 26th March 2024

1. Introduction

1.1 Historical background and links with other institutions

Tishk International University (TIU), formerly known as Ishik University, was established in 2008. It operates as a private university duly recognised by the Ministry of Higher Education of the Regional Government of Kurdistan, and is also registered with the Iraq central government's Ministry of Higher Education in Baghdad. Notably, TIU is effectively managed as an educational trust, with shareholding owners Stirling Education and the Khoshnaw Group refraining from involvement in academic decision-making. The Kurdistan Ministry of Higher Education has consistently ranked TIU as the top private university in the Region. Beyond its academic pursuits, TIU actively engages in Corporate Social Responsibility initiatives and maintains partnerships with universities in various countries, facilitating student exchanges and collaborative research. The University places significant emphasis on quality assurance policies and procedures, with a strong commitment to ISO accreditation (9001:2008).

The objective of seeking ASIC re-accreditation for the Faculty of Education is twofold: to enhance TIU's international reputation and to demonstrate compliance with global academic standards.

During the accreditation visit, each of the Faculty's five departments underwent inspection, supplemented by documentary research.

It is worth noting that TIU operates a branch campus in Sulaimani, although this is not pertinent to the inspection of the Faculty of Education.

Brief Overview of TIU:

Academic Structure: TIU boasts a robust academic framework comprising eight faculties offering a diverse range of educational programmes. With 28 Bachelor's degree programmes and eight Master's degree programmes, the university provides ample opportunities for students to pursue their academic interests.

Research and Publications:

TIU's academic pursuits are underpinned by three esteemed scientific journals— the Eurasian Journal of Management & Social Sciences, the Eurasian Journal of Science and Engineering, and the International Journal of Social Sciences & Educational Studies— which have made significant contributions to knowledge advancement. The dedicated academic staff, consisting of 208 full-time and 95 part-time members, have produced a notable volume of scholarly output, including 1105 articles in WoS/Scopus indexed Journals and 714 articles in DOAJ indexed Journals from 2016 to August 2023.

International Recognition:

TIU has garnered recognition as the "Leader Private University in Iraq" according to the Webometrics Ranking of World Universities. Ranked first among private universities in Iraq and the Kurdistan Region in the January 2023 edition, TIU has also achieved the 15th position among all universities in Iraq and holds a global ranking of 3166, affirming its commitment to international excellence in higher education.

Language of Instruction:

In line with its global outlook, TIU conducts all academic programmes in English across various departments.

Bologna Process Reforms:

TIU has embraced the principles of the Bologna Process, implementing reforms to harmonize its educational system with international standards.

Accreditation and Certification:

TIU's dedication to excellence is evidenced by its institutional accreditation from the German Accreditation Agency ZEVA. Fifteen academic programs have received accreditation from reputable international agencies such as ZEVA, ASIC, ASIIN, with several others undergoing the accreditation process. Additionally, TIU holds the ISO 21001:2018 certification for its educational quality management system, awarded by the esteemed Bureau Veritas.

Global Collaboration:

TIU is deeply committed to fostering international collaboration, as evidenced by its membership in the International Association of Universities (IAU) and its extensive network of over 85 memoranda of understanding (MOU) with institutions worldwide. These partnerships encompass student and staff exchange programs, facilitating a robust cultural and academic interchange.

International Community:

TIU prides itself on its diverse and talented international community, comprising 68 staff members from 16 different countries. Furthermore, the university has attracted 28 international students, contributing to a vibrant multicultural learning environment.

Conferences and Academic Events:

Beyond its role as a bastion of academic excellence, TIU serves as a dynamic platform for intellectual exchange. Annually, the university hosts numerous international conferences, providing scholars with an opportunity to disseminate insights and collaborate on pioneering research endeavors.

1.2 Location

Situated in a picturesque mixed residential and corporate district, the University boasts a sprawling and meticulously landscaped campus, which exudes an inviting ambiance. The Faculty of Education is predominantly housed within one of the central buildings, reflecting its significance within the academic landscape.

Ample parking facilities are available on campus, accommodating the needs of students, faculty, and visitors alike. Additionally, there have been calls during the inspection to reinstate the University bus service, highlighting the demand for enhanced transportation options among students.

Adjacent to the campus are high-quality student residences, although they are neither owned nor managed by the University. Despite this, these accommodations were subject to inspection in the first accreditation visit in 2019. The standards underscored the University's commitment to ensuring the overall well-being and satisfaction of its student body. During the meeting in 2024 with student representatives, the issue of the dormitory was brought up and students expressed satisfaction with the amenities, hygiene and facilities available in the dormitories.

It was felt by the inspectors that the student's views would suffice in this regard as there were so many meetings that extended well into evening and the inspectors were conscious of the fact that staff working hours normally concluded at 5:00pm.

1.3 Academic Provision

The University offers a diverse array of bachelor's and master's degree programmes across its eight faculties: these are, Dentistry, Engineering, Applied Sciences, Business, Law, Nursing, Education, and Pharmacy. Additionally, its master's degrees are conferred jointly with public universities. It is noteworthy that, similar to most non-public universities in the MENA region, TIU is currently not authorized to grant doctoral degrees.

Within the Faculty of Education, each of its five departments offers a bachelor's degree programme. Additionally, the faculty provides programs in Pre-school Education and Kurdish Language Teaching, although as of now, no students have enrolled in these particular courses (Refer to Section F.2.2 for a comprehensive list of courses). The medium of instruction and assessment for all programmes is English.

1.4 Current Student Numbers

FT International (student visa required)	6
FT International (student visa not required)	0
FT home based students	380
PT	0

Predominant countries of origin

The category of local students also includes those from surrounding countries affected by the military conflicts

1.5 Personnel – Current Staff Numbers

Teaching staff: FT	37
Teaching staff: PT and adjunct staff	5
Management staff: FT	6
Management staff: PT	0
Support staff (administrative/technical): FT	2
Support staff (administrative/technical): PT	0

The number of research assistants in the current academic year is 9

1.6 Meetings held at Stage 2 and Stage 3

Meeting (1)**Meeting the Owner/Principal and management:**

1. President,
2. Vice-Presidents,
3. Dean of Education Faculty,
4. Accreditation Director.

Meeting (2)**Meeting course/subject leaders:**

1. Head of ELT Dep
2. Head of Math Dep
3. Head of physics Dep
4. Head of Bio Dep
5. Head of Comp. Edu.

Meeting (3)**Meeting representative groups of students**

- 1- Representative Group of MATH
- 2- Representative Group of ELT
- 3- Representative Group of BIO
- 4- Representative Group of PHYS
- 5- Representative Group of COMPEDU

Meeting (4)**Meeting a representative group of administration and teaching staff - without any senior management present**

- 1- Representative Lecturers of MATH
- 2- Representative Lecturers of ELT
- 3- Representative Lecturers of BIO
- 4- Representative Lecturers of PHYS
- 5- Representative Lecturers of COMPEDU
- 6- Representative Teaching Assistants

1.7 Statutory requirements

☒ Yes ☐ No

1.8 Significant features/changes since Stage 2

None

2. Areas of Assessment

A Premises, and Health and Safety

Area A documentation

Floor plan of each site being inspected, showing classrooms and other teaching facilities, offices, toilets, student study areas, refreshment areas, residential areas, emergency exits:

☒ Yes ☐ No

List of teaching rooms showing capacities and any specific teaching resources:

☒ Yes ☐ No

A.1.1 *Lease agreement or evidence of ownership (originals)*

☒ Yes ☐ No

A.1.2 *Confirmation from the local authority that the institution has permission to use the premises for educational purposes*

☒ Yes ☐ No

Comments

The premises are wholly owned.

A.2 All external and internal signage is clear, comprehensive, current and accurate (This includes Institution, floor and room signs; and courses, affiliations and logos on display.)

☒ Yes ☐ No

Comments

TIU maintains numerous fully operational fire exits, complemented by comprehensive emergency signage that effectively guides occupants during crises. The Director of Health and Safety diligently conducts routine inspections of campus buildings to uphold safety standards and ensures the proper installation of safety signs. Notably, external signage is exceptionally clear, aiding in navigation for visitors and staff alike.

Furthermore, internal signage demonstrates outstanding quality throughout the campus, facilitating seamless navigation within facilities. Additionally, all pertinent certificates, agreements, and logos are prominently displayed, reinforcing TIU's commitment to transparency and compliance with regulatory requirements.

A.3 Building facilities and maintenance ensure a safe and clean environment for staff and students, with adequate lighting, heating and ventilation, and sanitary provision (Toilets should be clean and well maintained with full hand washing and drying facilities.)

☒ Yes ☐ No

Are there wheelchair accessible toilets?

☒ Yes ☐ No

Are all areas of the institution accessible for those with physical disabilities

☒ Yes ☐ No

Comments

The Faculty's premises comprise 22 classrooms with an average capacity of 40, four dedicated laboratories in the Education Building (Biology Education only) and regular access to 11 laboratories in the Main Building, as well as offices and a teachers' room. Student share the facilities of the University, including library, a clinic, student common rooms, art and music room, indoor and outdoor sports facilities, and refectories.

The nearby halls of residence offer shared accommodation. They include study rooms, kitchens, and gymnasium. The University, including the Education Building, has appropriate décor, furniture and interior design throughout, the main building being of particularly high quality. Toilets are maintained to a very high standard. Lighting and air conditioning are very effective. Students suggested the creation of a multi-faith prayer room on campus.

Commendable: The premises, including the toilets, are well furnished, in a good state of repair, and extremely clean

A.4.1 *Local Authority certificate showing compliance with health/sanitary regulations*

☒ Yes ☐ No

☐ N/A

OR satisfactory inspection reports by local Environmental Health Department (if food is prepared on site) (originals)

☐ Yes ☐ No

☒ N/A

Comments

The refectory facilities are fully approved by the Regional Authorities.

A.5 Students have access to informal study areas including IT provision where appropriate

☒ Yes ☐ No

Students have free access to the internet, including e-mail?

☒ Yes ☐ No

Is there a student common room with seating?

☒ Yes ☐ No

Do students have access to refreshments facilities?

☒ Yes ☐ No

Do students have access to recreation facilities?

☒ Yes ☐ No

Comments

There are comfortable student common rooms at various locations and a library for independent study. There is free access to internet and email facilities. There is Wi-Fi connectivity throughout.

Students have access to the full refreshment facilities of the refectory. There are indoor and outdoor games facilities.

Commendable: There are many areas specifically for students and students have access to refreshments and recreation facilities.

A.6 All staff have access to work spaces and IT?

☒ Yes ☐ No

Is hot-desking in operation?

☐ Yes ☒ No

Do staff have access to refreshments facilities?

☒ Yes ☐ No

Do staff have access to personal storage facilities?

☒ Yes ☐ No

Comments

There are dedicated teachers' rooms. All administrative and academic staff have their own workspaces with IT stations. All staff are provided with lockable desks for their personal belongings. Refreshment facilities for staff are available from the staff and student refectories.

Commendable: There is appropriate office space where all staff have designated workspaces equipped with individual IT facilities; and the staff have access to personal storage and refreshment facilities.

A.7

Comments

All regular classrooms are equipped with projection facilities or interactive boards, enhancing the delivery of instructional content. Laboratories within the Faculty are well-appointed with appropriate equipment tailored to disciplines such as Biology, Physics, Mathematics, and Language teaching. Feedback from both students and staff attests to the excellence of the facilities, with high satisfaction regarding the available teaching and learning resources.

Furthermore, the Faculty has recently inaugurated its own computer laboratory to cater to the evolving needs of its academic programs. This new department boasts a total of 30 computers featuring state-of-the-art specifications, including 11th Gen Intel(R) Core (TM) i7-11700 processors running at 2.50 GHz.

Since the previous ASIC Accreditation visit, notable advancements have been made, including the establishment of new Physics and Biology laboratories within the Faculty. The additional Biology laboratory specializes in Plant Science-related courses, expanding both capacity and capability to accommodate more students concurrently. This development fosters a more engaging and practical learning environment conducive to hands-on exploration.

Moreover, significant additions have been made to the Physics department with the introduction of the Nuclear Physics Lab and the Modern Physics Lab. These new facilities signify the Faculty's commitment to staying at the forefront of scientific inquiry and providing students with enhanced opportunities for experiential learning.

Commendable: The majority of classrooms/IT laboratories have projection facilities and/or a high standard of relevant facilities for practice-based courses.

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|--------|--|--|
| A.8.1 | Health and safety declaration (Appendix 3 to AF) | ☒ Yes ☐ No |
| A.8.2 | Health and safety risk assessment, with all recommendations met | ☒ Yes ☐ No
☐ N/A |
| A.8.3 | External fire risk assessment, with all essential recommendations met | ☒ Yes ☐ No
☐ N/A |
| A.8.4 | Health and safety policy, including duty of care to students | ☒ Yes ☐ No
☐ N/A |
| A.8.5 | Staff training records in relation to first aid, fire and emergencies, safety in areas of hazard | ☒ Yes ☐ No
☐ N/A |
| A.8.6 | List of qualified first-aiders and their certificates | ☒ Yes ☐ No
☐ N/A |
| A.8.7 | Health and safety law poster (on display) | ☐ Yes ☐ No
☒ N/A |
| A.8.8 | An approved accident report book | ☒ Yes ☐ No
☐ N/A |
| A.8.9 | Fire precautions declaration (Appendix 4 to AF) | ☒ Yes ☐ No |
| A.8.10 | Records of testing of fire detection equipment, extinguishers, alarms and emergency lighting | ☒ Yes ☐ No
☐ N/A |
| A.8.11 | Fire notices and emergency/fire exit signs | ☒ Yes ☐ No
☐ N/A |
| A.8.12 | Records of timed fire drills including any hazards encountered and remedial action taken | ☒ Yes ☐ No
☐ N/A |
| A.8.13 | Safety rules applicable to areas of hazard | ☒ Yes ☐ No
☐ N/A |
| A.8.14 | Records of portable appliance testing (PAT) | ☐ Yes ☐ No
☒ N/A |
| A.8.15 | Gas and electrical safety certificates provided by qualified contractors | ☒ Yes ☐ No
☐ N/A |
| A.8.16 | Carbon monoxide detector is appropriately sited and operational | ☐ Yes ☐ No
☒ N/A |

- A.8.17 *Fire extinguishers correctly wall or floor mounted* ☒ Yes ☐ No
- ☐ N/A
- A.8.18 *List of trained fire marshals (NB lists of fire marshals and first aiders/medical staff should be available)* ☒ Yes ☐ No
- ☐ N/A

Comments

All policies, risk assessments and safety certificates are up to date. Some staff and students interviewed had participated in fire drills; other drills are scheduled. Students are given detailed fire safety instructions during their induction.

Ministry of Education approval requires regular checks by the fire service. There are records of health and safety training for staff, and of the regular testing of smoke alarms and other safety equipment. There are a dozen trained first aiders and four fire marshals per building. All fire exits are clear and fully operational.

B Governance, Management and Staff Resources

- B.1 *Are the numbers of staff and the staffing structure appropriate for the scale and nature of the Institution?* ☒ Yes ☐ No
- B.1.1 *Membership and documented role of the Governing Body* ☒ Yes ☐ No
- ☐ N/A
- B.1.2 *Diagram of staffing structure with names (this includes management, teaching and support staff)* ☒ Yes ☐ No
- ☐ N/A
- B.1.3 *Appropriate vision and/or mission statements* ☒ Yes ☐ No
- ☐ N/A

Comments

Staffing levels within the Faculty are deemed satisfactory, with a notable decline in the proportion of part-time teachers compared to the previous inspection cycle. The current academic year (2023-2024) sees a reduction in part-time staff, totalling 7 individuals, as opposed to 21 in 2018. Staff members have reported a supportive management environment, characterized by a readiness to entertain requests for additional resources as needed.

Governance responsibilities lie with the Board of Trustees, who operate in alignment with the university's vision and mission statements, serving as guiding principles for institutional endeavours. These foundational statements are duly referenced in various documentation, ensuring coherence across organizational processes.

The university has instituted a robust procedure for resource management, exemplified by the submission of resource needs by department heads on an annual basis. In May of each academic year, department heads compile their requirements for the upcoming academic year using the "Equipment-Device-Tool Annual Departmental Request Form," which is then presented to the University Council and subsequently to the Board of Trustees for approval. These requisites encompass various items such as IT and computer infrastructure, laboratory devices, and furniture or office equipment. Upon approval, department heads are tasked with developing proposals for the procurement of approved items, initiating the purchasing process.

- B.2.1 *Minutes of staff meetings* ☒ Yes ☐ No
- B.2 *Minutes recording actions, individuals responsible, audit trail* ☒ Yes ☐ No

Comments

There are regular meetings of administrative staff, academic staff, and senior management, as well as full staff meetings. Departmental meetings feed through to Faculty meetings and issues arising there may be taken to the meeting of Deans, and then on to the University Council. All minutes show clear evidence of actions carried through and recorded. There appears to be easy and effective communication among staff.

Commendable: There are formal minutes of staff meetings, which record actions agreed, designated individuals responsible for the actions, and an audit trail that these actions have been completed.

- B.3.1 Current Employer's Liability Insurance Certificate ☒ Yes ☐ No
- B.3.2 Public Liability insurance ☒ Yes ☐ No
- B.3.3 Equal opportunities policy relating to employment ☒ Yes ☐ No
- B.3.4 Written procedures for: staff promotions ☒ Yes ☐ No
- staff discipline ☒ Yes ☐ No
- complaints/grievances ☒ Yes ☐ No

Comments

There are current comprehensive voluntary insurance schemes protecting staff; public liability insurance is not a requirement. Staff expressed their satisfaction with working conditions and contractual arrangements. The policy and procedures relating to B.3.3 and B.3.4 are included in the Staff Handbook.

- B.4.1 CVs of staff who manage courses/programmes and/or subject areas ☒ Yes ☐ No

Comments

The CVs of course leaders are strong in terms of both qualifications and experience.

Commendable: There are persons, one of whose principal roles is to take responsibility for the successful delivery of the academic programme and the enhancement of the curriculum.

- B.5 Are classes timetabled appropriately in terms of room sizes and facilities? ☒ Yes ☐ No
- Are all programmes and assignments scheduled to provide reasonable workloads for students? ☒ Yes ☐ No
- Are all programmes and assignments scheduled to provide reasonable workloads for staff? ☒ Yes ☐ No
- B.5.1 Current course/programme and room timetables ☒ Yes ☐ No
- B.5.2 Research facilities and supervision arrangements ☐ Yes ☐ No
- ☒ N/A

Comments

Timetables vary according to programmes. Students have a minimum of 15 contact hours per week. The class schedules are considered suitable by both staff and students.

- B.6.1 Written procedures or process for the production of examination/test papers for formative tests/mock examinations and for summative assessments if appropriate ☒ Yes ☐ No
- ☐ N/A
- B.6.2 Written procedures or process for the conduct of assessments, including invigilation arrangements; proctoring arrangements ☒ Yes ☐ No
- ☐ N/A
- B.6.3 Arrangements for the receipt, from external awarding bodies, and secure storage of examination/test papers and students' scripts, course work and other submitted work ☒ Yes ☐ No
- ☐ N/A
- B.6.4 Confirmed approval of the Institution as a test/examination of an awarding body as appropriate (originals) ☒ Yes ☐ No
- ☐ N/A

Comments

All awards on Faculty of Education programmes are TIU's own. Assessment materials are stored on a secure, dedicated computer drive or in paper format in a safe room with high-security locking devices and CCTV. Comprehensive written procedures are in place.

Assessments are set by teams not just by individual instructors. There is double-marking and routine use of external examiners and moderators. Invigilation arrangements are robust.

- B.7 New staff receive an appropriate induction? ☒ Yes ☐ No
- B.7.1 Staff Handbook ☒ Yes ☐ No
- B.7.2 Records to show that staff have signed confirming receipt of their copy of the staff handbook at induction ☒ Yes ☐ No
- B.7.3 Written staff induction programme ☒ Yes ☐ No
- B.7.4 Appraisal/performance review system ☒ Yes ☐ No
- B.7 Annual appraisals/performance review are formally recorded and agreed performance targets are actioned ☒ Yes ☐ No
- B.7.5 Staff development policy ☒ Yes ☐ No
- B.7.6 Records of staff development activities ☒ Yes ☐ No

Comments

All written procedures and policies are in place, and appraisals have been correctly conducted and outcomes kept on record. The Staff Handbook is given to new members of staff upon their appointment; it is considered to be useful by staff. In-house staff development activities have included familiarisation with new course developments, and pedagogical innovation.

There is a Staff Development handbook, which largely focuses on academic staff. Most of the Faculty's administrative support is undertaken in central departments, which have their own menu of staff development activities.

Commendable: Annual appraisals/performance reviews are formally recorded and agreed performance targets are actioned.

- B.8 Are all teaching staff subject to review of their teaching (that is, delivery of the academic programme), their curriculum development activities, and their assignment marking with a view to achieving continuous improvement of standards?
Are research staff reviewed on their scholarly activity, including papers written and presented at suitable conferences? ☒ Yes ☐ No
- ☐ Yes ☐ No
- ☒ N/A
- B.8.1 Written procedures or process for the monitoring of the delivery of the academic programme and/or the review of scholarly activity ☒ Yes ☐ No
- B.8.2 Records of monitoring of the delivery of the academic programme ☒ Yes ☐ No
- B.8 Written procedures or process for addressing issues identified in the review of the delivery of the academic programme and for monitoring improvement; and evidence to show the effective use of these procedures AND if appropriate there are written procedures in place for facilitating improvements in research outputs ☒ Yes ☐ No
- B.8.3 Records of published papers and presentations, citations, funding awarded, successful research supervision ☐ Yes ☐ No
- ☒ N/A

Comments

The procedures for classroom observation are systematic. There is appropriate emphasis on student feedback. Observation is carried out variously by peers, by the Heads of Department, by the Dean, by the Head of Quality Assurance and, occasionally, members of the Academic Promotion Committee. There are follow-up arrangements to ensure recommendations have been acted upon.

Although research degrees are not yet delivered at TIU, academic staff are expected to engage in their own research activity, and this is considered through the appraisal system. It is expected that, where possible,

research activity should relate to the needs of the Kurdistan Region. Thought could be given to revising contracts, so that in carefully monitored circumstances some research could be conducted off-campus.

Commendable: There are written procedures in place for addressing issues identified in the review of the delivery of the academic programme and for monitoring improvement; and evidence to show the effective use of these procedures.

- B.9.1 Current CLA Licence or equivalent and/or suitable copyright notices (in the UK copyright regulations are overseen by the Copyright Licensing Authority, the CLA) ☒ Yes ☐ No

Comments

There is compliance with international copyright laws.

- B.10.1 Current registration with the Information Commissioner's Office (ICO) or local equivalent (in the UK this organisation oversees data protection) ☒ Yes ☐ No
☐ N/A

Comments

TIU's policies and practice are based on strong data protocols, which are similar to GDPR requirements.

C Learning, Teaching and Research Activity

- C.1.1 Pre-enrolment information ☒ Yes ☐ No

Comments

There is full information, including entry requirements, fee charges, refund policy, and details of documents to be brought to enrolment.

- C.2 Are students carefully briefed on the nature and requirements of their chosen courses, including curriculum, assessment regulations, completion schedules, reading lists/relevant academic papers? ☒ Yes ☐ No
Are students carefully briefed on the nature and requirements of their chosen research activity? ☐ Yes ☐ No
☒ N/A

- C.2.1 Course/programme descriptions ☒ Yes ☐ No

Comments

Comprehensive course descriptions are distributed at induction and were found to be helpful by the students.

- C.3.1 CVs of teaching staff detailing:
Academic, professional and teaching qualifications ☒ Yes ☐ No
Summary of academic career and other relevant employment ☒ Yes ☐ No
Recent/current self-development activities ☒ Yes ☐ No
Responsibilities within the institution ☒ Yes ☐ No
Publications ☐ Yes ☐ No
☒ N/A
Academic papers refereed and submitted at conference ☐ Yes ☐ No
☒ N/A
Peer reviews/citations ☐ Yes ☐ No
☒ N/A

Comments

All CVs show a range of relevant qualifications and/or experience, some of it international - senior staff in the Faculty of Education are mostly from Turkey.

Students would welcome even more teachers with an international background. Lecturers have relevant teaching qualifications. Academic staff are active researchers.

Commendable: All teaching staff have a formal pedagogic qualification.

- C.4.1 Sample lesson plans relating to the course description, curriculum and learning outcomes ☒ Yes ☐ No
- C.4.2 Written procedures for teachers on providing feedback on students' work ☒ Yes ☐ No
- C.4.3 Samples of marked student work ☒ Yes ☐ No
- C.4.4 Evidence of appropriate direction, feedback, and critical input to research students. ☐ Yes ☒ No

Comments

Sample lesson plans were clear and appropriate. Student feedback and classroom observation reports show clearly commendable levels of teaching quality across all of the Faculty's programmes, with effective interaction with students. Appropriate use is made of teaching facilities. There are written procedures for providing feedback on students' work.

Five classes were formally observed (Maths, ELT (English Language Teaching), Biology, Physics, Computer Education) at undergraduate degree level, one in each department; all were deemed to provide a commendable learning experience and to be consistent with international standards of good practice.

Teachers introduced effective references to their research interests. Students confirmed that they found the teaching very effective. Staff considered student workloads to be appropriate for their programmes.

Commendable: Delivery of the academic programme were deemed to be commendable through the use of appropriate teaching and learning approaches. There was evidence of use of teaching and learning support materials and equipment and very positive feedback students on the effectiveness of delivery.

C.5**Comments**

The University is rapidly increasing its research output. This includes the Faculty of Education. These initiatives focus on the educational and social development needs of Kurdistan. Much field research by staff is carried out in collaboration with schools in the Region. Academic staff publish widely in peer reviewed journals and research activity features in appraisal. The University also publishes its own research journal.

There is a central library housing the following resources:

Category	Number
Hardcopy books	14360
E-books	23259
Database subscriptions for books	1
Database subscriptions for journals	1
Journals (hard copies)	660
E-journals	296
PhD and master thesis (hard copies)	507
E- thesis	1700
Proceedings	65
Anfal and Halabja's documents	56 boxes (each box has around 150 documents)

Additionally, the library has very significantly expanded comparing with the previous inspection: The current area is 1000 m² (previously 400m²) and the current number of seats is 315 (previously 85)

D Quality Assurance and Enhancement

- D.1 Does the Institution undertake an annual/periodic academic review of its courses/programmes and research activities? ☒ Yes ☐ No
- Does this include formal input from students and staff? ☒ Yes ☐ No
- D.1.1 *Written procedures for conducting academic review* ☒ Yes ☐ No
- D.1.2 *Records of academic review meetings which include action points* ☒ Yes ☐ No
- D.1 *Minutes showing effective action is taken as a result of the course review process* ☒ Yes ☐ No

Comments

A comprehensive annual program review is conducted, augmented by regular standardization meetings to ensure consistency and quality across academic offerings. Integral to this process is the solicitation of student feedback, which serves as a pivotal input.

The university has implemented a robust procedure for student engagement, affirming the inclusion of student representatives in decision-making bodies such as the University Council, Board of Trustees, and Faculty Council on a recurring basis. Moreover, students actively participate in Quality Team meetings, where they contribute insights on curriculum development, teaching methodologies, elective courses, and administrative procedures.

Written procedures underpin these initiatives, emphasizing clarity and accountability. Furthermore, the ISO Office undertakes an annual programme review, known as the "Internal Audit Program," to assess the quality of procedures at the programme level. Essential processes such as the Graduation Project, Internship, Classroom Observation, and handling of student petitions are rigorously evaluated.

The audit findings are reported to faculty top management and shared with programme heads to facilitate necessary actions and improvements.

Commendable: Formal minutes of academic review meetings show that effective action is taken as a result of the academic review process.

- D.2 Does the Institution monitor students' academic development and pass/completion rates, including research degrees? ☒ Yes ☐ No
- D.2.1 *Student examination results* ☒ Yes ☐ No
- D.2.2 *Written analyses of student performance by course. Written report by supervisors on research activities* ☒ Yes ☐ No
- D.2 *Statistical analysis is made of examination results, making comparisons across modules assessed at a given time and with earlier results, together with evidence of any action taken* ☒ Yes ☐ No
- D.2 *Cohort analyses are made showing the progression of all students who enrol on each course at a given time and gain a formal award* ☒ Yes ☐ No

Comments

There is comprehensive analysis of student performance data, particularly within each faculty; this is now beginning to include cohort analysis, but there is future scope for more comparison across modules and between departments, and on a macro level, between faculties. Despite TIU's reputation for rigour, there are impressive pass rates, comparing very favourably with other universities in the Kurdistan Region.

Commendable: Statistical analysis is made of examination results. Cohort analyses are made showing the progression of all students who enrol on each course at a given time and gain a formal award.

- D.3 Do mechanisms exist for students to provide feedback on the delivery of their courses and/or the quality of research supervision, and the quality of the supporting resources? ☒ Yes ☐ No
- D.3.1 *Examples of completed student feedback questionnaires* ☒ Yes ☐ No

D.3.2 Records of relevant meetings involving students

☒ Yes ☐ No

Comments

Feedback questionnaires are used extensively, and analysed in order to assist in the ongoing improvement of teaching and learning. Students are informed of response to feedback via staff-student liaison meetings, as in the case of amendments to the teaching methods in some classes.

Issues involving individual staff members are dealt with in individual meetings with the Dean.

Commendable: There is documented evidence to show that effective action is taken in response to student feedback.

D.4 (Internal Courses Only)

D.4.1 Written procedures or processes for course/programme design and curriculum development

☒ Yes ☐ No☐ N/A

D.4.2 Records of relevant course/programme development meetings

☒ Yes ☐ No☐ N/A

D.4.3 Course/programme descriptions, including:

☒ Yes ☐ No☐ N/A

Details of curriculum

☒ Yes ☐ No☐ N/A

Learning outcomes

☒ Yes ☐ No☐ N/A

Teaching approaches

☒ Yes ☐ No☐ N/A

Assessment arrangements

☒ Yes ☐ No☐ N/A

D.4.4 Course/programme approval documentation

☒ Yes ☐ No☐ N/A

D.4.5 Evidence of external validation, including the involvement of external advisors or examiners from internationally recognised universities or relevant industrial, commercial or business companies

☐ Yes ☐ No☒ N/A

Comments

Staff members demonstrate a keen understanding of the written procedures, reflecting a culture of procedural adherence and accountability. Comprehensive data is meticulously maintained, regularly monitored, and promptly acted upon, with oversight falling under the purview of the Registry.

All courses offered at TIU are internally developed, with robust records documenting the process of curriculum development. While the Ministry outlines the parameters of course content for teacher education programs, there exists ample scope for innovative input, with teachers assuming a pivotal role in driving such initiatives, including the revision of instructional materials.

The Faculty has received positive feedback from external examiners, including representatives from universities beyond Kurdistan. These external assessments are esteemed as valuable sources of guidance and commendation, further enhancing the quality assurance processes within the faculty.

E Student Welfare

E.1.1 Students receive advice/information and assistance in relation to such topics as:

Living in the country

☐ Yes ☐ No

☒ N/A

Police registration

☐ Yes ☐ No

☒ N/A

Registration for medical treatment

☒ Yes ☐ No

☐ N/A

Banking

☐ Yes ☐ No

☒ N/A

Travel Cards

☐ Yes ☐ No

☒ N/A

Comments

TIU provides a pre-arrival pack in addition to its on-site accommodation service. It also provides a meet and greet service when required.

These services are already used by exchange students from Germany, Poland, and Malaysia.

E.2

Comments

Welfare issues are overseen by qualified counselling staff. There are nurses and a clinic on-campus.

Commendable: Welfare support is provided by experienced staff with relevant formal qualifications

E.3.1 Written student induction programme

☒ Yes ☐ No

E.3.2 Student handbook

☒ Yes ☐ No

E.3.3 Records to show that students have signed confirming receipt of their copy of the Student Handbook at induction

☒ Yes ☐ No

Comments

There is an induction programme from which students clearly benefit. The Student Handbook is distributed and discussed at induction. It was considered useful by students.

E.4.1 Child protection policy (under 16)

☒ Yes ☐ No

☐ N/A

E.4.2 Staff list recording police checks (under 18s)

☒ Yes ☐ No

☐ N/A

E.4.3 Staff list recording enhanced police checks (under 18s plus personal tutoring/mentoring system)

☒ Yes ☐ No

☐ N/A

Comments

There are no students aged under 18.

- E.5.1 *Disability strategy, which must include advice to students with special learning, medical or physical needs which the Institution cannot support to seek guidance from appropriate identified bodies* ☒ Yes ☐ No
- E.5.2 *Written documentation where students have the opportunity to declare special learning, medical or physical needs, including the Institution application form* ☒ Yes ☐ No

Comments

The application form makes provision for students to declare any special needs. There is viable wheelchair access to all relevant areas. Some staff have training in meeting the needs of dyslexic students.

- E.6.1 *Written guidance to homestay students and providers, including a recommendation that adults also living in the homestay are police checked* ☐ Yes ☐ No
☒ N/A
- E.6.2 *Records of homestay inspections by the institution, including compliance with in country legislation* ☐ Yes ☐ No
☒ N/A

Comments

There is no homestay provision.

- E.7 *Formal and informal mechanisms exist for students' complaints and grievances to be addressed?* ☒ Yes ☐ No
Are students aware of these procedures? ☒ Yes ☐ No
- E.7.1 *Written student complaints and grievance procedure* ☒ Yes ☐ No

Comments

There is a multi-stage procedure of which the students are aware. The Dean of the Faculty is responsible for overseeing the procedure within the Faculty, but may seek assistance from the Dean of Students if the complaint is not confined to issues within the Faculty or is particularly serious.

F Awards and Qualifications**F.1 (External Courses)**

- F.1.1 *Course/programme summary (Appendix 2 to the Application Form) for each approved external course/programme* ☐ Yes ☐ No
☒ N/A
- F.1.2 *Confirmation of franchise and/or other collaborative arrangements such as validation, articulation and progression with advanced standing from approved international universities (originals)* ☐ Yes ☐ No
☒ N/A
- F.1.3 *Confirmed centre status of recognised awarding bodies (originals)* ☐ Yes ☐ No
☒ N/A
- List of courses, levels and awarding bodies and end date of agreements:
- F.1.4 *Evidence to confirm that awards made by overseas universities and other institutions are genuine in that the awarding body is formally recognised in its own country and has approval to offer qualifications overseas* ☐ Yes ☐ No
☒ N/A
- List of courses, levels, awarding bodies and universities and end date of agreements:
- F.1.5 *Written evidence that students are registered with the awarding body* ☐ Yes ☐ No
☒ N/A
- F.1.6 *Written evidence that the awarding body follows quality assurance procedures in its collaborative relationship with the Institution and, in the case of UK universities, that they follow relevant QAA guidelines* ☐ Yes ☐ No
☒ N/A

Comments

There are no external courses.

F.2 (Internal Courses)

- F.2.1 *Course/programme summary (Appendix 2 to the Application Form) for each internal course/programme* ☒ Yes ☐ No
☐ N/A
- F.2.2 *Award certificates for each internal course/programme* ☒ Yes ☐ No
☐ N/A
- F.2.3 *Documentation confirming university or awarding body recognition of the Institution's internal courses/programmes (originals)* ☐ Yes ☐ No
☒ N/A

List of courses, levels and their approving organisations:

BA English Language Teaching

BSc Physics Education

BSc Mathematics Education

BSc Biology Education

All are approved by the Ministry of Higher Education.

Comments

All relevant student files contain evidence of registration. TIU's graduates have regularly progressed to higher degrees at universities in the MENA (Middle East & North Africa) region and further afield.

- F.3.1 *Written guidance for staff on the scheduling and content of:*
- formative assessment (all courses)* ☒ Yes ☐ No
- summative assessment (internal courses)* ☒ Yes ☐ No
☐ N/A
- on-going assessment of Research activity* ☐ Yes ☐ No
☒ N/A
- F.3.2 *Written regulations for summative assessment for internal courses/programmes where the summative assessment is not provided by the awarding body* ☒ Yes ☐ No
☐ N/A

Comments

There are full written procedures for formative and summative assessment in a dedicated guidance document.

- F.4 *Are students made aware of what constitutes academic misconduct and of the consequent penalties?* ☒ Yes ☐ No
- F.4.1 *Written guidance on academic misconduct* ☒ Yes ☐ No

Comments

There is extensive written guidance on academic misconduct and associated penalties.

G Marketing and Recruitment of Students

- G.1.1 *Ethics policy in relation to: the marketing of the Institution; the recruitment of students; the ethical practice of staff and agents* ☒ Yes ☐ No
- G.1.2 *Written administrative procedures for processing student enquiries* ☒ Yes ☐ No

Comments

The President is responsible for the implementation of the ethics policy. The promotion of TIU has followed clear ethical guidelines with effective guidance to staff. Students were happy with the efficiency in dealing with their initial enquiries.

Commendable: Implementation of the ethics policy is monitored at a senior level and the Institution takes responsibility for the training, briefing and updating of its staff

- G.2.1 Written criteria for the appointment of agents ☐ Yes ☐ No
☒ N/A
- G.2.2 Written briefing documents for agents ☐ Yes ☐ No
☒ N/A
- G.2.3 Copy of agent agreement ☐ Yes ☐ No
☒ N/A
- G.2.4 List of active agents and their contact details (there should be a file for each agent) ☐ Yes ☐ No
☒ N/A
- G.2.5 Evidence of monitoring the performance of agents:
- Records of agents' student recruitment data ☐ Yes ☐ No
☒ N/A
- Student satisfaction questionnaires ☐ Yes ☐ No
☒ N/A
- Procedures for dealing with unprofessional and unethical agents ☐ Yes ☐ No
☒ N/A

Comments

Agreements with the TV Channels, Radio Channels, and Marketing Specialists were verified.

- G.3.1 Website ☒ Yes ☐ No
- G.3.2 Prospectus ☒ Yes ☐ No
☐ N/A
- G.3.3 Approvals/licences for the use of images on the website and hard copy literature ☒ Yes ☐ No
☐ N/A
- G.3.4 Sample advertisements and other marketing literature where applicable ☒ Yes ☐ No
☐ N/A

Comments

The website and prospectus were found by students to be both informative and accurate.

- G.4 Are the academic selection criteria, including qualifications in the language(s) of instruction, appropriate to the standards of the courses? ☒ Yes ☐ No
- G.4.1 Written academic admissions requirements; (on course summary, Appendix 2 to Application Form) ☒ Yes ☐ No
- G.4.2 Written English language or other language of instruction admissions requirements; (on course summary, Appendix 2 to Application Form) ☒ Yes ☐ No
- G.4.3 The Institution's equal opportunities policy in relation to student selection ☒ Yes ☐ No

Comments

Students are counselled to ensure they will benefit from courses. Minimum admission requirements are set by TIU in line with Ministry of Higher Education requirements.

Staff and students both considered that students had been placed on appropriate courses. A Preparatory Year course is available for students who need to strengthen their ability in English.

H Systems Management and Compliance with Immigration Regulations

- | | | |
|--------|--|--|
| H.1.1 | <i>Student application form</i> | ☒ Yes ☐ No |
| H.1.2 | <i>Written administrative procedures for processing applications</i> | ☒ Yes ☐ No |
| H.1.3 | <i>Sample offer letter/visa letter</i> | ☒ Yes ☐ No
☐ N/A |
| H.1.4 | <i>Written administrative procedures for monitoring the number of visa letters issued and accepted</i> | ☒ Yes ☐ No
☐ N/A |
| H.1.5 | <i>Confirmation of students' academic qualifications and relevant language competence prior to joining the course (in student files)</i> | ☒ Yes ☐ No
☐ N/A |
| H.1.6 | <i>Written administrative procedures for checking the student's financial status</i> | ☐ Yes ☐ No
☒ N/A |
| H.1.7 | <i>Enrolment form</i> | ☒ Yes ☐ No
☐ N/A |
| H.1.8 | <i>Written administrative procedures for student admission and enrolment</i> | ☒ Yes ☐ No
☐ N/A |
| H.1.9 | <i>Written administrative procedures for handling deposits, fee payments and refunds and for maintaining records of these transaction</i> | ☒ Yes ☐ No |
| H.1.10 | <i>Institution policy for refunds</i> | ☒ Yes ☐ No |
| H.1.11 | <i>List of students showing: Course; date of first enrolment in the institution; date of enrolment on current course; nationality; plus, sight of passport and visa details (if appropriate)</i> | ☒ Yes ☐ No |

Comments

Primarily overseen by the Registry, the implementation of various procedures is facilitated through the utilization of flowcharts and detailed descriptions. The Faculty benefits significantly from the comprehensive PIS Student Information System, which serves as an integral tool across multiple categories within Area H and beyond.

Relevant staff members demonstrate a clear understanding of the key processes, underscoring a culture of procedural proficiency and awareness. A robust review process is in place for the refund policy, ensuring alignment with best practices and regulatory standards.

Moreover, the enrolment form is meticulously designed to be comprehensive, catering to the diverse needs of students while streamlining the application process. Feedback from students indicates satisfaction with both the application process and the seamless issuance of offers.

- | | | |
|-------|--|---|
| H.2 | <i>The Institution creates and maintains accurate and up-to-date student files and stores these securely</i> | ☒ Yes ☐ No |
| H.2.1 | <i>Written administrative procedures for creating and maintaining student files</i> | ☒ Yes ☐ No |
| H.2.2 | <i>Examination of a sample of student files</i> | ☒ Yes ☐ No |
| H.2.3 | <i>Evidence of a system for students to update their personal details</i> | ☒ Yes ☐ No |

Comments

The Registry assumes responsibility for overseeing these processes, ensuring their effective implementation. Student files are securely maintained within the administration offices, adhering to stringent confidentiality protocols.

Staff members exhibit a comprehensive understanding of the processes involved, indicative of a cohesive and well-informed administrative framework.

Students are informed about the availability of an update form for personal contact details, which can be conveniently submitted electronically, streamlining the process and enhancing accessibility for all stakeholders.

- H.3 Can the Institution demonstrate that it attempts to identify those students who have been granted a visa to enable them to study at the Institution but who fail to enrol (no show)? ☐ Yes ☐ No ☒ N/A
- H.3.1 *Written administrative procedures for investigating a no show and reporting to immigration authorities* ☐ Yes ☐ No ☒ N/A
- H.3.2 *Sample letter to immigration authorities informing of a no show* ☐ Yes ☐ No ☒ N/A

Comments

The Registry is responsible for these processes, but no instance has occurred. The relevant staff clearly understand the processes.

- H.4.1 *Written administrative procedures for recording and monitoring student attendance/participation* ☒ Yes ☐ No
- H.4.2 *Completed student attendance registers* ☒ Yes ☐ No
- H.4.3 *Sample records of cumulative attendance* ☒ Yes ☐ No

Comments

TIU uses electronic systems to record and monitor student attendance via its PIS system.

- H.5 Does the Institution have robust procedures for contacting students who miss classes without authorisation? ☒ Yes ☐ No
- Are warnings issued that de-registration will occur in the case of inadequate attendance? ☒ Yes ☐ No
- H.5.1 *Written administrative procedures for dealing with student absences/non-participation and if appropriate reporting to immigration authorities* ☒ Yes ☐ No
- H.5.2 *Sample warnings to students regarding unsatisfactory attendance/participation* ☒ Yes ☐ No
- H.5.3 *Sample letter to immigration authorities advising that a student's registration has been cancelled due to unsatisfactory attendance* ☒ Yes ☐ No ☐ N/A

Comments

The Registry is responsible for these processes, which prioritise counselling. The staff have a clear grasp of these procedures; warning letters follow the traffic light system.

Recurrent attendance below 80% may lead to non-progression.

- H.6.1 *Sample student assessment records* ☒ Yes ☐ No
- H.6.2 *Student files incorporating academic progress records* ☒ Yes ☐ No
- H.6.3 *Written administrative procedures for dealing with unsatisfactory student progress and if appropriate reporting to immigration authorities* ☒ Yes ☐ No

H.6.4 *Sample warnings to students regarding unsatisfactory progress* ☒ Yes ☐ No

Comments

The Dean is responsible for the oversight of student progress. Student progress is monitored via meetings between tutors and individual students.

H.7 Does the Institution record voluntary withdrawals and deferrals, and in the case of students requiring a visa, informs the immigration authorities accordingly? ☒ Yes ☐ No

H.7.1 *Written administrative procedures for dealing with voluntary withdrawals and deferrals and, if appropriate, reporting to immigration authorities* ☒ Yes ☐ No

H.7.2 *Sample letters to immigration authorities regarding withdrawals and deferrals* ☒ Yes ☐ No

☐ N/A

Comments

The Registry is responsible.

H.8.1 *Written staff appointment procedures, job descriptions and appointment criteria* ☒ Yes ☐ No

H.8.2 *Sample job advertisements* ☒ Yes ☐ No

H.8.3 *Sample contracts for management, academic and support staff* ☒ Yes ☐ No

H.8.4 *Written evidence that staff qualifications have been verified* ☒ Yes ☐ No

H.8.5 *A list of staff showing their visa status (if appropriate) and written evidence of verification that staff have the right to work in the country* ☒ Yes ☐ No

Comments

Responsibility for procedures pertaining to employment lies with senior management and the HR department, ensuring adherence to established protocols. Staff files are meticulously organized, with proper verifications conducted based on the sight of original documents, affirming the integrity of the recruitment process.

Candidates undergo thorough shortlisting and interview procedures, with some required to deliver short presentations as part of the selection process. All staff members possess the requisite authorization to work in Kurdistan and are provided with contracts of employment, fostering a transparent and legally compliant employment framework.

H.9.1 *Written administrative procedures for creating and maintaining staff files* ☒ Yes ☐ No

H.9.2 *Examination of a sample of staff files* ☒ Yes ☐ No

H.9.3 *Evidence of a system for staff to update their personal details* ☒ Yes ☐ No

Comments

The HR department is responsible for staff records. Staff files are held securely in locked cabinets, and comply with ASIC requirements. Updating of personal contact details is via the electronic system. Staff are aware of this facility.

H.10 The Institution is aware of the need to inform ASIC of change of premises or extension of existing premises ☒ Yes ☐ No

Comments

The senior management understands this process.

3. Areas of Strength and Good Practice

The Institution is congratulated on:

Strong Support Services:

TIU is lauded for its robust support services for students, encompassing extensive pastoral care, individual counselling, and after-hours academic assistance.

Efficient Administrative Systems:

The university maintains effective administrative systems and databases, ensuring smooth operations and streamlined processes.

Quality Facilities and Resources:

TIU's premises, teaching facilities, and educational resources are of exceptional quality, providing students with conducive learning environments.

Informal Student Facilities:

Notably, informal student facilities are abundant throughout the campus, fostering a vibrant atmosphere conducive to socializing, recreation, and collaborative learning.

Staff Office Facilities:

Staff members benefit from well-equipped office facilities, enhancing their productivity and comfort in their professional roles.

Internal Communication:

TIU prioritizes internal communication, conducting regular and recorded staff meetings to facilitate information dissemination and collaboration.

Accountability Practices:

Demonstrable accountability is a hallmark of TIU's staff meetings, with clear identification of initiatives and individuals responsible for their implementation.

Course Management Attention:

The university places significant emphasis on course management, ensuring the efficient delivery and coordination of academic programs.

Staff Development Support:

TIU is dedicated to supporting staff development, providing opportunities for professional growth and advancement.

Academic Programme Delivery:

Attention to the delivery of the academic programme is a priority at TIU, ensuring high standards of teaching and learning.

Diverse and Qualified Staff:

TIU boasts a highly qualified staff body representing a diverse range of ages, experiences, nationalities, languages, and principles of equal employment opportunity.

Quality Teaching Standards:

Observations affirm the quality of teaching at TIU, reflecting the expertise and dedication of the faculty members.

Course Review Procedures:

The university implements robust procedures for course review, actively involving learners in the evaluation process to ensure continuous improvement.

Student Performance Analysis:

TIU conducts thorough analysis of student performance, utilizing data to inform decision-making and enhance educational outcomes.

Responsive to Student Feedback:

The university demonstrates a rapid and constructive response to student feedback, fostering a culture of continuous improvement.

Practical and Pastoral Support:

TIU provides comprehensive practical and pastoral support for students, addressing their diverse needs and fostering their overall well-being.

Ethical Student Recruitment:

TIU adheres to an ethical approach to student recruitment, prioritizing transparency and integrity in the admissions process.

Promotion Monitoring:

The university carefully monitors the promotion of the organization by staff, ensuring alignment with institutional values and objectives.

Name of Inspector:

Dr Karl Meneghella



Lee Hammond
CEO

Notes:

1. Where staff and student views are stated in the report, these refer to the views expressed by those individuals whom the Inspectors met.