



Teaching, Learning and Assessment Strategies **Zagazig University Faculty of Veterinary Medicine 2024-2025**

Preparation team for Standard (8): Teaching and learning

1. Prof. Dr. Shrine Elsayed Mohamed Abdelhamid, (Coordinator of Teaching and Learning Standard)
2. Prof. Dr. Rasha Mohamed El Bayoumi Mohamed Azab (Deputy Teaching and Learning Standard)
3. Dr. Dr. Rasha Mostafa Abouelaz (Member of the Teaching and Learning Standard)
4. Dr. Dr. Abdullah Fikry Abdullah Mahmoud (Member of the Teaching and Learning Standard)
5. Dr. Heba Saeed Abdulrahman (Member of the Teaching and Learning Standard)
6. Dr. Asmaa Ibrahim Abdel-Atti is a (member of the teaching and learning criterion)

Monitoring and Review Team

- 1- Prof. Dr. Nasr Abdel Wahab Mohamed, Dean of the Faculty
- 2- Prof. Dr. Salah Fathy Ahmed Abdel-Aal, Vice Dean for Education and Student Affairs
- 3- Prof. Dr. Naseer Mohamed El-Sayed, Vice Dean for Postgraduate Studies and Research
- 4- Prof. Dr. Esmat Ibrahim Al-Saeed, Vice Dean for Environmental Affairs
- 5- Prof. Dr. Abdullah Muhammad Amin Marwad, Executive Director of the Quality Assurance Unit

I. Vision of the College

The College of Veterinary Medicine aspires to be a prominent member of a recognized institution and an outstanding leader in education, postgraduate studies, environmental services, sustainable development and the application of knowledge for human and animal health and food safety.

Second: The mission of the college:

The Faculty of Veterinary Medicine is committed to providing high-quality education in the field of veterinary medicine and fields related to human health, food safety and the environment, as well as conducting academic and applied research in addition to providing distinguished services to the community with commitment to animal rights, in addition to qualifying graduates capable of continuous learning and local and regional competition to meet the needs of the labor market.

Introductino

The institution has a strategy for teaching, learning and evaluation that is periodically reviewed and developed to ensure the achievement of academic standards and contribute to the realization of its mission and goals, and the institution is keen to adapt teaching, learning and evaluation methods to the targeted learning outcomes. It works to create opportunities for self-learning and offers training programs that contribute to the acquisition of the skills necessary to achieve the specifications of the graduate and provides these programs with appropriate resources and ensures the quality of their implementation and the seriousness of their supervision .



About the Faculty of Veterinary Medicine Zagazig University

- The college was founded in 1969 and was then affiliated with Ain Shams University.
- The college is located in the southeastern part of the city of Zagazig.
- The college consists of 21 departments and the number of faculty members is now 443, and at the beginning there were only 6 members.
- The first batch graduated in 1974 with 67 graduates, while in 2014, 269 graduates graduated.
- The college offers one undergraduate program, the Bachelor of Veterinary Medical Sciences, and for postgraduate students, the college grants diplomas in 47 specialties, the Master of Veterinary Medical Sciences in 28 specialties, and the Doctor of Philosophy in Veterinary Medical Sciences in 28 scientific disciplines.
- The college has a special library for graduate students.
- The college has a veterinary hospital equipped for most animal species, established in 1972.
- The college also includes a number of research units of a special nature as follows :
- Veterinary Hospital - Sonar Unit - Animal Farm - Poultry Farm - Poultry Farm - Experimental Animals Unit - Central Laboratory - University Center - Fish Research Unit - Molecular Biology Unit - Plastics Unit .
- The college has sports fields and a fitness unit.

Faculty Achievements in the Veterinary Field

- Establishing a student evaluation unit at the college.
- Establishing a biotechnology center at the Department of Livestock Development.
- Obtaining research projects funded by the Development and Technology Fund.
- The college adopts the National Academic Standards (NARS) for the veterinary medicine sector issued by the National Authority for Quality Assurance and Accreditation February 2009
- There are paper and electronic databases for faculty members - students - administrators and are constantly updated
- Program and course descriptions and reports have been completed for all departments of the college for the undergraduate and postgraduate levels
- There are specific and effective mechanisms to develop the college's own resources from specialized centers (such as the college magazine, the farm, the veterinary hospital and the sonar unit).



- There are communication channels with the service sectors in the surrounding community, as the college and its veterinary hospital provide various services to all the villages of Sharqiya Governorate and the villages of other nearby governorates.
- The college contributes in the field of community service in partnership with the different faculties of the university and the environmental service department in the governorate through medical and veterinary convoys that travel to the villages of the governorate of Sharqia .
- The criteria for selecting, appointing and promoting administrative leaders are announced and documented in Law 47 for state employees and job description cards.
- The college provides all veterinary consultations in the governorate of Sharqia and its affiliated villages and other nearby villages.
- The veterinary department and some heads of administrative institutions have seats in the college council.
- The college's self-evaluation is discussed with the senior management, faculty members, their assistants, and employees, and the necessary measures are taken when matching the required with the current situation.
- The college uses the opinions of students in some areas such as the complaint box - open door policy - student seminars as a means of knowing the opinions of students and benefiting from them in modernizing the educational process.
- There are documented programs to identify those who are struggling academically through remedial groups and additional lectures for these students.
- The college as well as many students have obtained advanced positions in many student activities at the level of the university and other universities.
- The college uses all the educational means used in teaching and learning for each study program.
- The presence of a college library with many modern references with the availability of a library within some departments with the availability of Internet service and the student is allowed to borrow.
- The training needs of faculty members and support staff are identified through questionnaires distributed to the scientific departments of the faculty members .



- The college is currently adopting a plan to finance scientific research and review the regulations for the distribution of the research budget through the annual budget of the college - as well as sources of self-funding and means of attracting funding through protocols with international universities to exchange experiences, commercialize scientific research and encourage faculty members to obtain competitive research projects.
- The college adopts a scientific research plan linked to the university plan, community needs and national directives, including activities, implementation mechanisms, time period and indicators of success.
- There is an annual plan for regular maintenance of the college facilities, but it is insufficient
- The college provides programs for training courses for new graduates through the college's alumni association and also conducts employment conferences for graduates so that their information is in line with the latest what is required in the labor market.
- The vision and mission statement of the college has been reviewed and updated, and the new mission statement has been updated and approved to comply with the NARS academic standards.
- The ratio of faculty members to students during the five years of study is consistent with the recognized standard ratios.
- The college maintains a database of faculty members and the supporting staff, including numbers - specializations - academic degrees - scientific research that has been published - training courses that have been obtained - scientific awards that have been obtained
- The college organizes the annual conference of the Faculty of Veterinary Medicine at Zagazig University, in which many faculty members participate, as well as participation in regional, local and international conferences, as well as all departments organize many seminars and scientific conferences
- The electronic marking system has been introduced for undergraduate students and postgraduate exams are being introduced into the electronic marking system.
- A coordinator has been appointed for each stage of postgraduate studies (diploma, master's degree, doctorate) in all departments of the college for quick and easy communication and has created websites to communicate between the administration and all departments, faculty members and their assistants in the college and to know what is new in the requirements of the standard and what has been accomplished.



- A committee of internal auditors has been appointed by the College Council
- Within the organizational structure of the college, there is a crisis and disaster management unit, including the necessary human and material resources and a training plan for unit members for crises and disasters and how to deal with them.
- Developing units of a specialized nature in the college, such as the ruminant farm, poultry farm, and experimental animal unit
- The college has an administrative unit for community service affairs and environmental development with an organizational structure and the responsibilities of its members have been defined.
- Developing the scientific journal of the college until it was included in the Chinese encyclopedia, and a DOI number was made for the research that was published in the journal, and an electronic international deposit number was also made for the journal, and the complete research was uploaded to the journal's website and available free of charge to all visitors to the magazine to compete with regional and international scientific journals
- The scientific journal of the Faculty of Veterinary Medicine is the first veterinary journal in the Republic to be listed on the Egyptian Knowledge Bank website.
- The Faculty of Veterinary Medicine at Zagazig University was included in the global ranking of veterinary colleges according to the Chinese Shanghai ranking, where the faculty ranked 201st in the world.

Objectives of the guide:

This guide aims to showcase teaching and learning strategies and methods 2021-2022

Characteristics of an effective learning strategy:

Comprehensiveness: It includes all the situations encountered in the educational plan

Flexibility: Easy to apply for all study groups and all new programs at the college taking into account individual differences between students
Correlation with course objectives

It gives freedom to the learner in the fields of study according to the individual's orientations and according to his own abilities.

It takes into account individual differences such as intelligence, ability to achieve, understanding and perception, differences in inclinations, trends and interests, and that members of the same species differ between them.



Teaching and Learning Strategy Philosophy

The college seeks to spread the culture of the teaching and learning strategy and how to apply it in the educational process and develop it inside and outside the college to push the university education system to achieve its constructive mission. The concerned parties participate from faculty members, supporting staff, administrators, students, founders of veterinary pharmaceutical companies, the veterinary services authority sector, veterinarians of veterinary directorates and government wards, heads of various veterinary units and heads of animal health research institutes to achieve these strategic goals of teaching and learning.

Teaching and learning strategy

A teaching and learning strategy has been developed to ensure that educational programs achieve their objectives and thus the college achieves its mission and goals, and these strategies are documented in course descriptions and program descriptions so that they do not change with the change of the faculty member responsible for teaching.

Develop a teaching and learning strategy:

There is a mechanism to review the teaching and learning strategy approved by the Faculty Council 8/4/2019 periodically in light of the results of the exams and the results of the survey of students and faculty members, and it is being activated.

Teaching and learning styles:

Direct learning :

One of the teaching methods that consists of the faculty member's subjective (private) opinions and ideas as he directs the student's work and criticizes his behavior, and this method is one of the methods that highlights the faculty member's use of authority through lecture through practice, and the direct practice and practice method enhances memory, and focuses more on repetition to refine skills than on understanding .

Cooperative learning

The cooperative learning method aims to divide students into small groups to work in them, with the aim of achieving common goals, and to improve academic achievement, and through this method the student learns to take responsibility, and how to work in groups, in addition to acquiring various social skills, that cooperative learning has a positive impact on academic achievement, and this has been proven in more than 500 educational research.

Characteristics of collaborative learning:

1. It is implemented through a set of strategies, not a single strategy this distinguishes it from other teaching strategies.
2. Cooperative teaching situations are social situations where students are divided into groups they work together to achieve common goals

through the contribution of each student in the group to achieve the goals.

3. The student in his group plays two complementary roles that emphasize his activity, namely the roles of teaching and teaching at the same time with self-motivation, so the effort expended in the situation can lead to the survival and transfer of learning.
4. Social skills have the largest share in the cooperative learning strategy, and this may not be available to the same degree in other strategies.
5. Cooperative learning offers almost equal opportunities for students to succeed.
6. Cooperative learning is effective learning, as it is a strategy that achieves all types and levels of educational goals effectively and efficiently.
7. It leads to the homogenization of group members regardless of any differences whatsoever, as everyone works together they are united by the work and motivated to achieve its goals.
8. It focuses on group activities that require building and planning before implementation, and here students are learn not only what to learn but also how to learn how to learn and how to collaborate during their learning.

Classroom discussion

Class discussion is considered one of the best educational methods, as it differs from previous methods, because the teacher aims to correct and process information through the exchange of ideas, and this method also seeks to develop constructive thinking, which aims to find solutions to issues by correcting information and not only by acquiring it, and it is worth noting that the different points of view and discussion aim to involve the student in educational topics.

Active learning

Encourages and helps students to learn, balances individual and group learning activities, focuses on issues related to the ethics of learning and teaching, and maintains continuity of motivation in the learning process. Trains students in active learning with exercises, acts as a researcher and documenter of information, and participates in the construction of knowledge.

He/she listens, provokes, and negotiates with students about the many meanings, ideas, and opinions.

The teacher's role is not only a mentor or guide, but also a true supporter of the student as a competitor, maintains social relations within the classroom, and is a good role model for his students.

Student Roles in Active Learning

- Genuine participation in educational experiences and appreciation of the value of exchanging ideas and opinions with others.
- The student understands that his growth and development as an individual begins with himself first, and therefore accepts advice and suggestions from teachers, interested parties and specialists on the basis of affection and friendship.
- The student's confidence in his/her abilities to successfully deal with the surrounding educational and learning environment, and employ the knowledge, skills and attitudes he/she has acquired in new learning and life situations.
- The student in the active learning situation is positive and active, and participates in the planning and implementation of lessons.
- Students search for information on their own from multiple sources, participate in self-evaluation, and determine the extent to which they have achieved their goals.

Active learning strategies

Active learning has a large number of good strategies that lead to achieving the desired goals with minimal time and effort, and achieving positive results, provided that the student and the teacher cooperate in serious and fruitful work, and diversify these strategies according to the level of students and the desired goals

E-learning - :

There are (2) electronic courses in the college (the infectious diseases course for the fifth grade and the general surgery and anesthesia course for the fourth grade) and have been accredited by the Supreme Council of Universities, as there is an official letter addressed from the Office of the Vice President for Education and Student Affairs to the office of the Dean of the College, which states that the e-learning center at Zagazig University has completed the production of these two courses. There are also some e-courses under accreditation, such as virology, biochemistry, nutrition and physiology, as evidenced by the responses of the scientific department councils in the college.

Case study :

A case study is an in-depth study of a single person, group, or event, and the results of a case study can be generalized to many other cases. The main limitation of case studies is that they tend to be highly subjective, so researchers find it difficult to generalize the results of case studies to as much of the study population as possible



The unfinished story :

A story is a short or long tale that is written with a sequence of events that it includes, and that story must be interesting for a person to read or watch it either by changing the events that take place in the story.

Educational models:

Educational models are one of the educational tools and methods to help address the shortcomings of using real objects and direct experiences, and sometimes educational models become more important than the use of real objects.

Simulation style

It is the process of imitating a real object or a physical or biological process to achieve a specific learning goal.

Problem solving: It is a thinking process in which the student uses their previous skills to solve a problem.

Self-learning

A. Developing students' self-learning abilities

- The college is keen to develop and support students' self-learning and this is evident through the use of different teaching methods appropriate to the courses such as asking questions, identifying scientific research points for students, making paintings, presentations, panel discussions with faculty members, and assignments such as researching some field issues and how to reach solutions and make a report on these issues .
- The college provides self-learning resources for students, as some courses have been converted into electronic courses to support e-learning and self-learning for students (infectious diseases course for the fifth year and general surgery and anesthesia course for the fourth year) and other electronic courses are being developed. The college also provides computer rooms equipped with Internet in the library and the IT club, and there is a wireless network in the college to facilitate the scientific research process for students, and the college library provides scientific references for all scientific materials, and new references are provided annually.
- Channels have been opened on social networking sites for some departments to upload practical and theoretical lectures on them, and on the college and university website there is an email address for each faculty member, and the academic advisor guides students and overcomes any difficulties in the field of self-learning.

Hybrid education:

The Microsoft Team platform has been activated for the second level students of the Veterinary Clinical Pharmacology Excellence Program first semester 2022-2023

Different learning styles:

Visual learning .



Through visual and reading materials such as pictures, maps, and video presentations.

Auditory learning

By listening to what needs to be learned and discussing it verbally in the form of class discussions, dialogues, and recording lectures to help him memorize.

Kinesthetic learning

By doing or doing and touching the learning material such as samples, lab tests, staining slides and seeing them under a microscope, the student learns by actively exploring the natural world around them.

Student evaluation

The college adopts two types of testing patterns: formative testing and summative testing

Formative testing:

Testing done by professors during the learning process to find out how the learning process works. In other words, the main purpose of formative testing is to try to answer the following questions: What skills have students mastered so far and what skills do they still need to practice? How do we help them master what they have not yet mastered? How much information have students acquired so far and what information do they still need to acquire? How do we help them learn what they have not yet learned? Hence its name, as formative tests try to find the skills and information that students acquire during their training period. Formative tests are different from summative and achievement tests. The purpose of formative tests is not to give marks, grades, or assessments that determine whether a student has reached a certain stage or level, but rather to provide students with some guidelines that will help them acquire new learning. Formative tests are not administered at the end of the school year, the end of a book chapter, or the end of a topic, as is the case with summative tests, but are continuous as long as the educational process continues. In fact, most professors and teachers do these tests on a daily basis, even if they do not realize it, but they undoubtedly know their role and importance in their daily work.

Summative testing:

It is also known as the final evaluation, and is carried out by the teacher after the completion of explaining and presenting any unit to one or more students, and its goal is to provide accurate indicators of the student's mastery of the basic competencies.

Student evaluation methods:

Written tests

They are divided into:

First: Essay test

In this case, the learner's role is to retrieve the information he/she has previously studied and write in it what is appropriate to the question posed, and the answer also needs understanding and the ability to express and link between topics. Essay tests are used if the teacher wants to measure the learner's ability to relate, organize, linguistic



ability, and achievement ability. These tests have formulas that are almost universal in all subjects, such as: Mention what you know about, discuss what is meant by, explain why something happened, explain, illustrate, demonstrate, compare, compare, write, and so these tests need a well-expressed, logical-minded learner who connects incidents and draws an opinion from them.

II: Objective tests

Because they are outside the subjectivity of the grader and are not influenced by him when grading. Objective tests include several types such as true and false questions, completeness questions, multiple choice questions, interview questions, and rearrangement questions. The objective tests include true and false questions, completeness questions, multiple choice questions, interview questions, and rearrangement questions.

Practical tests:

Where the student conducts a test in the laboratory to know the student's ability in clinical examination.

Oral tests:

where the faculty member poses questions to the student and the student answers them orally using the oral card .

Classwork:

where the student is assigned some assignments during the semester to develop his/her self-learning skills, apply and improve the student's feedback and enhance his/her abilities.

Research project:

The student is assigned a research project on a topic related to educational outcomes and acquires educational skills in the field of the course.

Compatibility and fulfillment of the exams with the targeted learning outcomes through the Measurement and Evaluation Unit.

Fairness of student assessment

There are practices to achieve and ensure the fairness of student evaluation as follows :

- Students are consulted on the exam schedule through a proposed pre-final schedule.
- Students are asked about the fairness of the exams.
- A faculty member is not allowed to participate in examinations when a student is a relative up to the fourth degree.

Analyze student assessment results

There is feedback to students about the results of the evaluation, where the results of students in different teams are analyzed and the percentages of students with different grades are determined after the approval of the College Council. From the study of the student evaluation results announced by the College Council, it was



found that the success rate and estimates are high, which indicates that students have absorbed the courses. Feedback is reviewed and corrective measures are taken .

Rules for handling student grievances

There is an announced and applied mechanism to deal with student complaints and grievances about exam results that is approved, as well as the professor of the subject, and it is ensured that each student receives his deserved grade, and there are samples of student complaints and students' opinions about fairness in the exams are taken.

Practices to ensure the fairness of oral exams.

The college uses committees of examiners and the system of external examiners to ensure the transparency of the oral exam results, as some external examiners are assigned and their opinions are taken and are available to the data and information officials in the quality unit. The students were evaluated through the research sent on Google Form through a working group at the college in light of the new Corona pandemic.

Student satisfaction:

Measuring and evaluating student satisfaction:

The college measures and evaluates students' satisfaction with: Self-learning resources - Policy for dealing with student issues - Exam grievance policies - Field training - Evaluation methods - Exam administration - Material facilities for teaching and learning - Adequacy of material resources for activities. (

The mechanisms and resources on which the teaching and learning strategy relies

Based on the teaching regulation and its amendments and the participation of stakeholders inside and outside the college, the teaching and learning strategy for the college that achieves the mission and objectives of the college and the targeted learning outcomes includes the following:

1-Implementation of the college's internal regulations issued by Ministerial Decision No. 103 dated 23/2/1986, then amended by Ministerial Decision No. 1274 dated 22/5/2005, then amended by Ministerial Decision No. 1249 dated 11/10/2014

2-Teaching and learning methods (traditional and non-traditional) :

The traditional teaching and learning methods are limited to the lecture method and the lecture method. Traditional teaching methods include practical experiments on experimental animals, experimental surgeries, direct training on clinical cases coming to the college hospital, and training on different animal behaviors. There is a list of non-traditional teaching and learning methods at the



college, which includes discussion method, dialogue method, restricted discussion method, problem solving method, project method, field visits method, scientific training method, cooperative learning method, mini-teaching method, scientific presentations method, active learning method and interactive learning method, which are applied using various educational methods such as (audio and visual aids, data projectors, scientific videos of surgical operations, childbirth and poultry diseases, scientific pictures and expressive scientific images in the board of the department.

3-Examples of non-traditional teaching methods at the level of programs and courses:

It is activated at the college, which is evident in the responses of the scientific departments' councils, where different models of non-traditional teaching methods such as self-learning, e-learning, interactive learning, active learning, active learning, and small research groups are observed..

4-Resources for self-directed learning at the college and program level

Which includes (research, scientific references, educational boards, the international Internet, the college library and CDs). This is detailed in the responses of the scientific departments' councils.

5-Online Courses- :

There are (2) electronic courses in the college and they have been accredited by the Supreme Council of Universities, as there is an official letter addressed from the Office of the Vice President for Education and Student Affairs to the Office of the Dean of the College, which states that the e-learning center at Zagazig University has completed the production of these two courses. There are also some e-courses under accreditation, such as virology, biochemistry, nutrition and physiology, as evidenced by the responses of the scientific department councils in the college.

6-Faculty policy on dealing with teaching issues:

There are minutes of the meeting of the Board of Directors of the Social Solidarity Fund, headed by Mr. Prof. Dr. / Vice Dean for Education and Student Affairs, to disburse social benefits to students, pay accommodation fees in university dormitories, pay tuition fees for some students, and cash subsidies for students. Also, the subsidy of the university book is activated for some needy students. A study was conducted to determine the deficit/surplus of faculty members in various scientific departments and it was observed that the two departments closest to the global average (1 faculty member: 20 students) are obstetrics and pharmacology.

A future plan was developed to deal with the deficit or surplus in the ratio of faculty members to students and that it is far from the reference ratio (25:1). This plan includes increasing the appointment of faculty assistants, dividing students into small groups, assigning faculty members, supporting e-learning and self-learning.



There are no private lessons in the college, according to the report of the follow-up visit (Dr. Bob's report), which took place on 10/23/2007. The college law on absenteeism is also applied, the text of which is contained in the college regulations issued on 23/2/1986. A study was conducted to determine the criteria for establishing controls for student absence and attendance.

Field training programs for students at the level of study teams and the mechanism of supervision, follow-up and evaluation- :

The Faculty Training Committee meets to train the students of the third, fourth and fifth year for the academic year 2019-2020 to determine the start date of the summer training and also supervise and follow-up on summer training and to apply the summer training regulations approved by the University Council at its session (392) on 17/1/2009, and there are the minutes of the Faculty Council meeting (ninth session) on 11/5/2009 to clarify the mechanism of supervision and follow-up on training. As for the evaluation of summer training, the articles of the internal regulations after the amendment (Article 7 and Article 11), which are found in the minutes of the Faculty Council meeting (fifth session) on 12/1/2009 and stipulate that the student is not granted a bachelor's degree until after passing the summer training exams by 50%, with the training subject being considered a pass/fail subject and not added to the cumulative total .

The ultimate goals of the teaching and learning strategy

Based on the results of analyzing the questionnaires, the objectives that the college hopes to achieve in light of its mission were identified as follows:

The first goal

Continuous development of undergraduate study programs to keep pace with the development in the field of education and community service in accordance with quality standards. This is achieved through the strategic objectives of the teaching and learning plan .

- 1) Developing the infrastructure to match the development of technology.
- ٢) .Attention to entrepreneurship and student activities to develop students' creativity.
- 3) Continuous evaluation according to the internal quality system plan for educational effectiveness.
- 4) Developing educational programs and curricula in accordance with the established plans and material and human resources in a continuous and distinctive manner.
- 5) Follow up the needs of the labor market on a continuous basis to ensure the commercialization of the graduate.

Second goal:

Continuous development of postgraduate study programs to keep pace with the development in the field of education and linked to solving community issues at the



local and regional level. This is achieved through the strategic objectives of the teaching and learning plan .

- Developing the scientific journal in accordance with international standards for publication.
- Plans to develop leaders, faculty members and support staff.
- Scientific research plan linked to university plans and labor market needs.
- Developing postgraduate programs and linking them to students' research plans and community issues.

Third goal:

Developing the scientific research system in light of quality standards to reach applied outputs that serve the surrounding community. “““This is achieved through the strategic objectives of the teaching and learning plan - :

- Directing the scientific research plan to conduct applied scientific research that serves the various sectors associated with the college's outputs.
- Creating a database of scientific research.
- Establishing new scientific laboratories to serve the applied research process.
- Developing the necessary infrastructure for conducting excellent applied research.

Fourth goal:

Preparing a distinguished graduate with scientific and professional competence capable of meeting the needs of the labor market. “““This is achieved through the strategic objectives of the teaching and learning plan - :

- Developing the educational program for the bachelor's stage in accordance with the academic standards of the National Commission for Quality Assurance and Accreditation in line with the needs of the labor market.
- Renovating and modernizing the scientific library for the undergraduate and postgraduate levels.
- Replacing and renewing the educational environment while modernizing it with many modern technological means that enrich the teaching and learning processes.
- Developing the graduate studies system in the light of quality standards and the needs of the labor market.

Fifth goal:

Establishing a culture of quality among faculty members, staff and students at the college. “““This is achieved through the strategic objectives of the teaching and learning plan - :

- Supporting the policy of continuous evaluation of the axes of institutional capacity and educational effectiveness.
- Holding many training courses organized by the Quality Management Unit at the college to spread the culture of quality and provide technical support to faculty members and their assistants.



- Activating the positive relationship between the Quality Management Unit at the college and the Quality Management Center at the university.

Sixth goal:

Developing the organizational structure system in light of the actual needs while highlighting the role of the college in carrying out community service activities that achieve self-financing for the college. “““This is achieved through the strategic objectives of the teaching and learning plan- :

- Modernizing the organizational structure and raising its efficiency while redistributing competencies and responsibilities in light of actual needs.
- Developing the services provided by the college's specialized units.
- Developing new services that achieve self-funding and financial support for the college.

Seventh goal:

Activating the culture of values and university assets while developing the work environment to advance the educational process. “““This is achieved through the strategic objectives of the teaching and learning plan - :

Establishing a charter of credibility and ethics to raise the value level of all college employees.

- Teaching, learning and administrative work at the college.
- Developing the scientific and professional competencies associated with faculty members, their assistants, and the administrative staff of the college.