



Annual Quality Assurance and Enhancement Report

Al-Hadba University — Academic Year 2025-2026

University Information

Field	Details
Date	2 October 2026
Report version	1.0
University	Al-Hadba University (AHU)
Address	Al-Hadba University, Mosul, Nineveh Governorate, Iraq
University President	Prof. Dr. Badie Ali Ahmed
Vice President for Scientific Affairs	Prof. Dr. Salah I. Yahya
Director of Quality Assurance	Mr. Fahad Mahir Taha Ismaeel
QA Director's email	fahad.mahir@hu.edu.iq
Mobile number	07701611330
Academic year	2025-2026
Colleges implementing the Bologna Process	6
Departments implementing the Bologna Process	11 (12 Bologna curricula; the Computer Technology Engineering Department has two branches)
Academic staff (total)	433
Academic staff on the Bologna track	243
Researchers	5
Undergraduate students on the Bologna track (total)	1,526
Female undergraduate students on the Bologna track	249
Study stages under Bologna	16
Total modules under Bologna	223
Learning Management System	Moodle (moodle.hu.edu.iq)
University website	https://hu.edu.iq
Quality Assurance website	https://qa.hu.edu.iq
Five-Year Strategic Plan	https://hu.edu.iq/ahu/planning



1. Introduction

This report describes how Al-Hadba University assures and enhances the quality of teaching and learning in its Bologna Process programmes through monitoring, review and improvement. It constitutes the University's self-assessment for the 2025-2026 academic year against the ten standards of Part 1 of the European Standards and Guidelines (ESG-2015), prepared on the Quality Assurance Council template and in line with Ministry guidance.

In 2025-2026 the Bologna Process was implemented in 12 of the University's 29 accredited curricula, across 11 departments in 7 colleges. The remaining programmes operate under the Iraqi semester system or the annual system, and 10 departments run two systems in parallel until earlier cohorts graduate.

The report draws on departmental quality assurance reports, Academic Performance Indicator (API) results, examination and registration records, and the University's public platforms listed under Standard 8.

2. Report Summary

2.1 ESG-2015 Standards

The University meets all ten standards in terms of structures and documentation. The principal gaps for 2025-2026 are graduate tracking data, the absence of a formal Business and Industry Advisory Board, and the lack of target values for quality assurance indicators.

2.1.1 Standard 1 — Policy for Quality Assurance

Achievements and progress. The University's Quality Assurance Policy was written in line with ESG-2015 and the tools of the Ministry and the Quality Assurance Council, and is publicly available on the QA website. Version 2.0 (October 2026) revises the policy applied in 2025-2026 and takes effect from 2026-2027. The policy is owned by the Vice President for Scientific Affairs, approved by the University Council, and reviewed every three years.

Internal stakeholders implement the policy through a three-tier structure:

- **University:** the University Council (approves); the Vice President for Scientific Affairs (owns the policy and chairs the University QA Committee); and the Quality Assurance Directorate (runs the system, calculates the API and prepares this report).
- **College:** college QA units consolidate departmental reports and monitor programmes.
- **Department:** departmental QA units and scientific committees audit module descriptors, LMS use and student feedback, and prepare action plans.
- Students give module feedback every semester and are represented on QA committees; employers, alumni and external experts advise on programme design and review. The policy rests on seven principles, including primary responsibility at department level, evidence-based decisions, and the Plan–Do–Check–Act cycle across the QA year (1 June – 31 May).



2.1.2 Standard 2 — Design and Approval of Programmes

Achievements and progress. Based on departmental QA reports, the University's Bologna programmes meet the design requirements set out in the template:

- **Objectives and outcomes:** each programme derives its vision, mission and objectives from the seven goals of the 2025-2030 Strategic Plan. In September 2026 the learning outcomes of all programmes were rewritten in line with the National Guide for Writing Learning Outcomes* (2026): ten outcomes per programme, distributed across Knowledge (3), Skills (4) and Competences (3), and aligned with Level 6 of the Iraqi National Qualifications Framework ([Programme Catalogue](#)).
- **Student and stakeholder involvement:** students, employers and external experts take part in design and review as set out in the QA Policy; each programme specification identifies graduate job titles and labour-market sectors.
- **External reference points:** ESG-2015, the Iraqi National Qualifications Framework, the National Guide, and discipline standards (IFRS/ISA, IEC/ISO, ISO 15189 and CEFR) cited in the learning outcomes.
- **The four purposes of higher education:** the outcomes cover employability, active citizenship (ethics and the SDGs), personal development (lifelong learning) and a broad knowledge base, with green education and artificial intelligence embedded in every programme.
- **Progression and workload:** 240 ECTS over 8 semesters, 30 ECTS per semester, 1 ECTS = 25 hours, with SSWL and USSWL stated for every module on the Ministry-approved curriculum form.
- **Work placement:** field, industrial or clinical training is built into programmes where appropriate.
- **Formal approval:** Department Scientific Committee → College Council → University Council; approved curricula are held on the [Curriculum Management Dashboard](#).
- **Bologna structure:** every module has a descriptor on the Quality Assurance Council form in the [Module Catalogue](#), reviewed by the QA Directorate for workload calculation, outcome verbs and assessment coverage (service QA-S-02).
- **Business and Industry Advisory Board:** *[To be completed — state whether the University has a formal board; if not, list the industry bodies consulted through work placements and employer feedback.]*

2.1.3 Standard 3 — Student-Centred Learning, Teaching and Assessment

- **Achievements and progress.** Bologna programmes are delivered through lectures, case studies, problem-based learning, laboratories, simulation, projects, work placements and blended learning on Moodle. Each module descriptor is uploaded to the LMS in the first week and explained to students; lectures, quizzes, assignments and attendance are managed through the system.
- **Student diversity and flexible pathways:** blended learning, bilingual teaching in Arabic and English in several programmes, and guidance and support services in Student Affairs.
- **Evaluation of teaching methods:** anonymous online feedback on every module before the final examinations; the results feed into the API and departmental action plans.
- **Learner autonomy:** unscheduled student workload (USSWL) is planned in every module; graduation projects and research build the capacity for independent work.



- **Assessment:** combines formative assessment (quizzes, labs and reports) with summative examinations, using the University grading scale from A (90–100) to F (0–44), with FX (45–49) as the resit band; no supplementary marks are awarded.
- **Complaints:** every department publishes a procedure for handling student complaints and appeals. *[To be completed — number of complaints received and resolved in 2025-2026.]*

2.1.4 Standard 4 — Student Admission, Progression, Recognition and Certification

Achievements and progress. Admission takes place through the Ministry's central admission system according to each programme's published entry requirements. Students, their modules and their results are recorded on the Ministry's [Bologna Process Information System](#); the GPA is calculated as an ECTS-weighted average over the programme's total credits.

- **Progression:** students view their modules, timetables, grades and GPA through the AHU Student App (Android and iOS).
- **Recognition:** in July 2026, ten AHU students completed a 10-ECTS study-abroad programme in health sciences at the University of Almería, Spain, which issued a transcript for recognition under the Memorandum of Cooperation between the two universities.
- **Certification:** the University issues a bilingual Diploma Supplement and detailed academic transcript so that its degrees are readable abroad.

2.1.5 Standard 5 — Teaching Staff

Achievements and progress. Every lecturer teaching a Bologna module is evaluated annually using the Quality Assurance Council's Academic Performance Indicator (API version 2.0), scored out of 100: student feedback (15), head-of-department evaluation (20) and the lecturer's portfolio (65). Evidence is submitted and assessed online through the University's Quality Management System.

Al-Hadba University was the [first Iraqi university to announce API results](#) (July 2025). Results lead to letters of appreciation (grades A–C), no action (D), a verbal notice (E) or formal accountability (F). The 2025-2026 API report, with details, observations and recommendations, is attached as an annex.

Staff professional development in 2025-2026 included the five-session [Bologna Process Training Course](#) and the University's hosting of the Ministry's IQ-LEARN ToT³ training-of-trainers programme (June 2026). An Academic Staff Workload Policy balancing teaching, administration and research is also in preparation.

Annex A presents the API results for AHU teaching staff on the Bologna track.

2.1.6 Standard 6 — Learning Resources and Student Support

Achievements and progress. The University funds learning and teaching from its operating budget and from a dedicated annual research budget allocated under the Research Funding Policy.

- **Library:** a library holding about 10,000 books and digital resources, the [Koha online catalogue](#) and the [ePrints digital repository](#).
- **Facilities:** a new five-storey building (2025) housing a new library, a 200-seat hall and 15 large classrooms; 45 laboratories and research facilities; 5 smart classrooms; and full Wi-Fi coverage.
- **E-learning:** the [Moodle platform](#) and Google Workspace services for staff and students.



- **Support:** guidance and career counselling in Student Affairs, the Language Centre (opened July 2026), computer courses, an on-campus clinic, sports facilities, and accommodation for 1,000 students.

2.1.7 Standard 7 — Information Management

Achievements and progress. The QA Directorate collects and analyses information annually through the [Quality Management System](#), the Ministry's Bologna Process Information System, the Curriculum Management Dashboard and the LMS.

- **Key performance indicators:** defined in Section 8.1 of the QA Policy (admissions, attainment, API distribution, module descriptor coverage, LMS-based teaching, research output and graduate destinations).
- **Student profile:** student numbers by gender and stage from the Registration Department (Section 2.2).
- **Progression, success and dropout:** pass and fail rates per programme from the Examinations Department (Section 2.2).
- **Student satisfaction:** semester module feedback surveys.
- **Learning resources and support:** per-lecturer LMS usage reports from the system administrator.
- **Graduate career paths:** alumni registration is available at hu.edu.iq/alumni; a graduate destinations survey has not yet been conducted.

2.1.8 Standard 8 — Public Information

Achievements and progress. The University publishes its activities and programmes on bilingual (Arabic and English) websites:

Platform	Address
University website	hu.edu.iq
Quality Assurance Directorate	qa.hu.edu.iq
Programme Catalogue	programs.hu.edu.iq
Curricula & Module Catalogue	module.hu.edu.iq
Curriculum Matrix	qa.hu.edu.iq/curriculum.php
Bologna Process page	qa.hu.edu.iq/bologna.php
Strategic Plan 2025-2030	hu.edu.iq/ahu/planning
Quality Management System	gms.hu.edu.iq
Learning Management System	moodle.hu.edu.iq
Events	events.hu.edu.iq
AHU Sustainable Development Goals	sdg.hu.edu.iq
Future Research journal	pr.hu.edu.iq



2.1.9 Standard 9 — On-going Monitoring and Periodic Review of Programmes

Achievements and progress. Programmes are monitored annually through the QA cycle and reviewed in depth against the five ESG criteria:

- **Changing needs of society:** learning outcomes were reviewed in September 2026 in line with the National Guide, adding green education, sustainability and artificial intelligence to every programme.
- **Workload, progression and completion:** SSWL/USSWL audited in every module descriptor; pass and fail rates reviewed for each programme.
- **Effectiveness of assessment:** assessment audit, examination blueprints and sample-based second marking (service QA-S-03).
- **Student expectations and satisfaction:** analysis of semester feedback surveys by departmental QA units.
- **Learning environment:** LMS usage reports and facilities review.
- The deadline for uploading 2026-2027 module descriptors to the catalogue was 30 September 2026; the second round of internal audit begins in October 2026.

2.1.10 Standard 10 — Cyclical External Quality Assurance

Achievements and progress. The University is preparing for external review. Its information, reports and infrastructure are kept electronically in a permanent digital evidence set for each programme (service QA-S-05).

- **Memberships:** Affiliate member of the UK Quality Assurance Agency (QAA), full member of the International Association of Universities (IAU), and an NOCN Approved Centre (September 2026).
- **Institutional accreditation:** at the agency-selection stage; ASIC, ACQUIN and NOCN are under consideration ([Accreditation](#)).
- **Programme accreditation:** files in preparation for Dentistry, Pharmacy and Medicine (target 2027); gap analysis for Computer Technology Engineering and Medical Laboratory Techniques (target 2028).
- **External benchmarking:** THE Impact Rankings 2026, THE Arab University Rankings 2026, THE Interdisciplinary Science Rankings 2026, UI GreenMetric 2025 and RUR 2025.
- **External review of the Bologna Process:** the University's interconnected platforms were presented to an external Bologna Process reviewer in September 2026.
- **Observation and recommendation:** appoint the institutional accreditation agency in 2026-2027 and conduct an ESG-based mock site visit ahead of the agency's visit.



2.2 General Statistics on Student Attainment, Marks and Grades

These figures are taken from the Registration and Examinations Departments and cover Bologna students only; once completed, each table is converted into the pie chart required by the template.

1. Distribution of Male and Female Students (Bologna students)

Programme	Male	Female	Total
Accounting	83	23	106
Business Administration	417	39	456
Financial and Banking Sciences	2	2	4
Computer Technology Engineering	196	19	215
Medical Instrumentation Technology Engineering	277	115	392
Civil Engineering	33	4	37
Architectural Engineering	6	6	12
Law	176	20	196
Nursing	71	17	88
Computer Science	16	4	20
All Bologna programmes	1,277	249	1,526

2. Pass and Fail Rates per Programme and Across Programmes

Programme	Students assessed	Passed	Failed	Pass rate %
Business Administration	472	372	100	78.8
Nursing	88	84	4	95.5
Law	195	144	51	73.8
Finance and Banking	4	4	0	100
Accounting	87	75	12	86.2
Computer Science	20	20	0	100
Architectural Engineering	12	10	2	83.3
Medical Instrumentation Technology Engineering	387	323	64	83.5
Computer Technology Engineering	212	162	50	76.4
Civil Engineering	37	24	13	64.9
University (Bologna)	1,514	1,218	296	80.4

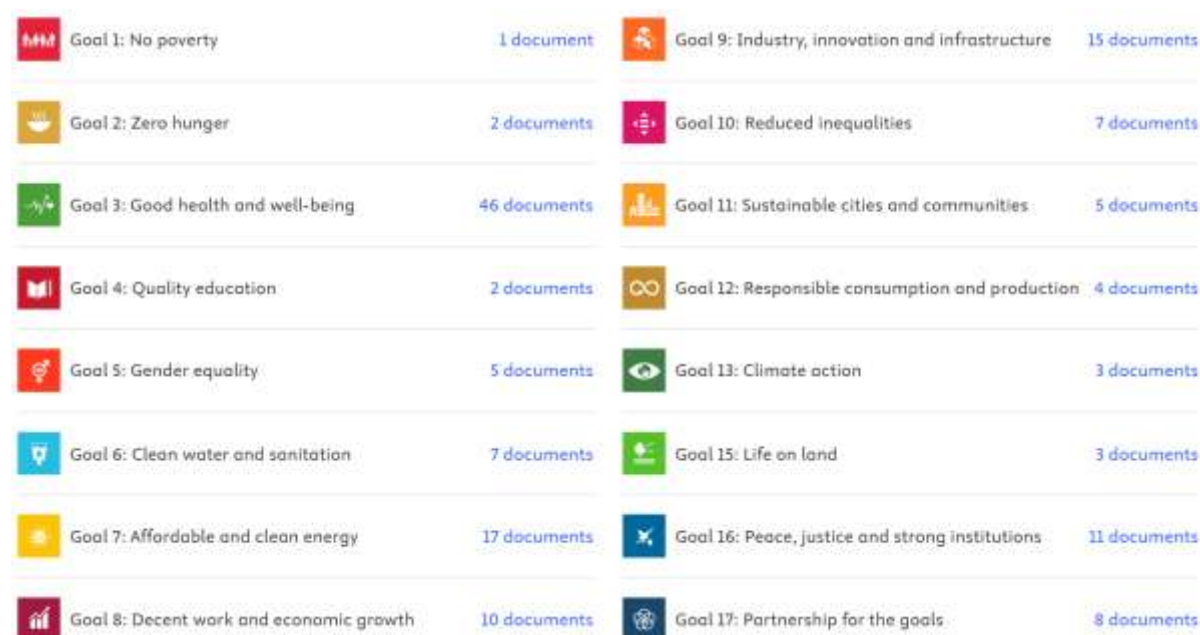


2.3 General Statistics on Scientific Research

Research output for 2025-2026 is drawn from the [University's Scopus profile](#) and the [Clarivate WoS Organization Report](#); the University's published average is about 50 papers per year in reputable journals.

Indicator (academic year 2025-2026)	Count	Source
Total published papers	83	QMS / ePrints
Papers in Scopus-indexed journals	83	Scopus
Papers in WoS-indexed journals (Clarivate)	83	WoS
Papers in the sciences	66	Scopus subject areas
Papers in engineering	17	Scopus subject areas
Interdisciplinary papers	33	Scopus
Papers with student co-authors	1	QMS
Papers with international collaboration	82	Scopus

Distribution of research by Sustainable Development Goal:



Research is supported by the Future Research journal (open access, no publication fees, DOI prefix 10.61704, e-ISSN 2790-2129), journal screening to detect predatory and hijacked journals, and policies on publication and ethics, interdisciplinary research, and research funding.

2.4 Recommendations and General Observations

- Set indicator targets:** the University QA Committee sets target values for each indicator in Section 8.1 of the QA Policy for 2026-2027.
- Graduate tracking:** conduct the first graduate destinations survey so that Standard 7 can report on graduates' career paths.



3. **Establish a Business and Industry Advisory Board** (or one per college) to advise on framing learning outcomes for the labour market.
4. **Complete the transition:** ten departments still run two study systems; publish a timeline for phasing out the annual and Iraqi semester curricula as cohorts graduate.
5. **Extend the Bologna Process** to the College of Health and Medical Technologies, Pharmacy, Dentistry and the English Language Department as Ministry instructions permit.
6. **Close data gaps:** link student, staff and module numbers from Registration, Human Resources and the LMS to the QMS so that institutional data is populated automatically.
7. **Correct public information:** the Bologna Process page states API weights of 65/20/15 (student/head of department/portfolio), whereas the QA Policy sets them at 15/20/65; the Facts and Figures page lists 12 colleges against 13 in the Programme Catalogue.
8. **External review:** appoint the institutional accreditation agency and conduct an ESG-based mock site visit in 2026-2027.

2.5 Programmes (Departments) Implementing the Bologna Process

College of Administration and Economics

1. Accounting (AHU11100)
2. Business Administration (AHU11200)
3. Financial and Banking Sciences (AHU11300)

College of Technical Engineering

4. Computer Technology Engineering (AHU14100) — Electronics and Networks branches
5. Medical Instrumentation Technology Engineering (AHU14300)

College of Engineering

6. Civil Engineering
7. Architectural Engineering

College of Computer Science and Mathematics

8. Computer Science

College of Law

9. Law

College of Nursing

10. Nursing

College of Physical Education and Sport Sciences

11. Physical Education and Sport Sciences

Source: [Curriculum Matrix](#).



Submission and Approval

	Submitted by	Approved by
Stamp		
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Date	2 October 2026	2 October 2026