

Republic of Iraq — Ministry of Higher Education and Scientific Research

Al-Hadba University

Mosul — Iraq

Self-Assessment Report

Bologna Process Implementation

Academic Year 2025-2026



Prepared by the Office of the Vice President for Scientific Affairs, in cooperation with the Quality Assurance and University Performance Department

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Introduction and Methodology

The 2025-2026 self-assessment finds that Al-Hadba University (AHU) has built the institutional infrastructure for the Bologna Process (platforms, documents and evidence), and that **12 of its 19 departments** run a Bologna curriculum, within 29 approved curricula, some of which run in parallel across more than one study system. Closing the quality loop with quantitative evidence is the main challenge for the coming year.

Founded in 1993 in Mosul, AHU is a private university operating under the Ministry of Higher Education and Scientific Research (MoHESR). This report covers 11 colleges and 19 academic departments (programmes) with approved curricula in force, as listed in the curriculum matrix on the Quality Assurance website.

Methodology

- ◆ The European Standards and Guidelines (ESG 2015) and the MoHESR Bologna Process Guide were used as the reference framework.
- ◆ Evidence was drawn from the university website (hu.edu.iq), the Quality Assurance website (qa.hu.edu.iq) and the Programme Catalogue (programs.hu.edu.iq).
- ◆ Each area is rated on one of four levels: **Achieved**, **Partially Achieved**, **In Progress**, **Not Achieved**.
- ◆ Each area closes with strengths and areas for improvement, which are consolidated in the improvement plan at the end of the report.

Key University Achievements in 2025-2026

Achievement	Date
First approved centre in Iraq and second in the Middle East of the NOCN Group	September 2026
10 students sent on a tailor-made study-abroad programme in Health Sciences at the University of Almería, Spain (10 ECTS)	13-24 July 2026
Memorandum of Cooperation signed with the University of Almería (Spain) for study-abroad programmes	July 2026
Memorandum of Understanding signed with the University of Nineveh	11 June 2026
Memorandum of Understanding signed with the University of Fallujah	11 June 2026

Rating Levels

Rating level	Meaning
Achieved	The standard is fully applied and supported by published evidence
Partially Achieved	The standard is applied, with gaps in evidence or coverage
In Progress	Work has started but measurable results are not yet visible

1 Institutional Mission, Vision and Values

Rating: **Achieved**

AHU has a published vision, mission and values linked to the Strategic Plan 2025-2030. College and department visions and missions were derived from them through vertical alignment (University → College → Department), issued by the Office of the Vice President for Scientific Affairs in July 2026.

Vision: To be a transformative institution, recognised globally for academic excellence, innovative teaching, cutting-edge research and contributions to the sustainable development of Iraq.

Mission: To deliver high-quality, inclusive education; conduct impactful interdisciplinary research; build local and international partnerships; foster a culture of innovation and sustainability; and prepare leaders with critical thinking and civic responsibility.

Core values: Excellence, Innovation, Integrity, Inclusivity, Sustainability, Collaboration.

The Seven Strategic Goals (2025-2030)

1. Enhance internal efficiency.
2. Strengthen governance.
3. Prioritise quality and accreditation.
4. Foster scientific research and innovation.
5. Expand global partnerships.
6. Improve external efficiency.
7. Promote sustainability and innovation.

Link to the Bologna Process: The mission commits to student-centred learning, international partnerships and sustainability, which are pillars of the European Higher Education Area. All programmes have built green education and artificial intelligence into their goals and learning outcomes.

Strengths

- ◆ Vision and mission published in Arabic and English and publicly available.
- ◆ Documented alignment between university goals and the goals of each department.
- ◆ Explicit link to the SDGs, reflected in the THE Impact Ratings 2026.

Areas for Improvement

- ◆ No published performance indicators measure annual progress on each strategic goal.
- ◆ No documented consultation of students and employers in drafting or reviewing the mission.

2 Governance and Management Structure

Rating: Partially Achieved

AHU has a published organisational structure with clear decision levels, and the Bologna file is managed by the Office of the Vice President for Scientific Affairs in coordination with the Quality Assurance Department. However, council minutes and curriculum approval decisions are not published in a form that allows external verification.

Level	Body	Role in Bologna implementation
Highest authority	University Council	Approves policies, new programmes and curricula, and the budget
Executive leadership	University President	Strategic oversight; represents AHU before MoHESR and international bodies
Scientific affairs	Office of the VP for Scientific Affairs	Leads the Bologna file, the Programme Catalogue, vision/mission alignment and training
Administrative affairs	Office of the VP for Administrative Affairs	Infrastructure, logistics and security
Quality	Quality Assurance and University Performance Department	Internal audit, module description review, self-evaluation reports
Implementation	College and department councils	Prepare and apply curricula and programme specifications
Records	University Council Secretariat	Follows up and archives council decisions

Achievements in 2025-2026

- ◆ Launched and published a comprehensive institutional policy framework.
- ◆ Represented on the MoHESR Higher Committee for the Bologna Process, and led the third-day session on Bologna implementation at the Iraq Education Conference.
- ◆ Drafted the Academic Staff Workload Policy, built on the teaching–administration–research triangle.
- ◆ Digital transformation of management: the Quality Management System (QMS), used by about 400 academics, the Moodle LMS, the ePrints repository and the Events platform.

Strengths

- ◆ Organisational structure published in Arabic and English.
- ◆ Academic leadership represented on national Bologna Process bodies.
- ◆ Extensive digitisation of administrative and academic processes.

Areas for Improvement

- ◆ Publish University Council minutes and dated curriculum approval decisions, as ESG 1.2 requires.
- ◆ No documented student representation on college councils or quality committees, a core Bologna principle.
- ◆ Update the organisational chart to show the Quality Assurance Department and the Bologna committee explicitly.

3 Quality Assurance Processes

Rating: Partially Achieved

The Quality Assurance Department has built a seven-layer system (mission, standards, programmes, modules, assessment, evidence, review), each layer with its own platform. The final link — turning audit findings into dated actions and verifying them in the next cycle — is still at an early stage.

The Quality Chain and Its Platforms

Layer	Platform	Status
Standards	MoHESR Bologna Guide, ESG 2015, National Qualifications Framework	Published in the department archive
Programmes	Programme Catalogue (programs.hu.edu.iq)	Published in Arabic and English
Modules	Module descriptions (module.hu.edu.iq)	Completion deadline 30 September 2026
Curricula	Curriculum matrix (qa.hu.edu.iq/curriculum)	29 approved curricula
Evidence	Quality Management System (qms.hu.edu.iq)	Used by about 400 academics
Review	Internal audit cycle	Round two opens October 2026

Department Services to Academic Units

Code	Service
QA-S-01	Drafting programme specifications and mapping outcomes to NQF descriptors
QA-S-02	Module description review: workload arithmetic, outcome verbs, assessment coverage
QA-S-03	Assessment moderation: exam blueprints, second marking, sampled script review
QA-S-04	Annual college self-evaluation reports
QA-S-05	Digital evidence rooms for each programme
QA-S-06	Staff development: workshops on outcome writing, rubric design and the credit model

Academic Performance Indicator (API): Academics are evaluated with weights of 65% student feedback, 20% head of department and 15% teaching portfolio. AHU was the first Iraqi university to announce API results.

External Recognition

- ◆ Associate Member of the UK Quality Assurance Agency (QAA).
- ◆ Full Member of the International Association of Universities (IAU).
- ◆ Approved NOCN centre — first in Iraq and second in the Middle East (September 2026).
- ◆ International institutional accreditation: stage one; agencies under review are ASIC, ACQUIN and NOCN.

Strengths

- ◆ Integrated digital quality system tracking each layer on a separate platform.
- ◆ Version-controlled forms (e.g., QA-F-03 at revision 6).
- ◆ National lead in publishing Academic Performance Indicator results.

Areas for Improvement

- ◆ No published quality manual bringing policy, procedures and responsibilities into one document.
- ◆ No published log of closed improvement actions from the first audit round.
- ◆ The institutional accreditation agency has not yet been selected.

4 Academic Programmes and Learning Outcomes

Rating: Partially Achieved

Each of the 19 programmes has a published specification and ten measurable programme learning outcomes (PLOs) aligned with the Iraqi National Qualifications Framework. Twelve departments run the Bologna system (240 ECTS for four-year programmes, 300 ECTS for Architecture), while seven remain on the Iraqi system.

Departments by Study System (Curriculum Matrix)

Department	Bologna	Iraqi semester	Annual
Financial and Banking Sciences	•		
Business Administration	•	•	
Accounting	•	•	
Medical Equipment Technology Engineering	•		•
Computer Technology Engineering – Electronics	•		•
Computer Technology Engineering – Networks	•		•
Civil Engineering	•		
Architectural Engineering	•		
Law	•		•
Nursing	•	•	
Physical Education and Sports Sciences	•		•
Computer Science	•		
Medical Laboratory Techniques		•	
Anaesthesia Techniques		•	•
Cosmetic Techniques and Laser		•	
Artificial Kidney Techniques		•	
English Language		•	•
Pharmacy		•	
Dentistry			•
Total	12	9	8

Ten departments run two systems at once while earlier cohorts complete their studies.

Structure of learning outcomes: Programmes follow a common pattern of ten outcomes: the first five are disciplinary and professional; the last five cover artificial intelligence, green education, data

analytics, sustainable innovation and contribution to the SDGs. One credit equals 25 hours of student workload, with 30 credits per semester.

Strengths

- ◆ A bilingual Programme Catalogue covering all colleges, distinguishing Bologna programmes from the Iraqi system.
- ◆ Outcomes written with measurable verbs and tied to the Mosul and Nineveh context.
- ◆ A lead in embedding sustainability and AI outcomes across all programmes.

Areas for Improvement

- ◆ **Data inconsistency:** The Programme Catalogue lists Law under the Iraqi system, while the curriculum matrix shows a Bologna curriculum. The two sources must be reconciled. The catalogue also lists 13 colleges and 23 programmes, including programmes without curricula in force yet (Medicine, Fine Arts, Cyber Security, Interior Design), whereas the curriculum matrix counts 11 colleges and 19 departments and the Facts & Figures page states 12 colleges.
- ◆ Mapping matrices linking module outcomes to programme outcomes are not complete for all departments.
- ◆ The Diploma Supplement has not yet been issued to graduates, although an editor for it is ready.
- ◆ Set a timetable for moving the seven remaining departments to Bologna, particularly the health programmes.

5 Teaching and Learning Methods

Rating: **In Progress**

AHU formally adopts student-centred learning, and programme specifications set out active and applied methods. However, the actual shift in classrooms from lecturing to active learning has not yet been documented with evidence.

Methods Adopted in Programme Specifications

Field	Active learning methods
Health disciplines	Clinical training in hospitals, simulation labs, and problem-based learning in Medicine
Engineering and computing	Applied projects, design studios, capture-the-flag (CTF) contests and cyber ranges
Law	Moot courts and legal clinics
Administration and economics	Case studies, business plans and field training in banks and companies
All programmes	Blended learning on Moodle, and integration of AI tools

Shift in assessment: Each module description is written before the semester starts and sets out its outcomes, workload, teaching method and assessment tools. Every outcome must be measured by a specific assessment.

Teaching Support

- ◆ 5 smart classrooms and full campus Wi-Fi coverage.
- ◆ A new five-storey building (2025) with a library, a 200-seat auditorium and 15 large classrooms.
- ◆ 45 laboratories and research facilities.
- ◆ Hosted the third ministerial programme for training smart learning platform trainers (IQ-LEARN ToT³) in June 2026.

Strengths

- ◆ Active learning methods specified for each discipline in programme specifications.
- ◆ Mature digital infrastructure for blended learning.
- ◆ Mandatory module descriptions published before the semester.

Areas for Improvement

- ◆ No data on the share of modules actually applying active learning.
- ◆ Measure actual student workload through regular surveys to validate the calculated credits.
- ◆ Expand academic advising linked to each student's individual pathway.

6 Student Support Services

Rating: Partially Achieved

AHU provides about 7,200 students with services covering student affairs, counselling, housing, the library and international mobility. The year's highlight was the first student mobility under the European credit system, with the University of Almería in Spain.

Service	What AHU provides
Student affairs	Psychological and social counselling, extracurricular activities, career guidance, structured grievance procedures
Housing	A student residence for 1,000 students
Library	Two libraries with about 10,000 books and digital resources, the Koha system and the ePrints repository
Health and sport	On-campus clinic, sports complex, gymnasium and outdoor courts
Languages and skills	Language Centre (opened July 2026), computer literacy courses, foundation courses
International students	20 students from two countries, with dedicated reception services
Alumni	Alumni registration and affairs platform

Student mobility: Ten students completed a study-abroad programme in Health Sciences at the University of Almería (13-24 July 2026), with 60 contact hours and 10 ECTS, and received a European Transcript of Records. This followed the Memorandum of Cooperation signed with UAL, and work is under way to join the Erasmus+ KA-171 programme.

Prospective students: AHU launched "Bologna Bridge Mosul" to introduce grade-12 students in Mosul schools to the Bologna Process before they enter university, in cooperation with the Mosul Education Directorate.

Strengths

- ◆ A documented mobility experience with recognised ECTS credits.
- ◆ An integrated, digital service infrastructure.
- ◆ Proactive outreach to students before enrolment.

Areas for Improvement

- ◆ Issue a formal policy for recognising credits earned abroad and transferring them to the academic record.
- ◆ Run an annual student satisfaction survey on services and publish the results.
- ◆ Track the destinations of at least half of the latest graduating cohort, as the accreditation readiness test requires.

7 Research Activities

Rating: Partially Achieved

AHU entered several international rankings for the first time this year and publishes about 50 papers a year in reputable journals. However, output remains limited relative to the number of academics (about 450) — roughly one paper per nine academics.

Research Infrastructure

- ◆ A university research centre and 45 laboratories and research facilities.
- ◆ Perspective Research Journal, plus two journals in social sciences and in science and engineering.
- ◆ The ePrints repository and the Nineveh Record multilingual scholarly archive (launched July 2026).
- ◆ 10 active national and international research partnerships.

Rankings and Recognition (2025-2026)

Ranking	Result
THE Sustainability Impact Ratings 2026	6th among Iraqi private universities
THE Arab University Rankings 2026	First appearance
THE Interdisciplinary Science Rankings 2026	First inclusion
Round University Ranking (RUR) 2025	Historic milestone for AHU
UI GreenMetric 2025	Strong position
Iraqi National University Rankings	Outstanding results

Scientific events: AHU hosted an international conference on education in the era of AI and cybersecurity, and the Iraqi Programmers Forum – Nineveh (December 2025).

Link to the Bologna Process: The Academic Performance Indicator and the Workload Policy support a balance between teaching and research, with teaching-hour reductions for publication in Q1-Q3 journals.

Strengths

- ◆ Growing presence in international rankings, especially for sustainability.
- ◆ Open digital infrastructure for research output.
- ◆ Research incentives built into the Workload Policy.

Areas for Improvement

- ◆ Raise publications per academic and set a published annual target.
- ◆ Link research to teaching by involving undergraduates in research projects and documenting it.
- ◆ Develop postgraduate programmes (the Bologna second cycle), currently only in future plans.

8 Academic Staff Qualifications and Professional Development

Rating: Partially Achieved

AHU has about 450 academics, a staff-to-student ratio of 1:16, and has built an evaluation and development system linked directly to Bologna requirements. However, the breakdown of academics by academic title and degree is not published, which any accreditation panel will request.

Staff Data

Indicator	Value
Total academic staff	About 450
Professors and senior lecturers	About 400
Administrative and technical staff	More than 100
Staff-to-student ratio	1 : 16
QMS users	About 400 academics

Professional Development for the Bologna Process

- ◆ A five-session training course on bptc.hu.edu.iq: problems of the Iraqi system, introduction to Bologna, the ECTS system, implementation, and quality assurance under the ESG.
- ◆ Workshops on writing learning outcomes and designing rubrics via the Events platform (service QA-S-06).
- ◆ Training of trainers on the smart learning platform (IQ-LEARN ToT³) with MoHESR.
- ◆ An online academic profile for each academic, carrying their CV, research links and performance portfolio (service QA-S-08).

Evaluation and Incentives

- ◆ The Academic Performance Indicator, weighted 65/20/15, makes student feedback the decisive component.
- ◆ The Workload Policy links teaching load to academic title, administrative post and research activity.
- ◆ Distinguished academics honoured on Iraqi Academic Day.

Strengths

- ◆ A systematic, open training programme on Bologna.
- ◆ Student-based performance evaluation with published results.
- ◆ Digital academic profiles that ease external review.

Areas for Improvement

- ◆ Publish the breakdown of academics by title, degree and specialisation for each department.
- ◆ Record the share of academics who completed the five-session Bologna course, and make it a requirement for teaching on Bologna programmes.
- ◆ Verify that staff qualifications cover every module taught.

9 Community Engagement

Rating: **Achieved**

Community engagement is one of AHU's strongest areas: it runs regular health, environmental and awareness initiatives, and its partnerships extend to local and international universities and government bodies. All programmes build community service into their strategic goals.

Highlights of 2025-2026

Area	Activity
Public health	Breast Cancer Week awareness workshop (October 2025)
Community safety	Workshop on "Drug Abuse and Methods of Combating It" with Nineveh Police (November 2025)
Environment	The "10,000 Trees" project and the "A Tree in Your Name" initiative
Volunteering	Winter clothing campaign by the volunteer team
Inclusion	Scientific seminar on the International Day of Persons with Disabilities
Pre-university education	"Bologna Bridge Mosul" for secondary school students
Heritage	The Nineveh Record platform archiving the region's scholarly heritage
National support	Contribution to the MoHESR Graduate Conversion Training project

Partnerships

- ◆ **International:** Memorandum of Cooperation with the University of Almería (Spain); QAA, IAU and NOCN memberships; cooperation with the Turkish Consulate in opening the Language Centre.
- ◆ **National:** MoUs with the University of Nineveh and the University of Fallujah (11 June 2026), a twinning agreement with Al-Mustaqbal University, and cooperation with the University of Al-Hamdaniya and the University of Mosul.

Strengths

- ◆ Diverse initiatives linked to the SDGs.
- ◆ A national leading role in spreading Bologna awareness among schools and universities.
- ◆ A growing local and international partnership network.

Areas for Improvement

- ◆ Measure initiative impact with quantitative indicators (beneficiaries, volunteer hours).
- ◆ Involve employers in programme advisory boards to review outcomes.
- ◆ Turn international partnerships into actual staff and student exchanges with set numbers.

10 Conclusion and Improvement Plan

AHU fully achieved two areas (Mission, and Community Engagement), partially achieved six, and one area (Teaching Methods) remains in progress. The common gap across areas is **moving from having documents and platforms to proving their impact with data**.

Rating Summary

Area	Rating
Institutional Mission, Vision and Values	Achieved
Governance and Management Structure	Partially Achieved
Quality Assurance Processes	Partially Achieved
Academic Programmes and Learning Outcomes	Partially Achieved
Teaching and Learning Methods	In Progress
Student Support Services	Partially Achieved
Research Activities	Partially Achieved
Academic Staff Qualifications and Development	Partially Achieved
Community Engagement	Achieved

SWOT Analysis

Strengths ◆ Integrated digital infrastructure for quality, programmes and modules ◆ National leadership on the Bologna file ◆ International memberships (QAA, IAU, NOCN) ◆ A documented European mobility experience	Weaknesses ◆ Outdated or conflicting data across websites ◆ No documented student representation ◆ Limited research output ◆ Diploma Supplement not yet issued
Opportunities ◆ Erasmus+ KA-171 ◆ International institutional accreditation ◆ MoHESR support for rolling out Bologna ◆ Mosul reconstruction as a labour market for graduates	Threats ◆ Running three study systems in parallel strains administration and registration ◆ Changing ministerial instructions ◆ Competition for qualified academics

Improvement Plan for 2026-2027

#	Action	Responsible	Target date
1	Reconcile programme and study-system data across hu.edu.iq, the Programme Catalogue and the curriculum matrix, and update the Facts & Figures page	Quality Assurance Department	December 2026
2	Issue the Diploma Supplement to graduates of Bologna programmes	Scientific Affairs and Registration	June 2027
3	Formal decision on student representation on college councils and quality committees	University Council	February 2027
4	Complete module-to-programme outcome mapping matrices in all 19 departments	Academic departments	March 2027
5	Publish the log of closed improvement actions from both audit rounds	Quality Assurance Department	April 2027
6	Student workload and service satisfaction survey	Quality Assurance and Student Affairs	End of semester 1, 2026-2027
7	Timetable for moving the seven remaining departments to Bologna	Office of Scientific Affairs	March 2027
8	Policy on recognising credits earned abroad	University Council	January 2027
9	Publish the breakdown of academics by title, degree and specialisation	Human Resources	December 2026
10	Select the institutional accreditation agency and submit the application	University Presidency	September 2027

Sources (accessed 13 October 2026)

- ◆ Al-Hadba University website: <https://hu.edu.iq>
- ◆ Mission, Vision and Core Values: <https://hu.edu.iq/ahu/mission>
- ◆ University Structure: <https://hu.edu.iq/ahu/structure>
- ◆ Facts & Figures: <https://hu.edu.iq/ahu/facts-figures>
- ◆ Quality Assurance Department: <https://qa.hu.edu.iq>
- ◆ Bologna Process page: <https://qa.hu.edu.iq/bologna.php>
- ◆ Curriculum matrix: <https://qa.hu.edu.iq/curriculum.php>
- ◆ QA Department services: <https://qa.hu.edu.iq/services.php>
- ◆ Accreditation: <https://qa.hu.edu.iq/accreditation.php>
- ◆ Programme Catalogue: <https://programs.hu.edu.iq>