

Institutional Evaluation Report on the Implementation of the Bologna Process

Al-Hadba University

September 2026

External evaluator: Ekin Burak Arian
Webster University, Tashkent, Uzbekistan

Executive assessment

Al-Hadba University presents a positive example of Bologna implementation in a relatively small private university. The evaluation identified a capable team with a strong understanding of the rationale and systematic relationships behind the Bologna Process. The University's progress reflects an appreciation of how its different elements contribute to educational quality, extending beyond attention to formal requirements alone.

Prof. Dr. Salah Ismaeel Yahya, Vice President for Scientific Affairs, brings substantial Bologna experience to the team. His guidance supports a coherent approach and is an important institutional strength. The review session also included Prof. Dr. Hasan Subhi Hasan, Vice President for Administrative Affairs, and Mr. Fahad Mahir Taha, Head of Quality Assurance and Performance Evaluation, alongside deans and department heads. The participants are listed in the appendix.

The University's relatively small scale and organisational agility offer favourable conditions for direct academic exchange and timely follow-up. In the evaluator's experience, Al-Hadba is among the more advanced universities encountered in certain aspects of its approach to quality assurance. This favourable assessment reflects the understanding and academic approach observed during the review.

Purpose and scope of the evaluation

This report presents an institutional evaluation of Bologna implementation at Al-Hadba University in September 2026. It draws on the evaluator's presentation and discussions with university representatives, with the University's participant list recording those attending the review session. It recognises institutional strengths and identifies opportunities to consolidate the educational value of Bologna for consideration by university management and the Ministry of Higher Education and Scientific Research.

The assessment is collective and qualitative. It does not constitute an audit of every programme, individual assessment practice or credit calculation. Its principal purpose is to recognise the strengths of the University's approach and identify proportionate ways to sustain them as implementation develops.

Institutional engagement and principal findings

An experienced team and informed guidance

The quality of the team is a notable institutional asset. The evaluator's overall impression was of colleagues who understand the purposes of Bologna and can approach implementation as a connected academic process. This provides a strong basis for productive discussion of how formal arrangements can serve teaching, learning and quality assurance.

The evaluator's morning presentation was followed by a lively discussion and question-and-answer session. The exchange provided further evidence of participants' depth of understanding of Bologna principles and their ability to engage thoughtfully with the educational issues involved.

Dr Salah Yahya's contribution merits particular acknowledgement. His experience helps give direction to the team's work and supports an informed interpretation of Bologna principles. The value of this contribution lies both in his expertise and in the guidance it provides to colleagues. Continuing to share that knowledge across the team would help sustain the University's progress and preserve continuity over time.

The advantages of a smaller university

Al-Hadba's scale offers favourable conditions for bringing academic and quality assurance perspectives together. A smaller institutional setting can make it easier for colleagues to exchange views, identify common questions and follow through on agreed actions. Combined with the strength of the team, this agility is a practical advantage for the further development of Bologna implementation.

These advantages can be sustained through arrangements that remain clear and proportionate to the University's size. Brief records of academic decisions, accessible guidance and regular opportunities for discussion would help retain the benefits of direct communication while ensuring that knowledge and effective practice are shared across the institution.

Bologna as a framework for educational quality

A particular strength is the understanding that Bologna's components have a connected educational purpose. Learning outcomes, curriculum structure, assessment, student workload and ECTS gain value through their relationships. The University's grasp of this underlying logic provides a promising basis for using implementation to support academic judgement and improvement.

The evaluator's favourable assessment of aspects of quality assurance reflects this understanding and the approach of the team. The lively exchange during the morning presentation provided a concrete illustration of the depth of academic engagement. Building on these strengths through regular reflection and follow-up would help sustain their contribution to educational quality.

Connecting academic understanding with evidence

Programme teams can build on their understanding by considering how course learning outcomes contribute to programme outcomes and how assessment enables students to demonstrate their learning. Bringing student workload and feedback into the same discussion would help connect curriculum intentions with students' experience. Recording the resulting decisions would provide useful evidence of how Bologna informs academic practice.

Priorities for continued development

Consolidating a continuous quality cycle

The University's informed approach provides a sound basis for further consolidation of a continuous quality-enhancement cycle. A manageable rhythm of academic review could bring together evidence on learning outcomes, assessment, workload and feedback, identify a small number of useful improvements and revisit their effects. This would help translate the team's understanding into a sustained institutional practice.

The emphasis can remain on the value of decisions for student learning. Concise records of what was considered, what was changed and what followed would be more useful than an expanding volume of documentation. Over time, these records could demonstrate where the University's approach is making a difference and where further attention would be beneficial.

Sharing expertise and sustaining the team's strengths

Dr Salah Yahya's experience and the capability of the team offer a valuable resource for continued academic development. Peer discussion, practical examples and shared guidance could help extend this expertise to colleagues across the University. Such activities would reinforce collective ownership and help ensure that effective approaches remain embedded as responsibilities or personnel change.

Using workload and feedback to refine learning

Periodic consideration of student workload would help academic teams reflect on the balance of scheduled teaching, independent study, practical activity and assessment. Student and staff feedback can enrich these discussions and inform appropriate refinements. Communicating the response to feedback and revisiting agreed changes would strengthen the connection between participation and improvement.

Recognising required internships within workload and ECTS

The integration of required internships into workload and the European Credit Transfer and Accumulation System (ECTS) remains a wider Iraqi higher-education development issue. Where an internship is a required component of a programme, its intended learning, supervision, assessment and associated student effort should ultimately be reflected coherently in the credit structure. This is a system-level recommendation rather than a shortcoming specific to Al-Hadba.

The University could contribute to this work by clarifying the learning and workload associated with relevant internships and engaging with the Ministry and other authorities where national guidance is needed. Any eventual allocation of credits would need to fit within total programme requirements and avoid double counting.

Overall conclusion

Al-Hadba University deserves recognition for the quality of its team and its understanding of the Bologna Process. Dr Salah Yahya's experienced guidance, together with the advantages of a smaller and agile institution, supports a coherent approach. The evaluator regards certain aspects of its quality assurance thinking as among the stronger examples encountered in the Iraqi higher-education context.

The direction for further development is to consolidate these strengths through shared expertise, proportionate review and visible follow-up on academic decisions. This offers a credible path towards a sustained quality culture in which Bologna structures contribute directly to the improvement of student learning.

Dr Ekin Burak Arikan
External Evaluator



Date: 28/09/2026

Appendix Participants in the external review session

The following participants and roles are recorded in the list provided by Al-Hadba University.

No.	Name	Position
1	Prof. Dr. Salah Ismaeel Yahya	Vice President for Scientific Affairs
2	Prof. Dr. Hasan Subhi Hasan	Vice President for Administrative Affairs
3	Mr. Fahad Mahir Taha	Head of Quality Assurance and Performance Evaluation
4	Prof. Dr. Haithem Taha Mohammed Ali	Dean of College of Administration and Economics
5	Prof. Dr. Jasim Mohammed Hasan	Dean of College of Art
6	Dr. Wasan Adnan Hashim	Dean of College of Technical Engineering
7	Dr. Hashim Mohammed Ahmed	Dean of College of Law
8	Prof. Dr. Khalil Ibrahim Ahmad	Dean of College of Computer Science and Mathematics
9	Prof. Dr. Suhail Idrees Abdulqader	Dean of College of Engineering
10	Prof. Dr. Hamad Jandary Jumaa	Dean of College of Nursing
11	Dr. Haider Salahal-Din-Aref	Head of Department of Business Administration
12	Dr. Sabah Anwer Yaaqub	Head of Department of Finance and Banking
13	Ms. Zubaida Firas Khalil	Head of Department of Computer Technology Engineering
14	Mr. Bilal Omar Akram	Head of Department of Medical Equipment Technology Engineering
15	Mr. Waad Raad Saleh	Head of Department of Computer Science and Mathematics
16	Ms. Sura Hazim Suliman	Head of Department of Nursing
17	Dr. Khaldoon Mohammed Jero	Head of Department of Law
18	Dr. Samir AbdulKarim Hasan Al-Qeisi	Head of Department of Architectural Engineering
19	Dr. Mehad Momtaz Yaseen	Head of Department of Civil Engineering