



Ministry of Higher Education and
Scientific Research
University of Mosul
Department of Studies and Planning



Institutional Guide for the Adoption and Implementation of the Bologna Process at the University of Mosul

Towards Flexible, High-Quality, Student-Centered University Education Aligned with Global Academic
Standards

Department of
Studies and Planning
2025-2026



UoM

Bologna Process

2025-2026



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Table of Contents

Chapter One: General Framework of the Institutional Guide for the Bologna Process at the University of Mosul

- 1-1 General Introduction
- 1-2 Overview of the Bologna Process
- 1-3 Background of Adopting the Bologna Process in Iraq
- 1-4 The University of Mosul's Journey in Implementing the Bologna Process
- 1-5 Importance of the Institutional Guide
- 1-6 Objectives of the Guide
- 1-7 Scope of Application

Chapter Two: The Academic Philosophy of the Bologna Process

- 2-1 Concept of the Bologna Process
- 2-2 Philosophy of Student-Centered Learning (Student-Centered Learning)
- 2-3 Objectives of the Bologna Process
- 2-4 Core Principles of the Bologna Process
- 2-5 International Comparability of Academic Qualifications
- 2-6 Academic Mobility and Student Mobility (Mobility)
- 2-7 Alignment with the Labor Market
- 2-8 Relationship with Quality Assurance and Academic Accreditation
- 2-9 Relationship with Global University Rankings

Chapter Three: Basic Terms and Definitions

- 3-1 Bologna Process (Bologna Process)



- 3-2 European Credit Transfer System (ECTS)
- 3-3 Learning Outcomes (Learning Outcomes)
- 3-4 Student Workload (Student Workload)
- 3-5 Programme (Programme)
- 3-6 Module/Course (Module/Course)
- 3-7 Prerequisites (Prerequisites)
- 3-8 Corequisite Courses
- 3-9 Formative and Summative Assessment
- 3-10 Semester GPA and Cumulative GPA (GPA and CGPA)
- 3-11 Diploma Supplement (Diploma Supplement)
- 3-12 National Qualifications Framework
- 3-13 Academic Advisor
- 3-14 Programme Guide
- 3-15 Course Guide

Chapter Four: Institutional Governance for Implementing the Bologna Process at the University of Mosul

- 4-1 Institutional Structure for Implementing Bologna
- 4-2 Role of the University Presidency
- 4-3 Role of the Studies and Planning Department
- 4-4 Role of Academic Departments and Colleges
- 4-5 Role of Scientific Committees
- 4-6 Role of Quality Assurance and University Performance Units
- 4-7 Role of the Academic Systems Division
- 4-8 Responsibilities of Faculty Members
- 4-9 Role of the Academic Advisor
- 4-10 Responsibilities of the Student
- 4-11 Institutional Coordination and Follow-up Mechanisms



Chapter Five: The Academic System under the Bologna Process

- 5-1 The Academic Year and Semesters
- 5-2 Application of the Credit System (ECTS) at the University of Mosul
- 5-3 Organization of Student Workload (Student Workload Management)
- 5-4 Organization of Teaching Hours
- 5-5 Design and Organization of the Class Schedule
- 5-6 The Summer Semester
- 5-7 Student Registration
- 5-8 Course Registration
- 5-9 Add/Drop System (Add / Drop System)
- 5-10 Organization of Preparatory and Corequisite Courses
- 5-11 Organization of Academic Advising
- 5-12 Student Academic Progression (Student Academic Progression)

Chapter Six: Design of Academic Programmes and Courses under the Bologna Process (Programme & Course Design)

- 6-1 Institutional Framework for Designing Programmes and Courses
- 6-2 Steps for Building and Designing an Academic Programme
- 6-3 Defining the Objectives of the Academic Programme
- 6-4 Designing Programme Learning Outcomes (PLOs)
- 6-5 Aligning the Programme with the Labor Market and Stakeholders
- 6-6 Benchmarking and Academic Alignment (Benchmarking & Academic Alignment)



- 6-7 Building the Study Plan and Distributing Credit Units
- 6-8 Designing and Describing the Course
- 6-9 Designing Course Learning Outcomes (CLOs)
- 6-10 Teaching and Learning Strategies and Educational Activities
- 6-11 Designing Assessment Strategies and Building Rubrics
- 6-12 Alignment Matrix (Curriculum Mapping Matrix)
- 6-13 Course File (Course File)
- 6-14 Review and Update of Programmes and Courses

Chapter Seven: The Assessment and Examination System under the Bologna Process

- 7-1 Institutional Framework for Assessment and Examinations
- 7-2 Organization of Continuous Assessment (Continuous/Formative Assessment – 40%)
- 7-3 Organization of Summative Assessment (Summative Assessment – 60%)
- 7-4 Organization of Midterm and Final Examinations
- 7-5 Attendance Rules and Examination Eligibility
- 7-6 Conditions and Requirements for Participating in the Final Examination
- 7-7 Cases of Failure and Academic Remediation
- 7-8 Examination Attempts and Re-assessment
- 7-9 Calculation of Academic Performance and Grade Averages (GPA & CGPA Administration)
- 7-10 Organization of Announcing Results and Grades

Chapter Eight: Quality Assurance and Academic Accreditation under Bologna



- 8-1 Institutional Framework for Quality Assurance under the Bologna Process
- 8-2 European Standards for Quality Assurance (European Standards and Guidelines – ESG)
- 8-3 Academic Performance Indicators (Academic Key Performance Indicators – KPIs)
- 8-4 Evaluation of Academic Programmes
- 8-5 Evaluation of Courses
- 8-6 Evaluation of Faculty Academic Performance
- 8-7 Evaluation of Student Satisfaction and Learning Experience
- 8-8 Continuous Improvement and Academic Quality Development
- 8-9 Academic Audit and Follow-up

Chapter Nine: Digital Transformation and Management of the Educational Process under the Bologna System

- 9-1 Institutional Framework for Digital Transformation at the University of Mosul
- 9-2 Student Information System (Student Information System – SIS)
- 9-3 Comprehensive Digital Transformation Platform (Higher Education Platform for Integrated Quality – HEPIQ)
- 9-4 Learning Management Systems and Electronic Examination Systems (Learning Management Systems – LMS & Examination Management Systems – EMS)
- 9-5 Academic Data Management and Digital Integration
- 9-6 Digital Archiving and Electronic Academic Documentation



9-7 Dashboards and Digital Monitoring Indicators (Dashboards & Academic Monitoring Indicators)

Chapter Ten: Transfer, Academic Hosting, and Credit Transfer

- 10-1 Transfer Between Universities
- 10-2 Academic Hosting
- 10-3 Credit Transfer
- 10-4 Recognition of Credit Units
- 10-5 International Academic Mobility

Chapter Eleven: Impact of Adopting the Bologna Process on Enhancing Education Quality and the Institutional Ranking of the University of Mosul

- 11-1 Improving the Quality of Teaching and Learning
- 11-2 Enhancing the University's Academic Reputation
- 11-3 Relationship with Global Rankings
- 11-4 Enhancing Academic Accreditation Opportunities
- 11-5 Enhancing Employability and Labor Market Alignment
- 11-6 International Academic Mobility

Chapter Twelve: Appendices and Approved Official Forms

- 12-1 Institutional Framework for Appendices and Official Forms
- 12-2 Programme Guide (Programme Catalogue)
- 12-3 Programme Specification (Programme Specification)
- 12-4 Module Description Catalogue (Module Description Catalogue)
- 12-5 Student Workload Form (SWL Form)
- 12-6 Academic Programmes of Colleges Following the Bologna Track



Chapter One

General Framework of the Institutional Guide for the Bologna Process at the University of Mosul

1-1 Introduction

Higher education around the world is undergoing rapid transformations aimed at enhancing the quality of educational outcomes, raising the efficiency of academic institutions, and developing academic programmes in line with the requirements of sustainable development and the global labor market, in addition to achieving a greater degree of harmonization and mutual recognition of academic qualifications among universities and educational institutions. In this context, the Bologna Process has emerged as an integrated international framework for the reform of higher education, aiming to develop academic systems by adopting a modern educational philosophy based on learning outcomes, student-centeredness, and the European Credit Transfer System (ECTS), as well as quality assurance, continuous evaluation, and academic mobility among educational institutions. The Bologna Process is considered one of the most prominent global initiatives that has contributed to reshaping the structure of university education, making it more harmonized, flexible, and internationally comparable.

In light of the directions of the Ministry of Higher Education and Scientific Research in the Republic of Iraq toward modernizing the educational environment and adopting



contemporary academic systems, the application of the Bologna Process was gradually adopted in Iraqi universities beginning with the academic year (2021–2022), with the aim of developing the quality of university education, improving learning outcomes, and linking academic programmes to approved international standards, as well as enhancing students' opportunities to compete academically and professionally at the local, regional, and international levels. This direction was based on the issuance of guides and regulatory instructions defining the general foundations for applying the system and the mechanisms of registration, assessment, workload, learning outcomes, and management of academic programmes in accordance with modern quality standards.

Proceeding from the University of Mosul's commitment to its academic mission and its leading role in developing the higher education system, the University has adopted a clear institutional approach to implementing the Bologna Process, based on its conviction of the importance of transitioning toward more flexible, efficient, and higher-quality educational systems that respond to scientific and technological developments and the requirements of the knowledge economy, and that contribute to building an educational environment based on active learning, skills development, and the promotion of critical thinking and innovation, enabling students to acquire the knowledge and competencies necessary for academic and professional success.

Within this framework, the institutional guide for the adoption and implementation of the Bologna Process at the University



of Mosul serves as a unified organizational and academic reference that aims to unify the concepts and procedures related to implementing the Bologna Process across all university units, and to set out the foundations, standards, and mechanisms adopted for implementing the system at the level of colleges, academic departments, and academic programmes, in a way that ensures the highest levels of institutional consistency and academic quality.

This guide aims to provide a clear practical and procedural framework that defines the institutional roles and responsibilities related to implementing the Bologna Process, promotes a shared understanding of its concepts and requirements, and provides a unified reference for faculty members, university administrations, scientific committees, quality units, and students, thereby contributing to raising implementation efficiency and reducing procedural discrepancies among the various units within the university. This guide also affirms the University of Mosul's commitment to promoting the principles of quality, transparency, and academic accountability, supporting student-centered education, developing academic programmes based on learning outcomes and professional competencies, and enhancing the international comparability of academic qualifications in line with national and international standards — thereby contributing to consolidating the University's academic standing and improving its institutional performance indicators and academic ranking at the local, regional, and international levels.

This guide is a flexible institutional document subject to continuous updating, to be reviewed periodically based on



legislative and regulatory developments issued by the Ministry of Higher Education and Scientific Research, developments related to the Bologna Process worldwide, as well as feedback resulting from practical implementation within the University of Mosul, thereby ensuring the sustainability of development and continuous improvement of the educational process.

The University of Mosul's Vision for Implementing the Bologna Process

The University of Mosul adopts an ambitious institutional vision for implementing the Bologna Process, based on building a modern, flexible, high-quality academic educational system compatible with national and international standards, placing the student at the center of the educational process, enhancing learning outcomes and professional competencies, and contributing to preparing graduates who possess the knowledge, skills, and competitive capabilities necessary to meet the requirements of the labor market and sustainable development.

Through the integrated institutional implementation of the Bologna Process, the University of Mosul seeks to establish an academic environment based on quality, innovation, and continuous improvement, and to develop academic programmes according to modern scientific foundations based on learning outcomes and the European Credit Transfer System (ECTS), enhancing the efficiency of teaching and learning and ensuring the comparability of



academic qualifications at the regional and international levels, thereby supporting opportunities for academic mobility, scientific cooperation, and institutional openness.

The University of Mosul also believes that the sound and effective implementation of the Bologna Process represents a strategic pillar for enhancing its academic and research standing, supporting its readiness for academic accreditation, improving institutional performance indicators, and contributing to raising the University's ranking within global indicators and rankings, in line with its scientific mission and future vision of leadership, excellence, and sustainability.

1-2 Overview of the Bologna Process

The Bologna Process is considered one of the most important recent international initiatives for reforming higher education and developing its academic systems, representing an international cooperative framework aimed at building a unified higher education area characterized by flexibility, quality, comparability, and mutual recognition of academic qualifications among countries and educational institutions. This process was formally launched with the signing of the Bologna Declaration in 1999 by a group of European countries in the Italian city of Bologna, with the aim of establishing a more integrated system of higher education capable of meeting contemporary scientific, economic, and social challenges.

The Bologna Process is based on a set of core principles aimed at improving the quality of higher education and



enhancing its efficiency, through the adoption of a relatively unified academic system based on Learning Outcomes, the transition from traditional content-based education to Student-Centered Learning, as well as the adoption of the European Credit Transfer System (ECTS) as a standard tool for measuring the volume of learning and student workload and facilitating academic mobility between different educational institutions.

The Bologna Process also seeks to achieve a set of strategic objectives, including enhancing the comparability of academic programmes and qualifications, improving the quality of education through evaluation and quality assurance mechanisms, facilitating the academic mobility of students and faculty, developing academic programmes in line with labor market requirements, and enhancing transparency and efficiency in managing the educational process. These principles have become a global reference framework benefiting many countries outside Europe in modernizing their university systems and developing teaching and learning environments.

The Bologna system is based on a modern educational philosophy that considers the student the center of the educational process, whereby the success of an academic programme is measured by the extent to which the student achieves clear and specific learning outcomes, rather than merely by the number of study hours or the volume of academic content delivered. In this way, the educational process shifts from a Teaching-Oriented System to a Learning-Oriented System focused on acquiring skills and



competencies, thereby enhancing the student's academic independence and developing their capacity for critical thinking, teamwork, self-learning, problem-solving, and innovation.

In light of this, the Bologna Process consists of a set of interconnected elements, including:

1. **The European Credit Transfer System (ECTS)** : used to measure the student's workload in a standardized manner, whereby credits are calculated based on the time and effort expended to achieve learning outcomes.
2. **Learning Outcomes** : the knowledge, skills, and competencies a student is expected to possess after successfully completing a course or academic programme.
3. **Student-Centered Learning**: which gives the student an active role in the learning process and relies on applied activities, continuous assessment, and academic interaction.
4. **Quality Assurance and Academic Accreditation**: through the adoption of clear standards for evaluating academic performance and continuously improving academic programmes.
5. **Academic Mobility and Student Mobility**: allowing students to move between universities and academic programmes according to academically recognized foundations.
6. **Transparency and International Comparability**: through the unification of academic concepts and



standards and facilitating the recognition of degrees and qualifications.

The University of Mosul believes that adopting the Bologna Process does not represent merely a technical shift to the credit system or a change in registration and assessment mechanisms, but rather represents a comprehensive institutional transformation in the philosophy of university education, based on quality and continuous improvement, that strengthens the relationship between university education and economic and social development, and supports the development of a graduate with scientific, professional, and competitive skills capable of keeping pace with local and global changes.

1-3 Background of Adopting the Bologna Process in Iraq

As part of efforts to modernize the higher education system in the Republic of Iraq, and in its pursuit of developing the university environment and improving the quality of education and its outcomes, the Ministry of Higher Education and Scientific Research moved to adopt a number of academic and organizational reforms aimed at aligning Iraqi university education with modern global trends in higher education. Among the most prominent of these was the gradual adoption of the principles and mechanisms of the Bologna Process in a number of specializations and academic programmes.

The adoption of the Bologna Process came in response to a set of changes and challenges facing higher education, foremost among them the need to develop the quality of



academic programmes, enhance the reliability of university degrees, improve graduate employability, and link educational outcomes to labor market needs, as well as raise the international competitiveness of Iraqi universities and achieve a greater degree of harmony with globally recognized academic systems.

The Ministry of Higher Education and Scientific Research began the gradual implementation of the Bologna Process starting with the academic year (2021–2022), through the issuance of a set of guides and regulatory instructions that defined the general foundations of the system, the mechanisms for calculating credit units, concepts of learning outcomes, the management of programmes and courses, assessment and examination mechanisms, registration requirements, and quality controls related to the system.

The Ministry adopted a phased implementation approach to ensure the success of the institutional transition and reduce administrative and academic challenges, as the system was implemented gradually according to the specific nature of each specialization and college, while providing the necessary guidance manuals, regulatory forms, and training workshops for faculty members and university administrations.

The adoption of the Bologna Process in Iraq was also linked to a number of strategic objectives, most notably:

1. Improving the quality of higher education and raising the efficiency of academic programmes.
2. Strengthening the reputation of Iraqi universities and enhancing their scientific and academic standing.



3. Developing modern curricula based on learning outcomes and professional competencies.
4. Enhancing transparency and academic flexibility in registration, assessment, and study management.
5. Supporting academic mobility and international cooperation.
6. Enhancing graduates' employment opportunities and linking university education to development and labor market requirements.

Based on this national direction, Iraqi universities, including the University of Mosul, are working to build an academic environment capable of effectively implementing the Bologna Process, by developing institutional policies, qualifying teaching and administrative staff, updating academic programmes, and adopting digital and administrative systems that support the desired academic transformation.

1-4 The University of Mosul's Journey in Implementing the Bologna Process

Given its scientific and academic standing as one of the leading Iraqi universities, the University of Mosul has adopted a proactive and responsible approach to implementing the Bologna Process, in line with the directions of the Ministry of Higher Education and Scientific Research aimed at modernizing the university education system and improving the quality of the educational process. The University has approached this transformation as a strategic institutional development project, not limited to procedural change in the study system, but extending to rebuilding the



academic environment according to modern education concepts centered on the student, learning outcomes, and sustainable quality. The University has gone through gradual implementation stages, including introducing the system in a number of scientific and applied colleges as part of a phased implementation plan, with some colleges being among the first university units to adopt the system according to the timelines set by the Ministry, followed by expansion phases that included additional specializations in line with the requirements of academic, administrative, and technical readiness.

During the implementation stages, the University of Mosul worked on:

1. Forming academic and administrative teams and committees to follow up on the implementation of the system.
2. Preparing guidance manuals and forms for programmes and courses.
3. Conducting workshops and training courses for faculty members and administrative staff.
4. Developing electronic registration and student follow-up mechanisms.
5. Strengthening the role of academic advising and educational follow-up.
6. Aligning academic programmes with learning outcomes and quality requirements.

The University has also ensured that the Bologna Process is part of its institutional plans aimed at developing academic



performance, enhancing its readiness for academic accreditation, raising quality indicators, and improving its position in national and international university rankings, reflecting its vision of building a modern educational environment based on flexibility, efficiency, and excellence.

1-5 Importance of the Institutional Guide

This institutional guide represents a unified organizational and academic reference for the University of Mosul in implementing the Bologna Process, aiming to unify the concepts, procedures, and implementation practices related to the system across the various university units, thereby ensuring institutional consistency and reducing variation in implementation among colleges and academic departments.

The importance of this guide stems from its being a strategic tool that contributes to:

1. Unifying the understanding of the concepts and requirements of the Bologna Process within the University.
2. Clarifying the institutional roles and responsibilities of all relevant parties.
3. Enhancing the quality of implementation and reducing procedural differences.
4. Supporting academic and administrative decision-making.
5. Providing an official reference for faculty members, university administrations, and students.



6. Enhancing compliance with Ministry instructions and quality assurance and academic accreditation requirements.
7. Supporting continuous improvement and raising institutional performance efficiency.

Accordingly, this guide is not to be viewed merely as a regulatory document, but rather as an institutional framework supporting the academic transformation adopted by the University of Mosul on its path toward modern, high-quality university education.

1-6 Objectives of the Guide

This guide aims to achieve a set of institutional, academic, and regulatory objectives that contribute to the effective and integrated implementation of the Bologna Process at the University of Mosul, most notably:

1. Unifying the conceptual and regulatory framework of the Bologna Process within the University.
2. Providing a unified institutional reference for implementing the system.
3. Clarifying the roles and responsibilities related to implementation and follow-up.
4. Supporting the quality of student-centered teaching and learning.
5. Enhancing the alignment of academic programmes with learning outcomes and the labor market.
6. Raising the efficiency of registration, assessment, and academic follow-up systems.



7. Supporting the requirements of quality assurance, academic accreditation, and global rankings.
8. Enhancing academic mobility and the international comparability of qualifications.
9. Supporting continuous improvement and developing the educational environment within the University.

1-7 Scope of Application

This guide defines the institutional and regulatory framework for implementing the Bologna Process at the University of Mosul, and is adopted as a unified reference for guiding and organizing the academic and administrative procedures related to the system across the various university units, thereby ensuring consistency in implementation, enhancing institutional performance quality, and achieving harmony with the instructions and controls issued by the Ministry of Higher Education and Scientific Research. The scope of this guide covers all practices and procedures related to planning, implementing, following up, and evaluating the educational process according to the philosophy and principles of the Bologna Process.

The scope of application extends to include all colleges, institutes, academic departments, and academic programmes covered by the implementation of the Bologna Process at the University of Mosul, whether they have already implemented the system or are being prepared for gradual transition to it according to plans approved by the University and the Ministry, in a manner consistent with the nature and specificity of the academic specializations.



The scope of application also includes the following aspects:

First: Academic Aspects

1. Designing and developing academic programmes.
2. Describing courses and academic programmes.
3. Defining learning outcomes and linking them to the National Qualifications Framework.
4. Managing student workload (Student Workload).
5. Adopting the European Credit Transfer System (ECTS).
6. Organizing continuous assessment and examinations according to the Bologna philosophy.
7. Academic advising and educational follow-up.

Second: Administrative and Regulatory Aspects

1. Student registration and management of the academic pathway.
2. Management of databases and related electronic systems.
3. Following up on the implementation of study plans and courses.
4. Organizing transfer, hosting, and credit transfer procedures.
5. Documenting academic performance and preparing institutional reports.

Third: Aspects Related to Quality Assurance

1. Monitoring compliance with academic quality standards.



2. Periodically evaluating academic programmes and courses.
3. Supporting continuous improvement and institutional performance development.
4. Enhancing readiness for national and international academic accreditation.

This guide also defines the limits of institutional application by adopting it as a binding internal regulatory reference for all university units regarding procedures related to the Bologna Process, taking into account the specificity of certain programmes and specializations that require additional implementation or regulatory requirements in accordance with applicable ministerial controls.



Chapter Two

The Academic Philosophy of the Bologna Process

2-1 Concept of the Bologna Process

The Bologna Process is defined as an international framework for reforming and developing higher education, aiming to build a more integrated, flexible, and high-quality academic system based on enhancing the comparability of academic qualifications, developing academic programmes according to relatively unified standards, and adopting modern educational systems centered on the student and learning outcomes, thereby achieving greater alignment between educational institutions and the needs of development and the labor market.

The Bologna Process is based on a modern academic philosophy that redefines the concept of university education, shifting from the traditional model based on knowledge transfer and a focus on teaching to a more comprehensive educational model that focuses on learning, skill and competency acquisition, and achieving measurable and evaluable learning outcomes. In this context, the student is viewed as the center of the educational process and an active partner in it, rather than a passive recipient of knowledge.

The Bologna Process includes a set of interconnected academic and organizational components, most notably:



1. Adopting the European Credit Transfer System (ECTS) to measure student workload.
2. Designing academic programmes according to clear and measurable learning outcomes.
3. Enhancing Student-Centered Learning.
4. Adopting continuous and diverse assessment methods that actually measure the achievement of learning.
5. Supporting the academic mobility of students and faculty.
6. Adopting quality assurance and academic accreditation standards.
7. Enhancing the comparability and international recognition of academic qualifications.

Within the framework of the University of Mosul's implementation of the Bologna Process, the process is understood as an institutional project for academic transformation, not merely a change in the study system or the number of hours and credit units, as it represents an integrated educational philosophy aimed at building a more flexible, high-quality, and efficient university environment capable of preparing graduates with the cognitive, professional, and personal skills needed to keep pace with local and global changes.

The University of Mosul also believes that implementing the Bologna Process represents a strategic tool for enhancing the quality of higher education, raising the efficiency of academic programmes, and achieving integration between teaching, learning, scientific research, and community



service, thereby contributing to strengthening the University's academic and competitive standing at the national, regional, and international levels.

2-2 Philosophy of Student-Centered Learning (Student-Centered Learning)

The philosophy of Student-Centered Learning (SCL) represents one of the fundamental pillars of the Bologna Process, as it is based on reformulating the educational relationship within the university environment in a way that makes the student the center of the teaching and learning process and an active partner in building knowledge and acquiring skills, rather than merely being a recipient of information within the classroom.

This philosophy proceeds from a core principle: that the success of the educational process is not measured by the amount of information provided by the instructor, but by the extent to which the student achieves the specified learning outcomes and acquires the cognitive, practical, and behavioral competencies necessary for academic and professional excellence.

In light of this philosophy, the role of the faculty member shifts from a transmitter of information to a guide, mentor, and facilitator of the learning process, designing stimulating educational environments and providing diverse academic activities that support critical thinking, problem-solving, teamwork, self-directed learning, and innovation.

The philosophy of Student-Centered Learning is based on a set of core principles, most notably:



First: Active Student Participation

The student is given an active role in learning through participation in classroom and extracurricular activities, preparing projects and reports, academic discussions, presentations, and independent research.

Second: Focus on Learning Outcomes

Courses and academic programmes are designed in a way that is directly linked to what the student is expected to know, understand, and be able to apply after successfully completing the course or academic programme.

Third: Consideration of Individual Differences

This philosophy recognizes the differences in students' abilities, educational needs, and learning styles, which requires diversifying teaching and assessment methods in order to achieve educational fairness and enhance opportunities for success.

Fourth: Active Learning

The modern educational environment relies on engaging the student in learning through:

1. Problem-solving.
2. Project-based learning.
3. Cooperative and group learning.
4. Academic discussions.
5. Simulation and practical applications.



Fifth: Continuous Assessment and Feedback

The Bologna Process relies on continuous formative assessment that helps the student identify their strengths and weaknesses and gradually improve their performance during the semester.

Sixth: Developing Lifelong Learning Skills

The educational process aims to prepare a student capable of continuous self-directed learning, keeping pace with scientific and technological developments, and adapting to the changing requirements of professional life.

Within the vision of the University of Mosul, Student-Centered Learning represents one of the core principles underlying the development of academic programmes and courses, as the University works to promote flexible, interactive learning environments that support creativity, skills development, effective academic advising, and an improved student educational experience, in line with modern international standards in higher education.

The University also seeks to develop faculty members' capabilities in adopting modern student-centered teaching strategies, improving assessment methods and the measurement of learning outcomes, and building an academic culture that encourages intellectual independence, innovation, critical thinking, and teamwork.



2-3 Objectives of the Bologna Process

The Bologna Process aims to bring about a qualitative transformation in the higher education system by developing academic systems, improving the quality of the educational process, enhancing the international comparability of academic qualifications, and building a more flexible and effective educational environment responsive to scientific, economic, and social changes.

The main objectives of the Bologna Process are as follows:

First: Improving the Quality of Higher Education

The Bologna Process seeks to develop the quality of education by designing academic programmes based on learning outcomes, adopting continuous assessment systems, improving teaching and learning environments, and promoting a culture of quality and continuous improvement.

Second: Enhancing Student-Centered Learning

The process aims to shift the center of gravity in the educational process from teaching to learning, and from content to competencies and skills, thereby enhancing student participation and academic independence.

Third: Developing Learning Outcomes and Professional Competencies

The Bologna Process works to ensure that graduates possess the knowledge, skills, values, and competencies that qualify them for effective integration into the labor market and society.



Fourth: Enhancing Transparency and Academic Comparability

Through adopting clear systems for grades and credit units and describing programmes and courses, thereby facilitating the comparison of academic qualifications between universities and countries.

Fifth: Supporting Academic Mobility and Student Mobility

Enabling students and faculty to move between academic institutions and benefit from different educational experiences.

Sixth: Strengthening the Relationship Between Education and the Labor Market

By updating curricula and linking them to the professional competencies and skills required in modern work environments.

Seventh: Supporting Academic Accreditation and Quality Assurance

Through adopting clear standards for evaluation, follow-up, and continuous improvement.

Eighth: Enhancing the International Competitiveness of Universities

Contributing to improving the academic reputation of universities and raising their readiness for integration into global educational environments.



In this context, the University of Mosul views the objectives of the Bologna Process as part of its strategic vision aimed at building a modern, high-quality university capable of preparing graduates with the knowledge and competencies necessary to compete in changing work environments and contribute to sustainable national development.

2-4 Core Principles of the Bologna Process

The Bologna Process is based on a set of academic and regulatory principles that form the governing reference framework for its implementation and provide the philosophical and practical foundation for developing higher education in a way that achieves quality, flexibility, efficiency, and international recognition of academic qualifications. The most prominent of these principles include:

1. Student-Centered Learning
2. Learning Outcomes
3. The European Credit Transfer System (ECTS)
4. Academic Flexibility and Student Mobility
5. Quality Assurance and Continuous Improvement
6. Transparency and International Comparability
7. Connection to the Labor Market and Professional Competencies
8. **Academic Recognition of Qualifications and Degrees**

These principles constitute an integrated institutional framework that the University of Mosul seeks to establish



within its educational environment, thereby ensuring the sound implementation of the Bologna Process and the achievement of its strategic objectives.

2-5 International Comparability of Academic Qualifications

The International Comparability of Academic Qualifications represents one of the fundamental pillars of the Bologna Process, aiming to create an educational environment characterized by clarity, transparency, and mutual recognition of academic qualifications and degrees, allowing for an understanding of the nature of academic programmes and their outcomes and their comparison among different universities and educational institutions at the national, regional, and international levels.

This comparability is based on developing a shared academic framework that adopts a clear description of academic programmes, courses, learning outcomes, workload, and assessment mechanisms, allowing for a relatively unified understanding of the knowledge, skills, and competencies a graduate possesses after successfully completing the academic programme. The European Credit Transfer System (ECTS), programme descriptions, and the Diploma Supplement are among the main tools contributing to achieving this goal. Academic comparability also contributes to enhancing the confidence of educational institutions and employers in university qualifications, by providing accurate and transparent information about the nature of the academic programme, the level of learning



achieved, and the associated professional competencies, which supports graduates' opportunities to pursue postgraduate studies or integrate into diverse professional environments.

In this context, the University of Mosul works to develop its academic programmes and courses in a manner consistent with national and international reference frameworks, ensuring clarity of learning outcomes and programme descriptions, and adopting transparent and objective evaluation and measurement systems, which contributes to enhancing academic recognition of its qualifications and supports opportunities for academic cooperation and international openness. The University also believes that enhancing the international comparability of academic qualifications is an important factor in improving academic reputation, increasing opportunities for scientific partnerships, and enhancing the competitiveness of graduates locally, regionally, and globally.

2-6 Academic Mobility and Student Mobility (Academic Mobility & Student Mobility)

Academic mobility and student mobility are among the fundamental principles underlying the Bologna Process, referring to enabling students, faculty members, and researchers to move temporarily or permanently between different academic institutions, locally and internationally, for purposes of study, training, scientific research, or the exchange of expertise, within an academic framework that



ensures recognition of courses, credit units, and acquired learning outcomes.

The importance of academic mobility stems from its role in enhancing intellectual and cultural openness and providing students with the opportunity to experience different educational environments and acquire new academic, professional, and personal skills, as well as broadening their intellectual and cultural horizons and enhancing their ability to adapt to multicultural and multidisciplinary environments.

The concept of academic mobility in the Bologna Process is based on the existence of clear and flexible systems that allow for the transfer and recognition of credit units, ensuring that the academic effort exerted by a student is not lost when transferring between universities or academic programmes. It also relies on a clear description of programmes, courses, and learning outcomes, which facilitates credit transfer and academic recognition of acquired qualifications and courses.

Within the University of Mosul, academic mobility is viewed as a strategic tool for enhancing educational quality and institutional openness, as the University works to support opportunities for academic hosting, transfer, and exchange, and to develop a flexible educational environment that supports the participation of students and faculty in scientific, training, and research activities inside and outside Iraq, in accordance with applicable ministerial controls and instructions. The University also seeks to strengthen its academic and scientific partnerships with local and international universities, and to expand opportunities for



student exchange and research cooperation, thereby contributing to raising the efficiency of the university environment and enhancing the University of Mosul's academic presence at the regional and international levels.

2-7 Alignment with the Labor Market

Aligning university education with labor market requirements is one of the fundamental strategic objectives of the Bologna Process, as the process aims to reduce the gap between academic knowledge and the professional skills required in modern work environments, and to ensure the preparation of graduates who possess the scientific, practical, and behavioral competencies that qualify them for competition and professional success. This philosophy proceeds from the principle that the quality of university education is not measured solely by the cognitive content provided to the student, but by the extent to which the academic programme is able to prepare a graduate with the knowledge, skills, and attitudes necessary for positive engagement with the requirements of professional and social life and effective contribution to economic and social development. To achieve this goal, the Bologna Process relies on designing academic programmes based on clear learning outcomes linked to required professional and occupational competencies, with a focus on developing Transferable Skills such as:

1. Critical and analytical thinking.
2. Problem-solving and decision-making.
3. Teamwork and effective communication.



4. Technology and digital transformation skills.
5. Leadership, creativity, and innovation.
6. Self-directed and lifelong learning.

The Bologna Process also emphasizes the importance of involving stakeholders, including employers, experts, and professional sectors, in developing academic programmes and periodically reviewing them to ensure their responsiveness to rapid changes in the economy and labor market.

In this framework, the University of Mosul works to enhance the alignment of its academic programmes with the national and regional needs of the labor market by updating academic curricula, linking learning outcomes to professional competencies, and encouraging practical training, project-based learning, and the development of applied and research skills, thereby contributing to preparing a graduate with the academic and professional readiness necessary for competitiveness, productivity, and creativity. The University also views alignment with the labor market as one of the fundamental indicators of educational quality and an important factor in improving graduates' employment opportunities and enhancing the University's role in sustainable development and community service.

2-8 Relationship with Quality Assurance and Academic Accreditation

The Bologna Process is closely linked to quality assurance and academic accreditation systems, as quality is



one of the fundamental pillars underlying the process and the primary means of ensuring the achievement of educational objectives and the continuous development of academic programmes and institutions. The philosophy of quality in the Bologna Process is based on building an educational system based on planning, implementation, evaluation, and continuous improvement, by establishing clear standards for academic programmes, learning outcomes, teaching and assessment methods, and academic governance, thereby ensuring high levels of educational efficiency and effectiveness. The Bologna Process also contributes to supporting the application of European Standards and Guidelines (ESG) in higher education, which emphasize:

1. Clarity of academic and institutional policies.
2. Designing educational programmes based on learning outcomes.
3. Continuous assessment and performance improvement.
4. Involving students and stakeholders in development.
5. Periodically reviewing programmes.
6. Academic transparency and accountability.

From this standpoint, the University of Mosul works to make the implementation of the Bologna Process part of its institutional quality assurance system, by enhancing the continuous review of academic programmes, developing assessment mechanisms, measuring learning outcomes, improving the student educational experience, and



supporting readiness for national and international academic accreditation. The University also believes that the sound implementation of the Bologna Process represents a fundamental pillar for enhancing the institutional quality culture and improving academic and administrative performance, as well as raising the efficiency of educational and research outcomes.

2-9 Relationship with Global University Rankings

Global university rankings have become one of the important indicators reflecting the quality of institutional, academic, and research performance of university institutions, providing tools for measuring academic reputation, quality of education, scientific output, international openness, and the level of global competitiveness.

In this context, the Bologna Process indirectly contributes to supporting performance indicators related to global rankings, by enhancing the quality of teaching and learning, improving academic transparency, developing academic programmes, enhancing international openness and academic mobility, raising graduates' readiness, and developing quality and institutional accreditation systems. The Bologna philosophy is positively reflected in a number of indicators adopted by global rankings, including:

1. Quality of the educational environment.
2. Academic mobility and international cooperation.
3. Employability and graduate reputation.



4. International academic partnerships.
5. Quality of institutional governance.
6. Student satisfaction and improved learning experience.
7. Quality of academic programmes and clarity of learning outcomes.

Within the vision of the University of Mosul, the effective institutional implementation of the Bologna Process represents one of the strategic paths that contribute to enhancing the University's academic standing, improving the quality of its programmes and educational outcomes, and raising its competitive capacity at the national, regional, and international levels. The University also views the Bologna Process as a supporting tool for achieving its objectives in academic and research excellence, enhancing its presence in global rankings, and building a modern university environment capable of keeping pace with international trends in higher education and scientific research.



Chapter Three

Basic Terms and Definitions

Preface

This chapter aims to unify the basic concepts and terms used in implementing the Bologna system within the University of Mosul, and to provide reference institutional definitions that contribute to enhancing a shared understanding of the academic and regulatory concepts adopted in managing academic programmes, courses, and the educational process.

The definitions contained in this chapter are adopted as a unified institutional reference used in academic documents, regulatory instructions, official forms, and quality and assessment procedures, in a manner consistent with the guide for adopting the Bologna Process in Iraqi universities and related ministerial instructions.

3-1 Bologna Process (Bologna Process)

The Bologna Process refers to the academic and regulatory framework adopted at the University of Mosul for organizing academic programmes and courses according to the credit system, learning outcomes, workload, and assessment and quality mechanisms, thereby achieving academic comparability and enhancing the efficiency of higher education. This term is used at the University to refer to the institutional system that organizes the construction of academic programmes and the management of the student's academic pathway according to approved controls and instructions.



3-2 European Credit Transfer System

(European Credit Transfer and Accumulation System – ECTS)

The European Credit Transfer System refers to the standard system used to calculate academic credit units for courses and academic programmes based on the expected student workload required to achieve the targeted learning outcomes. This system is used at the University of Mosul to organize the study plan, distribute the academic workload, calculate academic progress, and support academic recognition of courses and credit units within the Bologna system.

3-3 Learning Outcomes (Learning Outcomes)

Learning outcomes refer to the knowledge, skills, and competencies a student is expected to achieve and demonstrate the ability to apply upon successfully completing an academic programme or course. Learning outcomes are used at the University of Mosul as an academic reference for designing programmes and courses and organizing teaching, assessment, and the measurement of academic achievement.

3-4 Student Workload (Student Workload – SWL)

Student workload refers to the total time and academic effort a student is expected to expend to fulfill learning requirements and achieve the learning outcomes of a course or academic programme. Workload includes organized and unorganized educational activities such as lectures, applied activities, assignments, independent reading, assessments,



and self-directed learning. This concept is used at the University of Mosul to determine credit units and distribute academic effort in a balanced manner among courses.

3-5 Academic Programme (Study program)

An academic programme refers to the organized academic framework that includes an interconnected set of courses and educational activities designed to achieve specific educational objectives and learning outcomes leading to the award of a particular academic qualification. The academic programme is used at the University of Mosul as the basic academic unit for organizing the student's educational pathway and defining graduation requirements and the approved study plan.

3-6 Course (Module / Course)

A course refers to the approved educational unit within an academic programme, which includes scientific content, educational activities, assessment mechanisms, and specific learning outcomes. A course is used at the University of Mosul as an academic component that contributes to achieving the learning outcomes of the academic programme, and is subject to an approved academic description that defines its objectives, requirements, and teaching and assessment mechanisms.

3-7 Prerequisites (Prerequisites)

Prerequisites refer to the courses or academic conditions that must be successfully completed before a student can register for a particular course, ensuring that the student possesses the fundamental knowledge or skills



necessary to study the subsequent course. Prerequisites are used at the University of Mosul to organize the academic sequence of courses and ensure systematic progression in building specialized knowledge and skills.

3-8 Corequisite Courses

Corequisite courses refer to courses that a student may be required to study in order to fulfill academic requirements or address scientific and knowledge gaps related to the academic programme or pathway.

Corequisite courses are used at the University of Mosul to support the integration of a student's academic background and ensure that the academic requirements necessary for effective integration into the academic programme and achievement of the targeted learning outcomes are met.

3-9 Formative Assessment and Summative Assessment (Formative Assessment & Summative Assessment)

Formative assessment refers to all assessment activities carried out during the semester with the aim of tracking the student's progress, continuously measuring their level of learning, and providing the necessary feedback to improve their academic performance.

Summative assessment refers to the assessment carried out at the end of the learning period or upon completion of the course, with the aim of measuring the level of achievement of learning outcomes and determining the student's final grade. The University of Mosul uses these two types of assessment within an integrated system to measure



academic performance and achieve fairness and objectivity in evaluating students.

3-10 Semester GPA and Cumulative GPA (GPA & CGPA)

The Semester Grade Point Average (GPA) refers to the numerical indicator expressing a student's academic performance level during a single semester, based on the results of the courses and credit units registered in that semester.

The Cumulative Grade Point Average (CGPA) is the numerical indicator expressing a student's overall academic performance from the beginning of their studies to the current stage, calculated based on all courses completed within the academic programme.

The University of Mosul adopts the semester GPA and cumulative CGPA as two fundamental indicators for monitoring academic progress and making academic decisions related to continuation, graduation, and academic distinction.

3-11 Diploma Supplement (Diploma Supplement)

The Diploma Supplement refers to the academic document accompanying the university degree, which includes detailed information about the academic programme completed by the student, the nature of the studies, learning outcomes, credit units, and the level of the academic qualification. The Diploma Supplement is used at the University of Mosul to enhance academic transparency and facilitate the understanding and recognition of academic



qualifications at the national and international levels. It is also one of the tools supporting academic and professional mobility and the comparability of academic qualifications.

3-12 National Qualifications Framework (National Qualifications Framework – NQF)

The National Qualifications Framework refers to the national reference system that defines the levels of educational qualifications and the competencies, knowledge, and skills expected for each academic level. The National Qualifications Framework is used at the University of Mosul as a reference for designing academic programmes, formulating learning outcomes, determining levels of academic qualification, and ensuring the consistency of university qualifications with approved national standards. It also contributes to enhancing the comparability and recognition of academic qualifications within Iraq and abroad.

3-13 Academic Advisor (Academic Advisor)

The Academic Advisor refers to a faculty member or person academically assigned to follow up with and guide students on academic matters related to the academic plan, registration, academic progress, and fulfilling graduation requirements. The Academic Advisor plays a supporting role in helping students make appropriate academic decisions, monitoring their academic performance, and addressing educational challenges they may face during their university journey. This is also one of the fundamental elements in implementing student-centered learning within the Bologna system.



3-14 Programme Guide (Program Catalogue)

The Programme Guide refers to the official academic document that includes a comprehensive description of the academic programme, its components, objectives, learning outcomes, study plan, and admission and graduation requirements. The Programme Guide is used at the University of Mosul as an official reference for students, faculty members, and relevant parties, providing clear information about the nature of the programme, its academic pathway, and its educational requirements. It is also one of the fundamental documents adopted in quality assurance and academic accreditation.

3-15 Course Guide (Module Description Catalogue)

The Course Guide, or course description, refers to the approved academic document that includes all essential information related to the course, including its objectives, learning outcomes, scientific content, learning requirements, assessment mechanisms, and associated workload. The Course Guide is used at the University of Mosul to ensure clarity of course requirements, achieve consistency between teaching, assessment, and learning outcomes, and support academic follow-up and institutional quality processes. It is also a fundamental reference for both faculty and students in fulfilling course requirements and achieving its educational objectives.



Chapter Four

Institutional Governance for Implementing the Bologna Process at the University of Mosul

Preface

Institutional governance represents one of the fundamental pillars for the successful implementation of the Bologna Process within higher education institutions, as the effectiveness and sustainability of implementation depend on having a clear organizational structure, defined roles and responsibilities, and institutional follow-up and evaluation mechanisms that ensure coordination among the various administrative and academic levels and support decision-making based on quality, transparency, and accountability.

In this context, the University of Mosul adopts an integrated institutional framework for governing the implementation of the Bologna Process, based on the principle of shared responsibility and functional integration among the University Presidency, colleges, academic departments, divisions, administrative units, scientific committees, quality units, faculty members, and students, thereby ensuring the consistent and effective implementation of ministerial instructions and controls, and enhancing the quality of teaching, learning, and continuous improvement.

This chapter aims to clarify the institutional structure, roles, and responsibilities related to implementing the Bologna Process at the University of Mosul, and to define the organizational relationships and coordination and follow-up mechanisms among relevant parties.



4-1 Institutional Structure for Implementing Bologna (Institutional Governance Structure)

The University of Mosul adopts a tiered institutional framework for governing the implementation of the Bologna Process, based on a clear distribution of responsibilities and authorities among the various administrative and academic levels, thereby ensuring proper implementation, integration of roles, and achieving institutional consistency in managing the educational process. The institutional structure for implementing the Bologna Process is based on the principle of multi-level governance, which ensures that policies and decisions move clearly and systematically from the strategic level to the executive level. The institutional structure for implementing Bologna at the University of Mosul consists of the following levels:

First: The Strategic Level

This represents the level of setting general policies and making top-level decisions, and includes:

1. The University Presidency.
2. The Assistant to the University President for Scientific Affairs.
3. The Studies and Planning Department.
4. Relevant central bodies.

This level is concerned with setting general policies, institutional oversight, and monitoring the implementation of the Bologna Process at the university level.



Second: The Academic Executive Level

This represents the level of implementing academic policies and procedures within colleges and academic departments, and includes:

1. Deans of colleges and institutes.
2. Assistant Dean for Scientific Affairs.
3. Heads of academic departments.
4. Scientific committees.
5. Bologna committees or supporting academic committees.

This level is concerned with implementing academic instructions, organizing academic programmes and courses, and monitoring implementation quality.

Third: The Operational and Administrative Level

This includes:

1. The Academic Systems Unit within the Studies and Planning Division.
2. Registration and academic follow-up units.
3. Quality assurance and university performance units.
4. Supporting administrative and technical divisions.

This level manages the executive, technical, and administrative aspects related to implementing the system.



Fourth: The Direct Educational Level

This includes:

1. Faculty members.
2. Academic advisors.
3. Students.

This level represents the actual applied environment in which the Bologna philosophy is implemented within classrooms and various educational activities.

4-2 Role of the University Presidency

The University of Mosul Presidency holds the highest leadership and strategic role in implementing the Bologna Process, bearing responsibility for overall institutional oversight of the implementation of academic and regulatory policies related to the system, in line with the directions of the Ministry of Higher Education and Scientific Research and the University's strategic plans.

The responsibilities of the University Presidency include the following:

First: Setting Institutional Policies

1. Adopting the institutional vision for implementing Bologna.
2. Approving general policies and related implementation plans.



3. Issuing the necessary directives and regulatory instructions.

Second: Senior Oversight and Follow-up

1. Monitoring the level of system implementation within colleges and academic departments.
2. Evaluating institutional performance indicators related to implementation.
3. Addressing strategic challenges and difficulties.

Third: Providing a Supportive Institutional Environment

1. Supporting digital transformation and electronic systems related to education.
2. Providing the necessary human, administrative, and technical resources.
3. Supporting continuous training and development for faculty and staff.

Fourth: Supporting Quality and Academic Accreditation

1. Enhancing integration between Bologna and quality assurance.
2. Supporting institutional and programmatic accreditation plans.
3. Monitoring the University's readiness for external evaluation requirements.

Fifth: Supporting Institutional Coordination

1. Enhancing coordination among the various university units.



2. Overseeing the implementation of development initiatives related to Bologna.
3. Monitoring compliance with applicable ministerial instructions.

The University Presidency also plays an important role in establishing a culture of institutional change and adopting the philosophy of student-centered learning, as one of the fundamental pillars of the academic transformation adopted by the University of Mosul.

4-3 Role of the Studies and Planning Department

The Studies and Planning Department is the central institutional body responsible for coordinating, following up on, and developing the implementation of the Bologna Process at the University of Mosul, playing a pivotal role in ensuring institutional consistency in implementation, developing policies and procedures, and monitoring academic and organizational performance indicators.

The Department exercises its role as a coordinating, supervisory, and advisory body, ensuring the system is implemented soundly and in a manner consistent with ministerial instructions and the University's strategic objectives.

The tasks of the Studies and Planning Department include the following:

First: Planning and Policies

1. Preparing implementation plans for Bologna.
2. Developing related institutional and procedural guides.



3. Proposing academic and regulatory policies.

Second: Follow-up and Coordination

1. Monitoring the level of implementation in colleges and academic departments.
2. Coordinating communication between the University and the Ministry on Bologna-related matters.
3. Unifying institutional procedures and interpreting instructions.

Third: Institutional Capacity Building

1. Organizing training workshops and specialized seminars.
2. Developing the skills of faculty and administrative staff related to the system.
3. Disseminating the institutional culture of the Bologna Process.

Fourth: Monitoring and Evaluation

1. Preparing periodic reports on the level of implementation.
2. Monitoring institutional performance indicators.
3. Diagnosing challenges and proposing improvement solutions.

Fifth: Managing Institutional Guides and Forms

1. Preparing and updating guides for programmes and courses.
2. Unifying academic and administrative forms.



3. Overseeing the updating of reference documents.

The Studies and Planning Department also serves as the University's institutional reference body regarding the procedural interpretation of implementing the Bologna Process, thereby enhancing integration between academic policies and executive and administrative aspects.

4-4 Role of Colleges and Academic Departments

Colleges and academic departments represent the main executive level for implementing the Bologna Process within the University of Mosul, as they are directly responsible for implementing academic policies and regulatory procedures, developing academic programmes and courses, and monitoring the quality of the educational process.

First: Responsibilities of Colleges

Colleges are responsible for:

1. Implementing university and ministerial instructions related to Bologna.
2. Supervising academic departments and monitoring academic performance.
3. Approving academic programmes and courses.
4. Monitoring academic advising, registration, and assessment.
5. Supporting quality and continuous improvement.



Second: Responsibilities of Academic Departments

Academic departments are responsible for:

1. Preparing and developing academic programmes.
2. Formulating learning outcomes for courses and programmes.
3. Organizing the study plan and programme requirements.
4. Monitoring student workload.
5. Organizing course registration.
6. Monitoring the performance of faculty and students.
7. Proposing academic updates and improvements.

Academic departments also bear responsibility for achieving integration among courses and ensuring their compatibility with quality requirements, the labor market, and the National Qualifications Framework.

4-5 Role of Scientific Committees

Scientific committees play a fundamental role in ensuring the quality of the academic implementation of the Bologna Process by reviewing academic programmes and courses, monitoring the quality of scientific content, and ensuring the consistency of learning outcomes and educational assessments.

The tasks of scientific committees include the following:



1. Reviewing academic programmes and plans.
2. Auditing course descriptions.
3. Reviewing learning outcomes and measuring their alignment.
4. Auditing assessment mechanisms and measurement methods.
5. Monitoring the scientific updating of courses.
6. Providing development recommendations.

Scientific committees also work to ensure scientific consistency among courses and reduce overlap or knowledge duplication, thereby achieving the quality and effectiveness of educational programmes.

4-6 Role of Quality Assurance and University Performance Units

Quality assurance and university performance units are one of the fundamental institutional parties supporting the implementation of the Bologna Process, undertaking the task of monitoring the quality of academic and administrative implementation, measuring performance indicators, and promoting a culture of continuous improvement. The responsibilities of quality units include the following:

1. Monitoring compliance with academic quality standards.
2. Reviewing the quality of academic programmes and courses.
3. Measuring the achievement of learning outcomes.
4. Monitoring institutional performance indicators.



5. Preparing analytical reports on quality.
6. Supporting academic accreditation requirements.

Quality units also work to enhance integration between the implementation of Bologna and the requirements of quality and institutional accreditation, thereby ensuring the sustainable development of the educational process and improving the student's academic experience.

4-7 Role of the Academic Systems Division (Academic Systems Division)

The Academic Systems Division is one of the fundamental administrative units supporting the implementation of the Bologna Process at the University of Mosul, representing the executive link between academic instructions and the administrative procedures related to organizing the educational process, and directly contributing to ensuring the accurate implementation of approved academic systems and monitoring compliance with their controls. Ministerial instructions have emphasized the importance of establishing a specialized division concerned with monitoring the various academic systems, including the Bologna Process, and providing the necessary administrative and organizational support for proper implementation.

The Academic Systems Division at the University of Mosul operates within an institutional framework aimed at achieving consistency in implementing the academic system, unifying procedures, and enhancing the efficiency of academic follow-up and documentation.



The responsibilities of the Academic Systems Division include the following:

First: Administrative and Regulatory Follow-up

1. Monitoring the implementation of approved academic systems within colleges and academic departments.
2. Monitoring compliance with the instructions and controls related to the Bologna Process.
3. Supporting the organization of registration and academic follow-up processes.

Second: Technical and Procedural Support

1. Providing clarifications related to instructions and academic systems.
2. Supporting the resolution of organizational issues related to registration, assessment, or workload.
3. Unifying administrative procedures related to the academic system.

Third: Academic Data Management

1. Monitoring the updating of academic data for students and courses.
2. Supporting electronic registration systems and academic information management.
3. Documenting information and statistics related to the implementation of the system.



Fourth: Institutional Coordination

1. Coordinating with the Studies and Planning Department, Scientific Affairs, colleges, and academic departments.
2. Supporting the implementation of ministerial instructions within the University.
3. Contributing to the preparation of periodic implementation reports.

Fifth: Follow-up and Evaluation

1. Monitoring implementation problems and proposing appropriate solutions.
2. Contributing to improving institutional procedures related to the academic system.
3. Supporting academic and administrative audit processes.

The Academic Systems Division also plays an important role in enhancing the University's rapid institutional response to regulatory changes and ensuring the continuity of effective implementation of the Bologna Process at the University of Mosul.

4-8 Responsibilities of Faculty Members (Faculty Responsibilities)

The faculty member represents one of the fundamental pillars for the successful implementation of the Bologna Process, being directly responsible for designing and implementing the educational environment, achieving the



targeted learning outcomes, and activating the philosophy of student-centered learning inside and outside the classroom.

Within the University of Mosul, the role of the faculty member is not limited to delivering scientific content, but extends to being a learning facilitator, an academic guide, and a partner in developing the quality of the educational process and improving the student's academic experience. The responsibilities of faculty members include the following:

First: Designing and Implementing the Course

1. Preparing the course description according to approved forms.
2. Formulating the Course Learning Outcomes (CLOs).
3. Organizing scientific content and educational activities in line with learning outcomes.

Second: Implementing Student-Centered Learning

1. Adopting modern interactive teaching strategies.
2. Encouraging active learning, critical thinking, and teamwork.
3. Taking into account individual differences among students.

Third: Assessment and Follow-up

1. Implementing formative and summative assessment fairly and transparently.
2. Providing continuous feedback to students.



3. Monitoring students' progress toward achieving learning outcomes.

Fourth: Managing Workload

1. Organizing educational activities in line with the specified workload.
2. Maintaining a balance between classroom and extracurricular activities.
3. Avoiding burdening students with educational loads disproportionate to the number of credit units.

Fifth: Academic Documentation and Reports

1. Preparing the course file and its reports.
2. Documenting and analyzing assessment results.
3. Submitting proposals for course development.

Sixth: Institutional Commitment and Quality

1. Complying with approved academic instructions.
2. Participating in review and continuous improvement processes.
3. Cooperating with scientific committees, quality units, and academic advisors.

The University of Mosul believes that the faculty member is the decisive factor in translating the Bologna philosophy into actual educational practices, and therefore is keen to support the continuous professional development of faculty members and enhance their capabilities in modern teaching, assessment, and quality assurance.



4-9 Role of the Academic Advisor (Academic Advisor Role)

Academic advising is one of the fundamental components supporting the philosophy of student-centered learning in the Bologna Process, as it contributes to supporting students academically, organizing their study pathway, and helping them make sound academic decisions that contribute to achieving success and academic progress. The academic advisor is the direct link between the student and the academic programme, undertaking responsibility for academic guidance and follow-up, thereby ensuring the proper management of workload and the fulfillment of programme requirements. The tasks of the academic advisor include the following:

First: Academic Guidance and Counseling

1. Helping students understand the study plan and programme requirements.
2. Providing advice related to registration and course selection.
3. Clarifying prerequisites and corequisite courses.

Second: Monitoring Academic Performance

1. Periodically monitoring students' academic progress.
2. Diagnosing cases of academic difficulty.
3. Proposing appropriate solutions and remedies.

Third: Supporting the Student's Educational Experience

1. Enhancing the student's ability to manage workload.



2. Guiding students toward self-directed learning and skills development.
3. Supporting academic and social adaptation within the university environment.

Fourth: Coordination with Academic Bodies

1. Cooperating with faculty members and scientific committees.
2. Coordinating with registration and quality units when needed.
3. Submitting reports on important academic cases.

At the University of Mosul, academic advising is viewed as a supporting element for student success and the achievement of academic programme objectives, and a tool for improving educational quality and reducing academic difficulty.

4-10 Responsibilities of the Student (Student Responsibilities)

The Bologna philosophy considers the student to be an active and responsible partner in the educational process, as their role is not limited to receiving knowledge but extends to positive participation in building learning, achieving learning outcomes, and managing their academic pathway in a conscious and organized manner. Within the University of Mosul, the student bears a set of academic and organizational responsibilities that contribute to the success of their educational experience, most notably:



First: Academic Commitment

1. Complying with the study plan and university instructions.
2. Attending educational activities and lectures regularly.
3. Fulfilling course requirements.

Second: Managing Learning and Workload

1. Organizing time and managing academic assignments and activities.
2. Complying with the requirements related to self-directed learning.
3. Making use of academic advising in organizing the study pathway.

Third: Active Participation in Learning

1. Participating in classroom activities and academic discussions.
2. Completing required projects and applications.
3. Developing academic and professional skills.

Fourth: Commitment to Academic Integrity

1. Adhering to scientific honesty and academic ethics.
2. Avoiding cheating and academic plagiarism.
3. Respecting intellectual property rights.

Fifth: Communication and Feedback

1. Communicating with faculty members and the academic advisor when needed.



2. Contributing to the evaluation of courses and academic programmes.
3. Participating in developing the educational environment through feedback.

The University of Mosul believes that an aware and responsible student is a pivotal element in the success of the Bologna philosophy and achieving the quality of the educational process.

4-11 Institutional Coordination and Follow-up Mechanisms

(Institutional Coordination & Monitoring Mechanisms)

The Bologna Process requires clear institutional mechanisms for coordination, follow-up, and continuous evaluation, ensuring integration among the various administrative and academic levels and enhancing the effectiveness of implementation and compliance with institutional instructions and standards. In this framework, the University of Mosul adopts an institutional coordination and follow-up system based on the following principles:

First: Vertical and Horizontal Coordination

1. Coordination between the University Presidency and the various units.
2. Coordination among colleges, academic departments, divisions, and related units.



Second: Periodic Meetings and Committees

1. Holding periodic meetings to monitor the level of implementation.
2. Discussing challenges and proposed solutions.
3. Monitoring the implementation of recommendations and improvement plans.

Third: Institutional Follow-up and Reports

1. Preparing periodic reports on the level of implementation.
2. Monitoring academic and administrative performance indicators.
3. Analyzing strengths and challenges.

Fourth: Continuous Evaluation and Improvement

1. Periodically reviewing programmes and courses.
2. Evaluating the quality of implementation of the educational process.
3. Adopting continuous development plans.

Fifth: Digital Transformation and Information Support

1. Using electronic systems to manage registration and follow-up.
2. Developing academic databases and indicators.
3. Supporting data-driven decision-making.



The University of Mosul also adopts the principle of continuous institutional review as a tool for ensuring sustainable improvement and raising the quality of implementation of the Bologna Process, thereby enhancing the University's readiness for academic accreditation and institutional competitiveness.



Chapter Five

The Academic System under the Bologna Process

Preface

The academic system under the Bologna Process represents the executive framework through which the educational process at the University of Mosul is managed, as the University adopts a flexible academic system based on organizing studies according to semesters, managing workload in a balanced manner, adopting credit units (ECTS), activating academic advising, and organizing student registration and academic progress, in line with the philosophy of student-centered learning and academic quality requirements.

This chapter aims to clarify the mechanisms and regulatory procedures for managing the academic system at the University of Mosul, focusing on the practical and procedural aspects related to implementing the Bologna Process based on ministerial instructions and approved institutional policies.

5-1 The Academic Year and Semesters

The University of Mosul adopts a Semester System as the main organizational framework for managing university studies within the Bologna Process, achieving academic flexibility, phased organization of learning, and continuous monitoring of the student's academic progress. The academic year consists of:



First: The First Semester (Fall)

This represents the beginning of the academic year and includes the courses specified within the programme's study plan.

Second: The Second Semester (Spring)

This represents the complementary semester of the academic year, during which the implementation of the programme's annual study plan is completed.

The University adopts the annual university calendar issued by the Ministry of Higher Education and Scientific Research in determining:

1. The start and end dates of semesters.
2. Registration, add, and drop periods.
3. Midterm and final examinations.
4. Academic and official holidays.

Colleges and academic departments are also committed to organizing the study plan in a way that ensures:

1. Balance in the distribution of courses among semesters.
2. Achieving the academic sequence of courses.
3. Taking into account an appropriate workload for students.
4. Ensuring the achievement of learning outcomes within the specified time period.



The University also adopts the principle of organized academic flexibility when managing semesters, allowing for the development of class schedules and educational activities in a way that supports learning quality and improves the student's academic experience.

5-2 Application of the Credit System (ECTS) at the University of Mosul

The University of Mosul adopts the European Credit Transfer System (ECTS) as the institutional framework for organizing workload, course registration, and managing students' academic progress, achieving consistency with the requirements of the Bologna Process and academic comparability. The credit system is applied within the University according to the following implementation principles:

First: Distribution of Credit Units

Credit units are distributed among academic courses based on:

1. The nature of the course.
2. The required learning outcomes.
3. The expected volume of educational effort from the student.
4. The balance between theoretical and applied activities.

Second: Organizing the Semester Workload

Academic departments are committed to organizing the number of credit units to achieve academic balance, in line



with the approved workload limits for each semester according to applicable instructions.

Third: Use of Credit Units in Registration and Academic Progress

Credit units are used in:

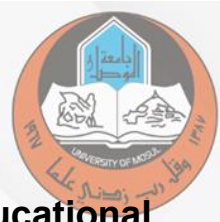
1. Registering for courses.
2. Calculating the student's academic progress.
3. Organizing credit transfer and academic mobility.
4. Calculating graduation requirements.

Fourth: Responsibility for Implementation

Academic departments, in coordination with colleges and the Academic Systems Division, are responsible for monitoring the proper application of the credit system and ensuring its consistency with the approved study plan.

5-3 Organization of Student Workload (Student Workload Management)

The University of Mosul is committed to organizing student workload in a balanced and fair manner consistent with the number of registered credit units and the nature of the academic programme, ensuring the student's ability to achieve learning outcomes without being burdened with excessive educational loads that affect the quality of learning. Workload is managed at the University according to the following foundations:



First: Balance in the Distribution of Educational Activities

Academic departments and faculty members are committed to distributing educational and assessment activities in a balanced manner during the semester, including:

1. Assignments.
2. Projects and reports.
3. Laboratory or applied activities.
4. Quizzes and continuous assessments.

Second: Proportionality between Workload and Credit Units

The volume of academic activity required of the student must be proportionate to the number of credit units allocated to the course, ensuring fairness and educational efficiency.

Third: Consideration of the Nature of the Specialization

Workload may vary depending on the nature of academic programmes, particularly applied, laboratory, medical, and engineering programmes that require additional practical hours.

Fourth: Responsibility for Follow-up

Academic departments and academic advisors are responsible for monitoring the balance of student workload and addressing any imbalances that may affect the quality of learning or academic progress.



5-4 Organization of Teaching Hours

The University of Mosul is committed to organizing educational activities within a framework that achieves balance between direct instruction and self-directed learning, in line with the philosophy of student-centered learning in the Bologna Process. Teaching hours are organized as follows:

First: Organized Educational Activities

These include activities officially scheduled within the class timetable, such as:

1. Theoretical lectures.
2. Laboratories and practical applications.
3. Seminars and discussion sessions.
4. Clinical or field training.
5. Organized electronic activities.

Second: Self-Directed Learning Activities

An appropriate amount of time is allocated for extracurricular educational activities that the student performs independently, including:

1. Academic reading.
2. Preparing projects and reports.
3. Preparing for exams.
4. Scientific research and practical applications.



Third: Organizing Time Balance

When preparing study plans and educational schedules, academic departments are committed to achieving an appropriate balance between classroom and extracurricular activities in order to support:

1. The quality of learning.
2. The development of the student's academic independence.
3. Improved management of study time and effort.

5-5 Design of the Class Schedule

Colleges and academic departments at the University of Mosul are committed to preparing class schedules according to organizational and academic standards that ensure efficiency, flexibility, and the achievement of targeted learning outcomes, in line with the requirements of academic programmes and the nature of academic specializations. The following is taken into account when designing the class schedule:

First: Academic Balance

1. Distributing lectures and educational activities in a balanced manner throughout the week.
2. Avoiding excessive concentration of courses on a single day.



Second: Consideration of the Nature of the Academic Programme

1. Organizing theoretical and practical courses in a balanced manner.
2. Taking into account the needs of laboratories or clinical or field training.

Third: Organizing the Student's Time

1. Allocating sufficient time for self-directed learning, research, and extracurricular activities.
2. Avoiding time conflicts between courses.

Fourth: Supporting Learning Quality

1. Organizing schedules in a way that helps improve concentration and comprehension.
2. Taking into account an appropriate academic density for students.

Class schedules are also subject to periodic review by academic departments and colleges to ensure their efficiency and achievement of academic objectives.

5-6 The Summer Semester

The University of Mosul may open a summer semester according to available academic and administrative capabilities, in line with applicable ministerial instructions and controls, to support flexibility in the study pathway and improve students' academic progress opportunities. The summer semester aims to:

1. Support academically struggling students.



2. Enable students to complete certain courses.
3. Reduce academic delay.
4. Improve academic completion rates.

Colleges and academic departments determine the courses offered in the summer semester based on:

1. Academic need.
2. The number of students benefiting.
3. The availability of teaching staff and technical capabilities.
4. The nature of the course.

The University is also committed to organizing the summer semester in a way that does not affect the quality of the educational process or the requirements for achieving learning outcomes, thereby ensuring the maintenance of approved academic standards.

5-7 Student Registration

The University of Mosul adopts an organized academic registration system aimed at ensuring the proper management of the student's academic pathway, and achieving balance between the workload and the requirements of the academic programme, in line with the philosophy of the Bologna Process based on academic flexibility and shared responsibility between the educational institution and the student. Students are registered according to approved university and ministerial controls and instructions, under the supervision of academic departments,



academic advisors, and the Academic Systems Division. Student registration procedures include the following:

First: Regular Registration

The student is registered at the beginning of each semester within the time period specified in the university calendar, after reviewing the study plan and the requirements of the academic programme.

Second: The Role of Academic Advising in Registration

Academic advising is a fundamental part of the registration process, as the academic advisor does the following:

1. Reviews the student's academic pathway.
2. Verifies the fulfillment of prerequisites.
3. Organizes the appropriate workload.
4. Provides academic advice related to course selection.

Third: Verification of Academic Requirements

Academic departments are committed to ensuring:

1. The fulfillment of course prerequisites.
2. The absence of academic or organizational conflicts.
3. The consistency of registration with the approved study plan.

Fourth: Updating Academic Data

Student academic data is updated periodically within the approved electronic system, to ensure the accuracy of the



academic record and the integrity of follow-up and assessment procedures. The University also adopts the principle of Structured Registration, achieving both discipline and flexibility, and enhancing opportunities for success and academic progress.

5-8 Course Registration

The process of registering for courses takes place according to the approved study plan for the academic programme, ensuring the scientific sequence of courses and achieving balance in workload. Course registration is subject to the following foundations:

First: Compliance with the Study Plan

The student is committed to registering for the courses specified within their study plan, in line with their academic level and the requirements of the programme.

Second: Consideration of Prerequisites

A course that depends on a prerequisite may not be registered unless the student has fulfilled the related academic requirements.

Third: Organizing Workload

The following is taken into account in registration:

1. The appropriate limit of credit units per semester.
2. The student's academic capacity to complete the work.
3. Avoiding unjustified academic overload.



Fourth: Registration for Repeated Courses

A student may re-register for certain courses according to applicable controls, with the aim of fulfilling success requirements or improving academic progress. The University of Mosul is committed to ensuring that the course registration process is transparent and organized, ensuring fairness and efficiency and achieving the educational objectives of the academic programme.

5-9 Add/Drop System (Add / Drop System)

The University of Mosul adopts the Add/Drop system as an organizational mechanism that grants the student an appropriate degree of academic flexibility in managing their study pathway, in line with the philosophy of student-centered learning and academic success requirements. The system allows the student, within specific time periods set in the university calendar, to make adjustments to their courses according to specific controls and after consulting the academic advisor.

First: Academic Add

A student may add one or more courses during the period specified for this, provided that:

1. The course has available capacity.
2. There is no conflict in the class schedule.
3. The course prerequisites are fulfilled.
4. The approved workload is not exceeded.



Second: Academic Drop

A student may withdraw from a course during the specified period according to approved controls, provided this does not negatively affect the minimum workload or academic progress.

Third: The Role of Academic Advising

Adding or dropping is carried out in coordination with the academic advisor to ensure:

1. Maintaining academic balance.
2. Avoiding academic delay.
3. Protecting the student's study pathway.

Fourth: Institutional Processing

Academic departments and the Academic Systems Division are responsible for monitoring, organizing, and documenting add and drop processes within the approved academic system.

5-10 Organization of Preparatory and Corequisite Courses

The University of Mosul organizes the registration of preparatory and corequisite courses to ensure the correct scientific sequence of courses and achieve knowledge and skill integration within the academic programme.

The University adopts the following implementation principles:



First: Academic Sequence of Courses

Courses must be built according to a logical knowledge sequence that ensures the student progresses gradually from fundamentals to advanced levels.

Second: Compliance with Prerequisites

An advanced course may not be registered before completing the preparatory or corequisite course specified within the study plan.

Third: Responsibility of Academic Departments

Academic departments are responsible for:

1. Determining preparatory and corequisite courses.
2. Clarifying the academic sequence in the study plan.
3. Monitoring compliance with registration requirements.

Fourth: Special Cases

Certain exceptional cases may be considered according to the controls of the academic department and college, provided this does not compromise the quality of the educational process. This organization aims to:

1. Raise the quality of academic achievement.
2. Reduce academic difficulty.
3. Ensure the correct accumulation of knowledge.
4. Improve the efficiency of achieving learning outcomes.



5-11 Organization of Academic Advising

The University of Mosul adopts an institutional system for academic advising as one of the fundamental components supporting student-centered learning, aiming to help students manage their study pathway and achieve academic success.

Academic advising is organized according to the following principles:

First: Academic Assignment

Each student is assigned an academic advisor who monitors their academic progress from the beginning of their enrollment in the academic programme.

Second: Periodic Follow-up

The academic advisor:

1. Reviews the registration plan.
2. Monitors academic performance.
3. Provides advice regarding workload.
4. Addresses academic difficulty issues.

Third: Academic Support

The academic advisor helps students with:

1. Understanding the study plan.
2. Organizing academic priorities.
3. Selecting appropriate courses.
4. Developing self-directed learning skills.



Fourth: Documentation and Follow-up

Academic departments are committed to documenting academic advising sessions and following up on special cases to ensure quality follow-up and early response to academic challenges.

5-12 Student Academic Progression

The University of Mosul adopts an academic progression monitoring system aimed at measuring the extent of a student's progress in completing the requirements of the academic programme and achieving learning outcomes, and ensuring an organized transition between academic levels.

Academic progress is measured based on a set of indicators, most importantly:

First: Completion of Credit Units

A student's progress is monitored through the number of credit units completed compared to the approved study plan.

Second: Academic Performance

Academic performance indicators are taken into consideration, including:

1. Course results.
2. Semester GPA.



3. Cumulative GPA (CGPA).
4. The overall level of academic achievement.

Third: Compliance with Academic Sequence

The extent of the student's compliance with registration requirements and the scientific sequence of courses is taken into account.

Fourth: Advisory Follow-up

Cases of academic difficulty or decline are monitored by academic advisors and academic departments in order to develop appropriate support or remediation plans.

Fifth: Academic Support and Remediation

Supportive measures may be adopted to improve student progress, including:

1. Intensive academic advising.
2. Reorganizing the workload.
3. Making use of the summer semester.
4. Academic improvement plans.

The University of Mosul emphasizes that academic progress is not measured solely by success in examinations, but by the extent of actual learning achieved and the development of the student's skills and ability to continue academically with efficiency and effectiveness.



Chapter Six

Design of Academic Programmes and Courses under the Bologna Process

Preface

The process of designing academic programmes and courses is one of the fundamental pillars for implementing the Bologna Process in higher education institutions, representing the academic framework through which students' educational, cognitive, and skill-based experiences are built, ensuring the achievement of targeted learning outcomes and aligning university education with the requirements of development, the labor market, and quality and academic accreditation standards.

The University of Mosul adopts an integrated institutional methodology for developing academic programmes and courses, based on the principles of academic planning, continuous improvement, design based on learning outcomes, and alignment with the National Qualifications Framework, achieving consistency between the University's objectives and mission and the requirements of the local, regional, and international environment.

This chapter aims to clarify the institutional framework and academic procedures adopted at the University of Mosul for designing academic programmes and courses, to define the governing foundations for building study plans, formulating learning outcomes, and ensuring the integration of educational programmes and their responsiveness to scientific and professional changes.



6-1 Institutional Framework for Designing Programmes and Courses

The University of Mosul adopts an integrated institutional framework for designing academic programmes and courses based on organized academic planning and institutional coordination among relevant academic and administrative bodies, ensuring the development of academic programmes characterized by quality, flexibility, and consistency with modern higher education requirements. This framework is based on the principle of shared institutional responsibility, as the design and development process is carried out collaboratively among academic departments, colleges, scientific committees, quality units, and relevant central bodies within an organizational context that ensures clarity of roles and integration of responsibilities.

The University of Mosul is committed to designing academic programmes and courses in light of a set of institutional determinants, including the University's mission and strategic objectives, the National Qualifications Framework, academic accreditation requirements, educational quality levels, labor market needs, and scientific and technological developments relevant to the various specializations.

The institutional framework for designing programmes and courses is also based on ensuring coherence between the academic programme and the course, achieving consistency between educational objectives, learning outcomes, and teaching and assessment methods, and enhancing the efficiency of the educational process and the achievement of its objectives. The University adopts the principle of continuous review as one of the governing elements of the



academic design process, allowing for the periodic development of programmes and courses and improving their efficiency and responsiveness to scientific and professional changes.

6-2 Steps for Building and Designing an Academic Programme

The process of building and designing an academic programme at the University of Mosul follows an organized academic methodology based on advance planning, scientific analysis, and institutional alignment, ensuring the development of balanced academic programmes capable of achieving their educational and professional objectives. The design process begins with a study of the academic, scientific, and societal need for the programme, an analysis of the nature of the specialization and the requirements of development and the labor market, and a determination of the actual need for the academic programme, its development, or its updating based on clear scientific, professional, and institutional indicators. This is followed by defining the academic identity of the programme by describing its scientific nature, academic level, the fields of work of its graduates, and its general objectives, in line with the mission of the academic department, college, and University. In a subsequent stage, the academic structure of the programme is built by defining its educational objectives, formulating the Programme Learning Outcomes, organizing the study plan, and determining the courses and their requirements, ensuring knowledge and skill integration across the various stages of study. The design process also includes a specialized academic and scientific review to



ensure the internal consistency of the programme and its compatibility with institutional policies and relevant national and international standards, with academic and administrative accreditation procedures completed according to the approved contexts at the University. The University of Mosul is committed to ensuring that the process of building academic programmes takes place within a framework of academic governance and institutional documentation, ensuring transparency, quality, and the capacity for continuous development.

6-3 Defining the Objectives of the Academic Programme

The objectives of the academic programme represent the reference framework that defines the academic, educational, and professional goals the programme seeks to achieve, and form the basis on which the rest of the academic design elements are built, including learning outcomes, the study plan, and teaching and assessment methods. The University of Mosul ensures that the objectives of academic programmes are formulated clearly, coherently, and verifiably, reflecting the nature of the scientific specialization and relevant development requirements and professional standards. The programme's objectives must also be consistent with the University's mission and the vision of the college and academic department, and must contribute to preparing graduates who possess the specialized knowledge, professional competencies, and intellectual and behavioral skills that qualify them for effective integration into academic and professional environments. When defining the programme's objectives, care is taken to ensure they are balanced and comprehensive, covering



cognitive, applied, research, and societal aspects, and that they are built in a way that responds to scientific and technological changes and economic and social transformations relevant to the specialization. The objectives of academic programmes are subject to periodic review in light of the results of institutional evaluation, feedback from stakeholders, and scientific and professional developments, ensuring their continued relevance and effectiveness.

6-4 Designing Programme Learning Outcomes (Program Learning Outcomes – PLOs)

Programme Learning Outcomes are the fundamental reference for designing and developing the academic programme, as they clearly define the knowledge, skills, and competencies a student is expected to possess upon successfully completing the academic programme. The University of Mosul is committed to designing Programme Learning Outcomes according to an institutional methodology that ensures their clarity, measurability, and direct link to the objectives of the academic programme, in line with the requirements of the National Qualifications Framework and academic quality standards. Programme Learning Outcomes are also built in a way that achieves balance between specialized knowledge, professional skills, analytical abilities, critical thinking, and behavioral and ethical competencies, enhancing the graduate's readiness for the academic and professional environment. When formulating learning outcomes, care is taken to ensure they are realistic and achievable within the study time and academic workload allocated to the programme, and that



they contribute clearly to guiding the selection of scientific content, educational activities, and teaching and assessment methods. Programme Learning Outcomes are subject to periodic review and updating in light of the results of academic evaluation, measurement of their actual achievement, and feedback from faculty, students, and relevant parties, ensuring the continuity of their effectiveness.

6-5 Aligning the Programme with the Labor Market and Stakeholders

The University of Mosul adopts the principle of continuous alignment between academic programmes and labor market requirements as one of the fundamental foundations in designing academic programmes, contributing to preparing graduates who possess the competencies and skills necessary to adapt to professional, economic, and social changes. The alignment process is based on analyzing labor market needs and modern professional trends, and identifying the skills and competencies expected of graduates, ensuring the development of educational programmes that respond to the actual needs of various institutions and sectors.

The University also adopts the principle of involving stakeholders in the processes of developing academic programmes, by benefiting from feedback provided by professional bodies, experts, graduates, and relevant institutions, thereby supporting the improvement of programme quality and effectiveness. The alignment process includes reviewing the content of academic programmes, learning outcomes, teaching and assessment



methods, and the extent of their consistency with modern professional practice requirements and technical and knowledge transformations. Alignment with the labor market is a continuous process that requires periodic follow-up and updating of academic programmes, ensuring the maintenance of graduates' competitiveness and raising the quality of educational outcomes.

6-6 Benchmarking and Academic Alignment (Benchmarking & Academic Alignment)

The University of Mosul adopts benchmarking and academic alignment as two tools for developing the quality of academic programmes and improving their efficiency, by benefiting from sound academic practices and approved scientific standards in universities and educational institutions with distinguished academic reputations.

Benchmarking aims to enhance the quality of academic programme design by analyzing the various elements of the programme, including the academic structure, learning outcomes, study plans, and teaching and assessment practices, achieving consistency with modern trends in higher education. The University also relies on the principle of academic alignment, ensuring the benefit of international experiences without compromising the institutional identity or the scientific and national specificity of the academic programme, thereby enhancing academic competitiveness and the international comparability of qualifications. Benchmarking and academic alignment processes are carried out within an organized institutional framework subject to scientific review and quality and academic



accreditation controls, ensuring the continuous and systematic development of programmes.

6-7 Building the Study Plan and Distributing Credit Units

The University of Mosul is committed to building integrated and organized study plans that ensure the achievement of Programme Learning Outcomes and provide a balanced academic pathway that supports the student's gradual and coherent cognitive and skill growth.

The study plan is built based on the nature of the scientific specialization, the objectives of the programme, and the approved learning outcomes, taking into account the balance between theoretical, applied, and research components and organizing courses in a way that achieves integration and academic sequence. Credit units are also distributed among courses in a way that reflects the expected volume of academic effort from the student and the nature of the required learning, ensuring balance in workload among the various semesters and achieving harmony with institutional requirements and approved academic controls. When building study plans, care is taken to ensure coherence and integration among courses, achieve a logical sequence of knowledge and skills, and organize study requirements in a way that supports the student's sound academic progress. Study plans are subject to periodic review and continuous updating in light of feedback, scientific and professional developments, and quality and academic accreditation requirements, ensuring the maintenance of their effectiveness and responsiveness to educational and knowledge changes.



6-8 Designing and Describing the Course

The University of Mosul adopts a unified institutional methodology for designing and describing courses, ensuring academic consistency between the course and the academic programme, and enhancing the achievement of targeted learning outcomes within the framework of the Bologna Process and quality and academic accreditation requirements. Course design represents an organized academic process aimed at building the components of the course coherently, including its educational objectives, learning outcomes, scientific content, teaching and assessment strategies, and educational activities, achieving integration with the rest of the programme's courses.

The University is committed to designing courses in light of the approved Programme Learning Outcomes, ensuring the clear contribution of each course to achieving the programme's objectives and students' academic and professional qualification requirements. The course description is also an approved academic and organizational document that includes the basic data of the course, its educational components, and its implementation mechanisms, and is used as a reference for organizing the educational process and achieving consistency in the implementation of the course across the various academic units. When preparing the course description, care is taken to ensure it is clear, organized, and consistent with institutional policies and the approved study plan, and that it reflects the nature of the course, its academic level, its requirements, and its methods of learning implementation and assessment. Course descriptions are subject to periodic



academic review, ensuring their updating, improvement, and responsiveness to scientific changes and the requirements of the academic programme.

6-9 Designing Course Learning Outcomes (Course Learning Outcomes – CLOs)

The learning outcomes specific to the course are one of the fundamental pillars in the design and implementation of the course, as they clearly define what the student is expected to achieve in terms of knowledge, skills, and competencies upon successfully completing the course.

The University of Mosul is committed to designing Course Learning Outcomes according to an institutional methodology that ensures their clarity, measurability, evaluability, and direct link to the Programme Learning Outcomes, enhancing the internal consistency of the academic programme. Course Learning Outcomes are also formulated in a way that reflects the nature of the course's academic level and the requirements of the specialization, achieving balance among cognitive, applied, analytical, and behavioral aspects, supporting the development of a well-rounded academic and professional character for the student.

When designing learning outcomes, care is taken to ensure they are realistic and achievable within the study time and academic workload allocated to the course, and that they clearly contribute to guiding the selection of scientific content, educational activities, and teaching and assessment methods. Learning outcomes are subject to periodic review and updating in light of the results of academic evaluation,



measurement of their achievement, and feedback received from faculty, students, and relevant parties, ensuring the continuity of their effectiveness.

6-10 Teaching and Learning Strategies and Educational Activities

The University of Mosul adopts diverse teaching and learning strategies consistent with the philosophy of student-centered learning, aiming to enhance the student's active participation in the educational process and achieve learning outcomes efficiently and effectively. Teaching and learning strategies are selected in light of the nature of the academic programme and course, the level of students, and the nature of the targeted learning outcomes, achieving consistency between learning objectives, scientific content, and assessment methods.

The University is also committed to employing teaching methods that contribute to developing thinking, analytical, and academic independence skills and teamwork, and enhancing scientific interaction within the educational environment, ensuring the student's transition from the role of recipient to the role of active participant in building knowledge. Educational activities are designed in line with the nature of the course and its specific learning outcomes, contributing to enhancing self-directed and applied learning, and supporting the acquisition of scientific and professional experience in an organized manner. When designing educational activities, care is taken to achieve a balance between classroom and extracurricular activities, and to ensure their connection to the educational outcomes and approved assessment mechanisms, contributing to raising



the quality of learning and improving the student's academic experience.

6-11 Designing Assessment Strategies and Building Measurement Tools

The University of Mosul adopts an integrated system for designing assessment strategies and measuring learning, aimed at ensuring fairness, objectivity, and accuracy in measuring the achievement of learning outcomes for courses and academic programmes. Assessment strategies are built in light of approved learning outcomes, ensuring consistency between the course's objectives, teaching methods, and measurement tools, and enhancing the academic institution's ability to evaluate learning quality systematically.

The University is also committed to diversifying assessment tools to achieve comprehensiveness in measuring different knowledge, skills, and competencies, ensuring consideration of individual differences among students and the nature of different academic specializations. The University adopts clear standardized assessment tools based on specific performance indicators and documented standards that ensure transparency and fairness in evaluating student performance, and contribute to unifying academic judgment standards and reducing disparity in grading. When designing assessment, care is taken to ensure it is continuous, balanced, and capable of providing feedback that contributes to improving student learning, developing the course, and enhancing the overall quality of the educational process.



6-12 Alignment Matrix (Curriculum Mapping Matrix)

The University of Mosul adopts the alignment matrix as an academic and organizational tool aimed at ensuring consistency between Programme Learning Outcomes and course learning outcomes and enhancing integration among the various elements of the educational process.

The matrix is used to organize the relationship between the academic programme and its courses and to determine the extent of each course's contribution to achieving programme outcomes, ensuring the comprehensiveness of learning and the integration of educational experiences across the various stages of study.

The alignment matrix also contributes to detecting duplication or educational gaps within the study plan, and supports continuous development and improvement processes by providing a scientific basis for reviewing the distribution of courses, learning outcomes, and assessment methods. The matrix is a supporting tool for quality assurance and academic accreditation processes, as it provides clear indicators of the consistency of the academic programme and the systematic coherence of its academic components. Academic departments are committed to periodically reviewing alignment matrices to ensure their continued effectiveness and consistency with programme requirements and scientific and professional updates.

6-13 Course File (Course File)

The University of Mosul is committed to preparing a documented academic file for each course, used as a reference for organizing, implementing, and following up the



educational process specific to the course, supporting quality, academic accreditation, and continuous improvement requirements. The course file is an organizational document that includes all academic data and information related to the course, and documents the stages of planning, implementation, evaluation, learning outcomes, and development related to the course. The course file is also used as a tool for documenting the quality of actual course implementation, measuring the achievement of learning outcomes, analyzing student performance, and identifying opportunities for improvement and development.

Academic departments are responsible for periodically monitoring the completion of course files, and ensuring they are updated and documented in line with institutional instructions and approved academic standards. The course file is one of the fundamental pillars in academic auditing and quality assurance processes, providing documented evidence of the soundness of course implementation and the achievement of its educational objectives.

6-14 Review and Update of Programmes and Courses

The University of Mosul adopts the principle of continuous review and improvement of academic programmes and courses as an institutional framework for ensuring the sustainability of academic quality, raising the efficiency of educational outcomes, and responding to scientific and professional developments. Programmes and courses are reviewed periodically and systematically based on the results of academic evaluation, measurement of the achievement of learning outcomes, and feedback from students, faculty, graduates, and relevant professional



bodies. Review processes also take into account scientific and technological changes, professional transformations, labor market requirements, and updates related to the National Qualifications Framework and academic accreditation requirements.

Review and update processes aim to improve the quality of scientific content, enhance the efficiency of teaching and assessment strategies, and ensure the continued alignment of academic programmes with the needs of society and development. The University is committed to ensuring that review and update processes take place within a documented institutional framework subject to scientific and administrative review, ensuring transparency, continuity, and the achievement of sustainable academic development objectives.



Chapter Seven

The Assessment and Examination System under the Bologna Process

Preface

The assessment and examination system is one of the fundamental pillars for ensuring the quality of the educational process within the framework of implementing the Bologna Process, as it represents the institutional means by which the achievement of learning outcomes is measured, students' academic progress is monitored, and the efficiency of academic programmes and courses is evaluated.

The University of Mosul adopts an integrated assessment and examination system based on the principles of fairness, transparency, objectivity, and academic consistency, in line with the philosophy of student-centered learning and quality and academic accreditation requirements, ensuring a balance between continuous and summative assessment in measuring students' academic performance.

This chapter aims to clarify the institutional and regulatory framework adopted at the University of Mosul for managing the assessment and examination system under the Bologna Process, and to define the controls and procedures related to assessment, passing and failing, calculating academic performance, and announcing results.

7-1 Institutional Framework for Assessment and Examinations

The University of Mosul adopts a unified institutional framework for organizing assessment and examinations,



aimed at ensuring consistency in the application of academic policies and achieving fairness and transparency in evaluating student performance across the various academic programmes.

The assessment and examination system is based on the principle of alignment between learning outcomes and approved measurement methods, ensuring that the assessment process is a true reflection of the level of academic achievement and the scientific and skill-based competencies acquired by the student during their studies.

The University is also committed to ensuring that assessment and examination processes are carried out according to clear institutional standards, including the organization of examinations, correction and auditing mechanisms, approval of results, and management of academic records, achieving academic integrity and reliability in assessment outcomes.

Relevant academic and administrative bodies participate in managing the assessment and examination system, including academic departments, examination committees, scientific committees, and registration and academic systems divisions, under the supervision of colleges and relevant university bodies. Assessment policies and procedures are also subject to periodic review and continuous updating in line with ministerial controls and academic development and institutional quality requirements.



7-2 Organization of Continuous Assessment (Continuous / Formative Assessment – 40%)

The University of Mosul adopts a continuous assessment system as one of the fundamental components in measuring a student's academic performance, aiming to monitor their academic progress gradually and systematically during the semester, contributing to enhancing continuous learning and improving the quality of academic achievement.

A specific percentage of the final course grade is allocated to continuous assessment according to approved academic controls, to be distributed in a balanced and systematic manner consistent with the nature of the course and the targeted learning outcomes.

Continuous assessment is organized to achieve diversity and consistency in measurement tools, allowing for the measurement of various cognitive, skill-based, and behavioral aspects of learning, and ensuring multiple opportunities for the student to demonstrate their level of academic performance. Academic departments and faculty members are also committed to clearly announcing continuous assessment requirements at the beginning of the semester, and stating the components of the grade, its distribution mechanisms, and its calculation controls, ensuring transparency and clarity. In organizing continuous assessment, care is taken to achieve balance in assessment timing and its distribution during the semester, preventing examination congestion or burdening students with unbalanced assessment loads.



7-3 Organization of Summative Assessment (Summative Assessment – 60%)

The University of Mosul adopts summative assessment as a tool for measuring the level of achievement of learning outcomes after completing the course requirements, aiming to comprehensively and systematically evaluate the student's level of academic achievement.

A specific percentage of the final course grade is allocated to summative assessment according to approved academic controls, achieving balance with continuous assessment and enhancing fairness in academic measurement.

Summative assessment is also organized in a way that ensures the measurement of the knowledge, skills, and competencies acquired by the student during the semester, consistent with the nature of the course, its academic level, and its specific learning outcomes.

The University is committed to setting final examination questions according to clear academic standards that take into account comprehensiveness, consistency, fairness, and different levels of learning, ensuring objectivity and the ability to accurately measure learning outcomes. The procedures for preparing, administering, correcting, and auditing the results of examinations are also subject to approved institutional controls under the supervision of relevant academic bodies.



It constitutes 60% of the course grade, divided into 10% for the midterm examination and 50% for the final examination, as shown in the table below:

Summative Assessment Summative Assessment		Formative Assessment Formative Assessment
Final Examination	Midterm Examination	40%
50%	10%	



7-4 Organization of Midterm and Final Examinations

The University of Mosul is committed to organizing midterm and final examinations according to academic and administrative procedures that ensure the proper conduct of the examination process and achieve the highest levels of discipline, integrity, and transparency. Midterm and final examinations are organized within approved timetables announced in advance, taking into account the nature of academic programmes and balance in the distribution of examinations among students. Colleges and academic departments are also committed to providing an appropriate environment for conducting examinations, ensuring the readiness of examination halls and the availability of the necessary organizational and technical requirements.

Examination procedures are subject to organizational standards including question preparation, examination confidentiality, management of examination committees, invigilation, correction and auditing mechanisms, and announcement of results, ensuring the maintenance of academic integrity and the soundness of procedures. The University also adopts the principle of administrative and academic documentation for all examination procedures, ensuring the integrity of academic records and the possibility of institutional follow-up and review.

7-5 Attendance Rules and Examination Eligibility

The University of Mosul adopts clear controls for organizing student attendance and participation in educational activities, based on considering regular attendance one of the fundamental requirements for



achieving learning outcomes and ensuring the quality of the educational process. Compliance with attendance is part of the student's academic responsibility, and attendance rates are regularly monitored by faculty members and academic departments according to approved controls.

A student's eligibility to participate in examinations is also linked to the extent of their compliance with study requirements and the approved attendance limits, and to their fulfillment of the academic and administrative conditions specific to the course. Cases of absence are addressed according to institutional controls and applicable instructions, achieving academic fairness and taking into account justified cases within the approved regulatory frameworks.

7-6 Conditions and Requirements for Participating in the Final Examination

The University of Mosul is committed to defining clear conditions for students' participation in final examinations, ensuring academic fairness and the proper organization of the examination process.

Eligibility conditions for the final examination include the student's fulfillment of the academic requirements specific to the course, compliance with attendance and educational participation controls, and completion of the relevant administrative and organizational requirements. Academic departments and relevant bodies are also committed to informing students of the requirements for participating in final examinations clearly and in advance, ensuring transparency and equal opportunity. Exceptional cases are handled according to approved institutional instructions and



controls, ensuring the maintenance of academic fairness and integrity.

7-7 Cases of Failure and Academic Remediation

The University of Mosul adopts clear academic controls for organizing cases of failure and addressing academic difficulty, aiming to support students academically and improve their opportunities for academic progress within a framework of quality and continuous improvement.

Cases of failure are determined according to approved assessment results and the success requirements specific to courses, in line with approved academic policies. The University also adopts a set of academic procedures and remedies to support struggling students, including academic advising, educational follow-up, reorganizing the workload, and making use of available opportunities to improve academic performance. Academic departments and academic advisors are responsible for systematically monitoring cases of academic difficulty and developing appropriate academic support plans, thereby reducing academic delay and improving academic achievement rates.

7-8 Examination Attempts and Re-assessment

The University of Mosul organizes examination attempts and re-assessment procedures according to approved academic controls and instructions, ensuring academic fairness and providing appropriate opportunities to address cases of academic difficulty.

Examination attempts are managed within an institutional framework that defines the conditions for benefiting from



them, their controls, and their implementation mechanisms, in line with university policies and relevant ministerial instructions.

The University is also committed to documenting the results of examination attempts and addressing their effects on the student's academic performance accurately and systematically, ensuring the integrity of academic records.

7-9 Calculation of Academic Performance and Grade Averages (GPA & CGPA Administration)

The University of Mosul adopts an institutional system for calculating academic performance and grade averages aimed at accurately and systematically measuring the level of a student's academic progress and monitoring their academic achievement. Academic performance is calculated based on the results of courses and approved academic credit units, in line with the controls governing the calculation of grade averages within the Bologna system. Grade averages are also used as an indicator of the student's overall level of academic performance and contribute to monitoring academic progress and making academic decisions related to success, graduation, and academic continuation. The University is committed to managing grade average calculation processes accurately and in a documented manner, ensuring fairness, transparency, and the integrity of academic records.

7-10 Organization of Announcing Results and Grades

The University of Mosul is committed to organizing the processes of announcing academic results and grades according to institutional procedures that ensure accuracy,



confidentiality, and transparency in managing students' academic information. Results are reviewed, audited, and formally approved by relevant bodies before being announced, ensuring the integrity of academic data and the validity of evaluation procedures. The University also adopts clear mechanisms for announcing results and grades within specific time periods, ensuring students are able to access their academic results in an organized manner. Results and grades are documented within approved academic systems and records, ensuring data integrity and the possibility of retrieval when needed, and supporting the quality of academic management and the continuity of institutional follow-up.



Semester results for courses are announced according to the grades below:

Grade	Description	Score / Description	Grade
A-Excellent	Outstanding Performance	90-100	Excellent
B-Very Good	Above Average with some Errors	80-89	Very Good
C-Good	Sound Work with Notable Errors	70-79	Good
D-Satisfactory	Fair but with Major Shortcomings	60-69	Average
E-Sufficient	Work Meets Minimum Criteria	50-59	Acceptable
FX-Fail (Conditional Pass)	Credit Awarded after Submitting Extra Work	50, after review of the case of a student scoring 45-49 by the course instructor	Conditional Pass
F-Fail	Considerable Amount of Work Required	Below 50 (Fail)	Poor



Chapter Eight

Quality Assurance and Academic Accreditation under the Bologna Process

Preface

Quality assurance and academic accreditation represent one of the fundamental pillars for implementing the Bologna Process, aiming to enhance the quality of higher education, improve the efficiency of educational outcomes, and ensure the consistency of academic programmes with national and international standards and the requirements of development and the labor market.

The University of Mosul adopts an integrated institutional system for quality assurance and academic accreditation based on the principles of academic planning, periodic evaluation, continuous improvement, transparency, and academic accountability, enhancing the efficiency of institutional performance and raising the University's competitiveness locally, regionally, and internationally.

This chapter aims to clarify the institutional framework adopted at the University of Mosul for managing quality assurance under the Bologna Process, and to clarify the evaluation, follow-up, and continuous improvement mechanisms that contribute to developing academic programmes and courses and achieving the quality of the educational process.



8-1 Institutional Framework for Quality Assurance under the Bologna Process

The University of Mosul adopts an integrated institutional framework for quality assurance aimed at establishing a culture of academic quality and achieving consistency among planning, implementation, evaluation, and continuous improvement within the various academic programmes and university units. This framework is based on the principles of academic governance, shared institutional responsibility, and alignment with national and international quality requirements, ensuring the continuous improvement of academic and administrative performance.

Quality assurance policies at the University are implemented through an organizational system that includes the University Presidency, colleges, academic departments, quality assurance and university performance units, scientific committees, and relevant academic bodies within a framework of institutional coordination and continuous follow-up. Quality assurance processes at the University of Mosul are also directly linked to the implementation of the Bologna Process by supporting the design of academic programmes and courses, improving teaching and assessment methods, measuring learning outcomes, and enhancing student-centered learning. The University is committed to continuously developing the quality assurance system in line with scientific developments, academic accreditation requirements, and modern trends in higher education.



8-2 European Standards for Quality Assurance (European Standards and Guidelines – ESG)

The University of Mosul adopts the European Standards and Guidelines for quality assurance in higher education as a reference framework supporting the development of academic quality and enhancing the efficiency of institutional performance under the Bologna Process, achieving alignment with sound international practices in quality management and academic accreditation.

In benefiting from the ESG standards, the University relies on the principles of improving the quality of teaching and learning, enhancing transparency and accountability, and establishing a culture of institutional evaluation and continuous improvement. These standards also contribute to supporting the development of academic programmes, ensuring the clarity of learning outcomes, improving course design, developing assessment and academic follow-up mechanisms, and raising the level of satisfaction among students and stakeholders. The University is keen to align its institutional policies and procedures with international standards in a manner consistent with national specificity and ministerial controls, contributing to enhancing the University's readiness for academic accreditation and raising its scientific standing.

8-3 Academic Performance Indicators (Academic Key Performance Indicators – KPIs)

The University of Mosul adopts an institutional system of academic performance indicators as a tool for measuring



performance efficiency and analyzing the level of institutional and academic achievement, contributing to supporting decision-making and improving the quality of the educational process.

Academic performance indicators are used to monitor the level of implementation of academic programmes, measure the quality of teaching and learning, analyze academic performance outcomes, and monitor progress toward achieving institutional objectives. The University also adopts a set of indicators related to academic and programme performance, including indicators of academic progress, success and failure rates, achievement of learning outcomes, teaching efficiency, student satisfaction, and the effectiveness of academic programmes. The results of performance indicators are employed in institutional evaluation processes, developing academic plans, improving educational policies, and supporting continuous review and improvement processes. Performance indicators are also subject to periodic review and updating, ensuring their relevance to academic developments and institutional quality requirements.

8-4 Evaluation of Academic Programmes

The University of Mosul is committed to applying a periodic system for evaluating academic programmes with the aim of verifying the quality of academic programme design, the efficiency of its implementation, and its ability to achieve its educational objectives and targeted learning outcomes. Programme evaluation processes are based on analyzing academic performance, measuring the achievement of learning outcomes, and reviewing the



programme's structure, scientific content, and approved teaching and assessment methods. Evaluation processes also include reviewing the extent of the programme's alignment with labor market requirements, its responsiveness to scientific and professional developments, and the effectiveness of the study plan in achieving knowledge and skill integration. Programme evaluation processes are carried out periodically and in a documented manner, with the participation of relevant academic bodies, ensuring the development of programmes, improving their quality, and the continuity of their effectiveness. Evaluation results are used as a fundamental input for institutional development and improvement processes and for rebuilding study plans when needed.

8-5 Evaluation of Courses

The University of Mosul adopts an institutional system for evaluating courses aimed at monitoring the quality of course implementation and its efficiency in contributing to achieving the learning outcomes of the academic programme. Course evaluation includes reviewing the course description, teaching and assessment methods, the consistency of educational activities with learning outcomes, and the level of achievement of the course's educational objectives. Course evaluation also takes into account analyzing student results, measuring the level of academic achievement, and studying feedback related to the course's effectiveness and its suitability for the students' level and the nature of the programme. Evaluation processes are carried out periodically and systematically, supporting the development of scientific content and teaching and



assessment methods and improving the learning experience. Course evaluation results are also used in reviewing study plans and improving course design and ensuring its consistency with Programme Learning Outcomes.

8-6 Evaluation of Faculty Academic Performance

The University of Mosul is committed to applying institutional mechanisms for evaluating faculty members' academic performance, aiming to enhance teaching quality, improve the efficiency of the educational process, and support the continuous professional development of faculty members. The evaluation of faculty academic performance is based on a set of standards and indicators related to teaching efficiency, organization of the educational process, the extent of compliance with academic policies, and contribution to achieving learning outcomes. The evaluation also includes aspects related to course development, the use of modern teaching methods, management of academic assessment, and participation in scientific and academic activities. The results of academic performance evaluation are employed to support professional development plans, improve the quality of teaching, and enhance effective teaching practices. The University is also committed to ensuring that evaluation processes take place within an institutional framework that ensures objectivity, fairness, confidentiality, and continuous improvement.

8-7 Evaluation of Student Satisfaction and Learning Experience

The University of Mosul adopts student satisfaction evaluation as one of the important indicators for measuring



the quality of the educational process, improving the academic environment, and enhancing the effectiveness of academic programmes and courses. Student satisfaction evaluation aims to measure their perceptions regarding the quality of teaching and learning, the clarity of course requirements, the effectiveness of teaching and assessment methods, and the efficiency of the educational environment and supporting academic services. The results of student satisfaction evaluation are also used to identify opportunities for improvement, address weaknesses, and enhance the quality of the learning experience, supporting student-centered learning within the framework of the Bologna Process. Student satisfaction evaluation processes are carried out periodically and systematically, ensuring data confidentiality, objectivity of analysis, and the use of results in institutional development.

8-8 Continuous Improvement and Academic Quality Development

The University of Mosul adopts the principle of continuous improvement as an institutional framework for developing the quality of academic performance and ensuring the sustainability of improvement in academic programmes, courses, and the educational process in general. Continuous improvement is based on the results of evaluation and follow-up, analysis of academic performance, and feedback received from relevant parties, allowing for the continuous development of educational policies and procedures. Continuous improvement also includes reviewing academic programmes, developing teaching and assessment strategies, improving the educational



environment, and raising the efficiency of academic and administrative performance. The University is committed to adopting systematic mechanisms for continuous improvement that ensure planning, implementation, follow-up, evaluation, and redevelopment within a sustainable institutional cycle.

8-9 Academic Audit and Follow-up

The University of Mosul adopts a system for academic auditing and follow-up aimed at ensuring compliance with academic policies and institutional instructions, and verifying the soundness of the implementation of programmes, courses, assessment procedures, and quality assurance. Audit and follow-up processes include reviewing academic documents, educational records, course files, and programme reports, and verifying compliance with approved academic standards. Audit processes also contribute to identifying strengths, opportunities for improvement, and challenges that may affect the quality of academic performance, supporting the adoption of appropriate corrective and developmental actions. Audit and follow-up processes are carried out periodically and in a documented manner, in coordination between relevant academic and administrative bodies, enhancing the culture of quality, institutional responsibility, and the sustainability of academic improvement.



Chapter Nine

Digital Transformation and Management of the Educational Process under the Bologna System

Preface

Digital transformation represents one of the fundamental pillars for developing higher education and enhancing the efficiency of managing the educational process under the implementation of the Bologna system, as the employment of digital systems and smart applications has become a pivotal part of managing academic programmes, organizing study pathways, and improving the quality of educational and administrative services.

The Ministry of Higher Education and Scientific Research is leading a comprehensive digital transformation for managing the educational process and academic systems through an integrated system comprising a large number of specialized electronic systems, aiming to automate university procedures, enhance institutional integration, improve the efficiency of academic data management, and ensure accurate documentation of students' educational pathways according to modern academic standards.

In this framework, the University of Mosul adopts digital transformation as a strategic choice for developing the educational and administrative environment, enhancing integration among academic systems, and improving the management of registration, assessment, and academic documentation, in line with the requirements of the Bologna system and the Ministry's policies on comprehensive digital transformation.



This chapter aims to clarify the institutional framework for digital transformation at the University of Mosul and to clarify the role of approved electronic systems in managing the educational process, organizing academic data, and enhancing the quality of educational and administrative services.

9-1 Institutional Framework for Digital Transformation at the University of Mosul

The University of Mosul adopts digital transformation as an institutional framework for developing the management of the educational process and enhancing the efficiency of academic and administrative services, in line with the directions of the Ministry of Higher Education and Scientific Research toward building an integrated digital university environment that supports the implementation of the Bologna system.

Digital transformation at the University is based on the principle of integration between electronic systems and academic processes, contributing to improving the efficiency of managing programmes and courses, documenting educational pathways, and enhancing transparency and accuracy in managing academic data. The University also seeks to develop the institutional digital infrastructure to support the automation of educational and administrative processes, reduce reliance on paper-based procedures, and improve the speed of completion and efficiency of providing educational services to students and faculty. Digital transformation at the University of Mosul is also directly linked to the management of the Bologna system through supporting electronic registration, organizing workload,



managing assessment and results, documenting the student's academic pathway, and enhancing the efficiency of institutional follow-up. The University is also committed to continuously reviewing the digital infrastructure and updating electronic systems, ensuring they keep pace with technical developments and quality and academic accreditation requirements.

9-2 Student Information System (Student Information System – SIS)

The University of Mosul adopts the Student Information System as the central digital platform for managing students' academic data and organizing the study pathway according to the requirements of the Bologna system.

The Student Information System plays a pivotal role in organizing academic processes related to electronic registration, managing courses, monitoring workload, and documenting the student's academic record accurately and comprehensively. The system also allows for managing data related to class schedules, assessment and examination results, academic progress, and issuing academic documents electronically, enhancing the efficiency of educational services and the speed of completing procedures. The system is used as a supporting tool for academic and administrative decision-making by providing accurate and updated data on students' study pathways and academic performance levels. The University is committed to securing student data, maintaining the confidentiality of academic information, and ensuring the integrity and continuity of electronic systems according to approved technical policies.



9-3 Comprehensive Digital Transformation Platform

(Higher Education Platform for Integrated Quality – HEPIQ)

The University of Mosul adopts the Comprehensive Digital Transformation Platform as an integrated digital system supporting institutional connectivity between the Ministry of Higher Education and Scientific Research, universities, and students, contributing to improving the efficiency of educational and administrative services and enhancing digital integration. The platform contributes to facilitating access to university services and providing a unified digital environment that supports the management of academic data and educational services more efficiently and flexibly. The platform is also used to support the digital university identity and facilitate access to academic and administrative services and enhance integration among the various digital systems related to managing the educational process. The platform contributes to improving the electronic documentation of academic information and enhancing transparency and reliability in managing educational records and documents, supporting the requirements of the Bologna system and institutional digital transformation. The University also works to develop the readiness of the institutional digital environment to ensure effective integration with the Comprehensive Digital Transformation Platform and expand the benefit from available digital services.



9-4 Learning Management Systems and Electronic Examination Systems

(Learning Management Systems – LMS & Examination Management Systems – EMS)

The University of Mosul adopts learning management systems and electronic examination systems as fundamental tools for supporting the educational process and enhancing the management of teaching and assessment under the Bologna system. Learning management systems contribute to organizing educational content, managing educational activities, enhancing academic interaction between faculty and students, and supporting self-directed and blended learning. These systems also allow for organizing course materials electronically, managing educational assignments, monitoring academic participation, and improving scientific communication among the various educational parties.

In turn, electronic examination management systems support the organization of tests and assessments, management of examination procedures, and electronic documentation of results, enhancing assessment efficiency and the reliability of examination procedures. These systems also contribute to supporting academic fairness, improving the accuracy of examination management, and enhancing the efficiency of follow-up and academic analysis of learning results. The University is committed to developing the capabilities of faculty and students in using digital educational systems, ensuring the optimal use of electronic tools in teaching and assessment.



9-5 Academic Data Management and Digital Integration

The University of Mosul adopts an institutional system for managing academic data aimed at ensuring the accuracy and integration of educational information and ease of access to it, to support academic and administrative processes and institutional decision-making. Academic data management includes information related to students, academic programmes, courses, assessment results, educational indicators, and various academic records. The University also seeks to achieve digital integration among the various electronic systems, ensuring the smooth flow of data, unifying information sources, and reducing duplication and administrative errors. Digital integration contributes to improving academic follow-up processes, supporting institutional planning, enhancing the quality of academic reports and indicators, and improving the efficiency of services provided to students and faculty. The University is also committed to applying digital governance controls and data protection procedures, ensuring information security, the integrity of academic records, and the continuity of digital services.

9-6 Digital Archiving and Electronic Academic Documentation

The University of Mosul adopts a digital archiving system aimed at preserving and organizing academic and administrative documents electronically, ensuring the integrity of records, ease of access to information, and improving the efficiency of university administration. Digital archiving includes documents related to academic programmes, courses, student files, examination results,



quality reports, academic accreditation documents, and other educational records. Electronic documentation also contributes to supporting academic integrity, enhancing the reliability of information, reducing reliance on paper archiving, and improving the speed of completion and institutional follow-up. The University is committed to applying digital protection standards and data integrity, and ensuring the confidentiality of electronic documents, in line with approved technical and administrative controls. Archiving systems are also subject to continuous review and updating to ensure their effectiveness and responsiveness to modern institutional requirements.

9-7 Dashboards and Digital Monitoring Indicators

(Dashboards & Academic Monitoring Indicators)

The University of Mosul adopts dashboards and digital indicators as analytical tools supporting the management of academic and institutional performance, contributing to improving the efficiency of follow-up and data-driven decision-making. Digital dashboards are used to display academic indicators related to registration, academic progress, assessment results, performance and quality indicators, and levels of academic achievement. These systems also contribute to enhancing continuous monitoring of students' academic pathways, early detection of educational challenges, and supporting academic analysis and planning processes. Digital indicators contribute to improving the quality of institutional reports and enhancing transparency and accuracy in managing academic



information, supporting quality and academic accreditation requirements. The University is also committed to continuously developing dashboards and indicators, ensuring analytical efficiency, ease of use, and enhancing a data-driven institutional management culture.



Chapter Ten

Transfer, Academic Hosting, and Credit Transfer

Preface

Transfer, academic hosting, and credit transfer procedures are one of the fundamental components in implementing the Bologna Process, given their role in enhancing academic flexibility, supporting student mobility, and ensuring the continuity of students' study pathways within an educational environment based on the recognition of qualifications and credit units and the possibility of academic mobility between educational institutions. The University of Mosul adopts an institutional framework for organizing transfer, academic hosting, and credit transfer aimed at ensuring academic fairness, maintaining the quality of academic programmes, and achieving consistency among the various educational plans, in line with ministerial controls, university instructions, and the requirements of the Bologna system.

This chapter aims to clarify the policies and procedures adopted at the University of Mosul regarding the transfer of students between educational institutions, academic hosting, credit transfer mechanisms, recognition of credit units, and local and international academic mobility.

10-1 Transfer Between Universities

The University of Mosul adopts an institutional system for organizing the transfer of students between recognized universities and educational institutions, ensuring the maintenance of the quality of the educational process and



achieving the continuity of the student's academic pathway within a framework of fairness, transparency, and academic consistency. Transfer procedures between universities are carried out according to applicable ministerial controls and instructions, in line with capacity and approved academic controls at the University, colleges, and academic departments. The transfer request is also subject to verification of the extent of consistency between the academic programme the student is transferring from and the academic programme they wish to transfer to, in terms of scientific content, learning outcomes, credit units, and relevant academic requirements. Relevant academic bodies are responsible for studying transfer requests and verifying the fulfillment of the necessary academic, administrative, and organizational requirements, ensuring the integrity of the study pathway and achieving the principle of equal opportunity. The University is also committed to documenting all transfer procedures officially and in an organized manner, ensuring the integrity of academic records and the possibility of monitoring the student's academic progress after their transfer.

10-2 Academic Hosting

The University of Mosul adopts the academic hosting system as a mechanism that allows a student to study specific courses at another educational institution temporarily while maintaining their academic affiliation with the original institution, supporting academic flexibility and the continuity of learning. Academic hosting is carried out according to institutional controls that take into account the nature of the academic programme and achieve academic



consistency between the host institution and the original institution, ensuring the integrity of course crediting and the continuity of the student's academic pathway. Academic hosting is also organized based on approved academic and administrative agreements or approvals, which include specifying the courses, academic credit units, assessment requirements, and the duration of the hosting. Academic departments and relevant academic bodies are responsible for following up on hosted students and verifying the extent of fulfillment of course requirements and including their results within the academic record according to approved controls. Academic hosting also contributes to expanding learning opportunities, benefiting from different educational experiences, and enhancing academic cooperation between educational institutions.

10-3 Credit Transfer

The University of Mosul adopts the credit transfer system as an academic procedure aimed at equating courses and academic credit units that a student has previously studied and passed, ensuring the recognition of prior learning and the continuity of academic progress in a fair and organized manner. Credit transfer is carried out based on a specialized academic study that takes into account the consistency between courses in terms of scientific content, learning outcomes, credit units, course level, and academic requirements. Credit transfer procedures also take into account the quality of the previous educational institution, the nature of the academic programme, and the extent of the course's consistency with the requirements of the academic programme approved at



the University of Mosul. Academic departments and relevant committees are responsible for reviewing credit transfer requests and verifying the extent of applicability of the relevant academic and organizational conditions, ensuring the maintenance of the quality of academic programmes and not compromising the student's scientific qualification requirements. The results of credit transfer are also documented within the academic record officially and according to approved institutional procedures.

10-4 Recognition of Credit Units

The University of Mosul is committed to the principle of academic recognition of credit units acquired from recognized educational institutions, in line with the philosophy of the Bologna Process in supporting academic mobility and enhancing comparability and transfer between educational systems. Recognition of credit units is carried out in light of an academic evaluation that takes into account the nature of the academic programme, the level of the course, the learning outcomes, and the extent of consistency with the study plan approved at the University. Recognition of credit units is also subject to a set of academic and organizational controls aimed at ensuring the quality of learning and maintaining academic standards and graduation requirements. Credit unit recognition procedures are carried out in a documented and organized manner that ensures transparency, the integrity of academic records, and the possibility of tracking the student's study pathway. Recognition of credit units also contributes to enhancing academic flexibility and supporting learning and mobility



opportunities between educational institutions more efficiently and smoothly.

10-5 International Academic Mobility

The University of Mosul adopts the principle of international academic mobility as one of the tools supporting the enhancement of academic openness and the development of educational and research experiences for students and faculty, in line with the philosophy of the Bologna Process in supporting international academic mobility. International academic mobility aims to provide educational, training, and research opportunities that contribute to developing academic, professional, and cultural skills, and enhancing interaction with diverse educational environments. International academic mobility is also organized in light of academic cooperation agreements, institutional partnerships, and joint educational programmes, ensuring clarity of academic commitments and mechanisms for recognizing courses and credit units. The University is committed to providing an organizational framework that supports the follow-up of students participating in academic mobility programmes and ensuring the crediting of courses and educational activities completed according to approved academic controls. International academic mobility also contributes to raising the quality of university education, enhancing academic competitiveness, developing the capabilities of students and faculty, and supporting the University of Mosul's standing in the regional and international higher education space.



Chapter Eleven

Impact of Adopting the Bologna Process on Enhancing Education Quality and the Institutional Ranking of the University of Mosul

Preface

The adoption of the Bologna Process represents an important institutional transformation in the philosophy of higher education management, providing an integrated academic framework aimed at developing the quality of teaching and learning, enhancing academic transparency, improving the outcomes of academic programmes, and raising the level of institutional competitiveness at the local and international levels. The University of Mosul adopts the implementation of the Bologna Process as a strategic entry point for modernizing the educational environment and enhancing the quality of academic performance, contributing to raising the level of academic programmes, developing the capabilities of students and graduates, and enhancing academic accreditation and international openness opportunities.

This chapter aims to clarify the institutional impact of adopting the Bologna Process at the University of Mosul, by reviewing its effects on the quality of teaching and learning, academic reputation, global rankings, academic accreditation, employment opportunities, and international academic mobility.



11-1 Improving the Quality of Teaching and Learning

The adoption of the Bologna Process has contributed to enhancing the quality of teaching and learning by establishing an academic system based on learning outcomes, institutional organization of the educational process, and developing the relationship between teaching, assessment, and continuous improvement. The implementation of the system has been reflected in developing the design of academic programmes and courses in a more consistent and clear manner, linking them to specific educational and professional objectives, thereby enhancing the efficiency of building students' knowledge and skills. The Bologna Process has also contributed to supporting the shift toward student-centered learning, enhancing active learning and academic independence, and improving assessment and follow-up mechanisms, thereby raising the quality of the learning experience and enhancing the effectiveness of the educational process. Policies related to organizing workload, learning outcomes, continuous assessment, and academic advising have helped raise levels of academic follow-up, reduce academic difficulty, and improve success opportunities. The implementation of the Bologna Process has also enhanced the culture of continuous review and improvement of academic programmes and courses, ensuring the sustainable development of the quality of university education at the University of Mosul.

11-2 Enhancing the University's Academic Reputation

The adoption of the Bologna Process contributes to enhancing the academic reputation of the University of Mosul



by developing the educational environment, improving the quality of academic programmes, and enhancing the reliability and comparability of academic qualifications locally and internationally. The implementation of Bologna also supports building a positive institutional image of the University as an educational institution that adopts modern academic practices and international standards in higher education, thereby enhancing the confidence of students, graduates, and stakeholders in its academic outcomes. The quality of academic organization, clarity of academic programmes, and improved teaching and assessment mechanisms are reflected in raising the level of institutional trust and increasing the University's attractiveness to students, researchers, and academic partners. The development of quality and academic accreditation systems, documentation of academic procedures, and improvement of institutional performance also contribute to supporting the University's scientific standing and enhancing its academic presence in various educational environments. Academic reputation is one of the University's strategic assets given its role in attracting talent, expanding partnerships, and improving academic and institutional competitiveness.

11-3 Relationship with Global Rankings

The adoption of the Bologna Process enhances the University of Mosul's ability to improve its position in global university rankings by supporting many of the indicators adopted by international ranking systems in evaluating academic and institutional performance. The Bologna Process indirectly contributes to improving quality indicators related to academic performance, education quality,



international mobility, institutional openness, the efficiency of academic programmes, and student satisfaction — elements linked to a number of global rankings. The implementation of Bologna also supports the development of the educational and research environment, improving academic transparency, and documenting data and indicators, thereby enhancing the University's readiness to deal with institutional ranking requirements and manage academic data more efficiently. Quality assurance and continuous improvement processes, the development of learning outcomes, and improving graduate efficiency lead to enhancing institutional performance cumulatively, which is reflected in the University's reputation and ranking indicators. Academic openness, educational partnerships, and international mobility also contribute to supporting the University's institutional presence within the regional and international higher education space.

11-4 Enhancing Academic Accreditation Opportunities

The adoption of the Bologna Process contributes to enhancing the University of Mosul's readiness to obtain academic accreditation by developing academic and institutional systems, improving the quality of academic programmes, and enhancing a culture of evaluation and continuous improvement. Bologna also supports building an educational environment characterized by clarity, transparency, and academic consistency, in line with the requirements of national and international academic accreditation bodies. Practices related to documenting learning outcomes, designing academic programmes, managing assessment, quality assurance, and institutional



follow-up contribute to providing the evidence and documentation necessary for academic accreditation processes. The implementation of institutional systems related to review, evaluation, and analysis of academic performance also enhances the University's ability to meet the requirements of continuous improvement and academic governance required in accreditation processes. Academic accreditation is one of the important strategic outcomes of implementing the Bologna Process, given what it achieves in terms of enhancing institutional trust and raising the quality of university education.

11-5 Enhancing Employability and Labor Market Alignment

The adoption of the Bologna Process enhances the University of Mosul's ability to prepare graduates who possess the knowledge, skills, and professional competencies that align with labor market needs and economic and social development requirements. The philosophy of designing academic programmes based on learning outcomes and alignment with stakeholders has contributed to strengthening the connection between academic programmes and required professional skills and improving graduates' employment opportunities. The implementation of Bologna also supports the development of transferable skills, critical thinking, teamwork, and analytical and communication abilities, increasing graduates' ability to integrate into various professional environments. Periodically reviewing and updating programmes based on professional and technological transformations enhances the University's



ability to respond to changing labor market requirements. The quality of education and improved efficiency of educational outcomes also contribute to enhancing employability opportunities and raising the competitiveness of University of Mosul graduates in local, regional, and international markets.

11-6 International Academic Mobility

The adoption of the Bologna Process contributes to enhancing international academic mobility by supporting the recognition of qualifications and credit units and facilitating academic mobility between educational institutions inside and outside Iraq. The implementation of Bologna also enhances opportunities for academic cooperation and student and scientific exchange, and provides students and faculty with broader opportunities to interact with diverse educational and cultural environments, supporting the development of academic and research experience. The University supports international academic mobility by developing institutional partnerships, enhancing the alignment of academic programmes, and improving documentation and academic recognition systems in line with international standards in higher education. Academic mobility also contributes to enhancing institutional reputation, expanding research and learning opportunities, and raising the level of academic and cultural openness of the University of Mosul. International academic mobility is one of the strategic dimensions of implementing the Bologna Process, given its impact on supporting institutional competitiveness and enhancing the University's international academic presence.



Chapter Twelve

Appendices and Approved Official Forms

Preface

Appendices and official forms are one of the fundamental implementation pillars for applying the Bologna system in higher education institutions, representing the standard tools used to organize academic programmes, describe courses, manage workload, document learning outcomes, monitor academic performance, and ensure institutional consistency in implementing the educational process.

The University of Mosul adopts the official appendices and forms issued by the Ministry of Higher Education and Scientific Research as the primary reference for documenting and managing the requirements for implementing the Bologna system, in line with the guide for adopting the Bologna Process in Iraqi universities and related ministerial instructions, with the possibility of incorporating the University's institutional identity without compromising the organizational structure or the essential fields of the approved ministerial forms.

This chapter aims to clarify the nature of the approved official forms, their basic components, and the mechanisms for their use and documentation within the academic environment of the University of Mosul, thereby achieving the quality of academic implementation and contributing to supporting institutional follow-up and quality assurance and academic accreditation.



12-1 Institutional Framework for Appendices and Official Forms

The University of Mosul adopts a unified institutional framework for managing the academic appendices and forms related to implementing the Bologna system, ensuring the unification of academic documentation procedures, enhancing consistency among programmes and courses, and achieving transparency and the ability to review and follow up. Official forms are used as standard tools for organizing academic information related to the academic programme, the course, workload, learning outcomes, academic advising, and assessment, and for monitoring students' academic performance. Colleges and academic departments are also committed to using the official forms issued by the Ministry and updating them periodically, in line with academic developments and approved institutional instructions. These forms are preserved within the University's approved academic documentation and archiving systems, ensuring data integrity and the possibility of referring to them in academic auditing processes and quality assurance and institutional accreditation.

12-2 Appendix (1): Programme Guide (Program Catalogue)

The University of Mosul adopts the Programme Guide according to the approved ministerial form as the primary reference document for the academic programme, aiming to provide a comprehensive and integrated description of the nature of the programme, its components, and its implementation requirements. According to the ministerial form, the Programme Guide includes a set of key



organizational fields covering general information about the programme, the programme's name, specialization, academic degree, vision, mission, objectives, Programme Learning Outcomes, study plan, admission and graduation requirements, courses, the number of approved credit units, teaching and assessment mechanisms, and academic advising, as well as expected job opportunities for graduates. The guide also includes a general description of the programme and its educational pathways and mechanisms for monitoring students' progress within the academic environment, achieving greater clarity for students, faculty members, and stakeholders. Colleges and academic departments are committed to preparing the Programme Guide according to the approved ministerial form and updating it periodically, in line with academic developments and quality and academic accreditation requirements.

12-3 Appendix (2): Programme Specification (Program Specification)

The University of Mosul adopts the Programme Specification as an organizational academic document aimed at clarifying the academic structure of the programme and the mechanisms for achieving its educational objectives and learning outcomes. The ministerial form for the Programme Specification includes the basic data of the programme, the nature and duration of study, Programme Learning Outcomes, the structure of credit units, the study plan, teaching and assessment mechanisms, continuation and graduation requirements, and quality assurance and continuous improvement mechanisms. The Programme Specification is also used as a reference tool in academic



review and institutional development processes and for verifying the programme's consistency with the National Qualifications Framework and labor market and academic quality requirements. Academic departments are committed to preparing the programme specification and linking it directly to the Programme Guide, the learning outcomes matrix, and the approved study plan.

12-4 Appendix (3): Course Description (Module Description Catalogue)

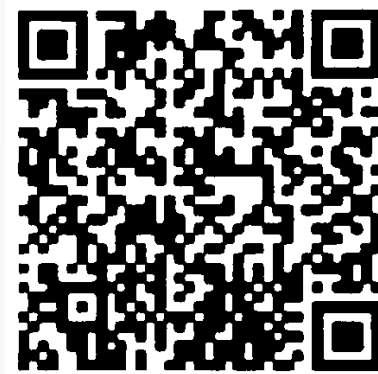
The University of Mosul adopts the course description according to the ministerial form as the primary academic document for each course, aiming to document the course's elements and implementation mechanisms systematically and in an organized manner. The ministerial form for the course description includes a set of basic fields covering general course data, the course code, the number of credit units, prerequisites and corequisites, the course description, its specific learning outcomes, the relationship with the programme's learning outcomes, teaching and learning strategies, assessment strategies, the semester teaching plan, scientific content, approved educational references, in addition to the distribution of the student's workload within the course. The form also includes a detailed description of educational activities and mechanisms for monitoring student performance and measuring the achievement of the course's learning outcomes. Academic departments are committed to preparing course descriptions for all approved courses and updating them periodically according to approved ministerial controls.



12-5 Appendix (4): Student Workload Form (SWL)

The University of Mosul adopts the Student Workload Form according to the approved ministerial form as an academic tool aimed at estimating the expected academic time a student expends to achieve the learning outcomes of a course. The form includes the distribution of workload among the various learning components, including organized classroom hours, applied activities, self-directed reading, assignments and tasks, scientific preparation, laboratory activities, project work, preparation for various tests and assessments, and unorganized hours related to self-directed learning. The form is also used to ensure balance in the distribution of workload among different courses and achieve consistency with the requirements of the European Credit Transfer System (ECTS), contributing to raising the quality of the educational process and improving students' learning experience. Academic departments and faculty members are committed to preparing the workload form and linking it to the learning outcomes and teaching and assessment strategies specific to the course.

**Below is the electronic version of the guide
from the Ministry of Higher Education and
Scientific Research**



Course Programmes for Colleges on the Bologna Track



Science



Petroleum and Mining
Engineering



Engineering



Agriculture and Forestry



Environmental Sciences



Computer Science and
Mathematics



Nursing



Archaeology



**Administration and
Economics**



Veterinary Medicine



Law