



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



Prepared by the Committee

Name	Position	Role
Prof. Dr. Abdulrahim Ibrahim Jasim	Vice President for Scientific Affairs	Chairman
Prof. Dr. Muthanna Subhi Sulaiman	Director of the Studies and Planning Department	Member
Asst. Lect. Fatima Abdulrazzaq Ayoub	Head of Study Systems Division	Member
Asst. Lect. Mohanad Rafeh Mohammad	Data and Informatics Division	Member
Ms. Ala'a Abid Qasim	Head of Planning Division	Member
Mr. Wameedh Taha Khidr	Statistics Division	Member

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Chapter One

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

1.1 Introduction

Higher education worldwide is witnessing rapid transformations aimed at enhancing educational outcomes, raising the efficiency of academic institutions, and developing curricula in alignment with the requirements of sustainable development and the global labor market. Furthermore, these changes seek to achieve a higher degree of compatibility and mutual recognition of academic qualifications among universities and educational institutions. In this context, the Bologna Process has emerged as a comprehensive international framework for higher education reform. It aims to develop academic systems by adopting a modern educational philosophy based on learning outcomes, student-centered learning, the European Credit Transfer and Accumulation System (ECTS), quality assurance, continuous assessment, 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 compatible, flexible, and comparable at the international level.

In light of the directives of the Ministry of Higher Education and Scientific Research in the Republic of Iraq toward updating the educational environment and adopting contemporary academic systems, the application of the Bologna Process was gradually adopted in the Iraqi



universities starting from the 2021–2022 academic year. This was aimed at improving the quality of university education, enhancing learning outcomes, linking academic programs to approved international standards, and strengthening students' opportunities for local, regional, and international academic and professional competition. This orientation was grounded in the issuance of regulatory guides and instructions that define the general foundations for implementing the system, registration mechanisms, assessment, student workload, learning outcomes, and academic program management in accordance with modern quality standards.

Driven by the University of Mosul's commitment to its academic mission and its pioneering role in developing the higher education system, the university has adopted a clear institutional approach toward implementing the Bologna Process. This stems from its conviction regarding the importance of transitioning toward more flexible, efficient, and high-quality educational systems that respond to scientific and technological developments and the requirements of the knowledge economy. It also contributes to building an educational environment based on active learning, skill development, fostering critical thinking and innovation, and empowering students to acquire the knowledge and competencies necessary for academic and professional success.

Within this framework, this Institutional Guide for the Adoption and Implementation of the Bologna Process at the University of Mosul serves as a unified regulatory and academic reference. It aims to standardize concepts and



procedures related to the implementation of the Bologna Process across all university formations, and to outline the foundations, standards, and mechanisms approved for implementing the system at the level of faculties, scientific departments, and academic programs, thereby ensuring the highest levels of institutional consistency and academic quality.

This guide aims to provide a clear practical and procedural framework that defines institutional roles and responsibilities associated with the implementation of the Bologna Process, enhances shared understanding of its concepts and requirements, and provides a unified reference for faculty members, university administrations, scientific committees, quality units, and students. This contributes to raising implementation efficiency and reducing procedural disparities among various formations within the university.

Moreover, this guide underscores the University of Mosul's commitment to promoting the principles of quality, transparency, and academic accountability, supporting student-centered learning, developing academic programs according to learning outcomes and professional competencies, and enhancing the international comparability of academic qualifications in line with national and international standards. This contributes to consolidating the university's academic standing and improving its institutional performance indicators and academic ranking at local, regional, and international levels.

This guide is a flexible institutional document subject to continuous updating. It is periodically reviewed based on legislative and regulatory developments issued by the



Ministry of Higher Education and Scientific Research, global developments related to the Bologna Process, and feedback resulting from practical implementation within the University of Mosul, ensuring the sustainability of development and continuous improvement of the educational process.

University of Mosul Vision for Implementing the Bologna Process

The University of Mosul adopts an ambitious institutional vision in implementing the Bologna Process, centered on building a modern, flexible, high-quality academic educational system that complies with national and international standards. This vision places the student at the core of the educational process, enhances learning outcomes and professional competencies, and contributes to preparing graduates who possess the knowledge, skills, and competitive capabilities necessary to respond to the requirements of the labor market and sustainable development.

Through the comprehensive institutional implementation of the Bologna Process, the University of Mosul seeks to establish an academic environment based on quality, innovation, and continuous improvement, in addition to developing academic programs according to modern scientific foundations adopting learning outcomes and the European Credit Transfer and Accumulation System (ECTS). It also aims to enhance the efficiency of teaching and learning, ensure the comparability of academic qualifications at regional and international levels, and support opportunities for academic mobility, scientific cooperation, and institutional openness.



Furthermore, the University of Mosul believes that the rigorous 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 indices and rankings, in alignment with its scientific mission and future vision of leadership, excellence, and sustainability.

1.2 Overview of the Bologna Process

The Bologna Process is one of the most important modern international initiatives in higher education reform and the development of its academic systems. It represents an international cooperative framework aimed at building a unified European Higher Education Area characterized by flexibility, quality, comparability, and mutual recognition of academic qualifications between countries and educational institutions. This process was officially 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 creating a more integrated higher education system capable of facing contemporary scientific, economic, and social challenges.

The Bologna Process relies on a set of core principles aimed at improving the quality of higher education and enhancing its efficiency by adopting a relatively unified academic system based on **Learning Outcomes**, shifting from traditional content-based education to **Student-Centered Learning**, and adopting the **European Credit Transfer and Accumulation System (ECTS)** as a standard tool for



measuring the volume of learning and student workload while facilitating academic mobility between different educational institutions.

The Bologna Process also seeks to achieve a number of strategic objectives, including enhancing the comparability of academic programs and qualifications, improving educational quality through assessment and quality assurance mechanisms, facilitating the academic mobility of students and faculty members, developing curricula to align with labor market requirements, and promoting transparency and efficiency in managing the educational process. These principles have become a global reference framework utilized by many countries outside Europe to modernize their university systems and develop teaching and learning environments.

The Bologna system is based on a modern educational philosophy that considers the student as the focal point of the educational process. The success of an academic program is measured by the extent to which students achieve clear and specific learning outcomes, rather than merely counting the number of study hours or the volume of scientific content delivered. Consequently, the educational process shifts from a focus on teaching (**Teaching-Oriented System**) to a focus on learning and the acquisition of skills and competencies (**Learning-Oriented System**). This enhances students' academic independence and develops their capabilities in critical thinking, teamwork, self-directed learning, problem-solving, and innovation.

Accordingly, the Bologna Process consists of a set of interconnected elements, including:



1. **European Credit Transfer and Accumulation System (ECTS):** Used to measure student workload in a standardized manner, where credits are calculated based on the time and effort expended to achieve learning outcomes.
2. **Learning Outcomes:** The knowledge, skills, and competencies that a student is expected to possess upon successfully completing a course or academic program.
3. **Student-Centered Learning:** An approach that grants students an active role in the learning process, relying on practical activities, continuous assessment, and academic interaction.
4. **Quality Assurance and Academic Accreditation:** Through the adoption of clear standards to evaluate academic performance and continuously improve academic programs.
5. **Academic Mobility and Student Mobility:** Permitting the transfer of students between universities and academic programs on academically recognized foundations.
6. **Transparency and International Comparability:** By standardizing academic concepts and criteria and facilitating the recognition of degrees and qualifications.

The University of Mosul believes that the adoption of the Bologna Process does not merely represent a technical transition to a credit system or a change in registration and assessment mechanisms; rather, it represents a



comprehensive institutional transformation in the philosophy of university education. This transformation is grounded in quality and continuous improvement, strengthens the relationship between university education and economic and social development, and supports the graduation of individuals equipped with scientific, professional, and competitive skills capable of keeping pace with local and global transformations.

1.3 Background on the Adoption of the Bologna Process in Iraq

Within the framework of efforts to modernize the higher education system in the Republic of Iraq, and the pursuit by the Ministry of Higher Education and Scientific Research to develop the university environment and improve educational quality and outcomes, the Ministry moved toward adopting a number of academic and regulatory 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 across a number of disciplines and academic programs.

The adoption of the Bologna Process came in response to a range of variables and challenges facing higher education, foremost among which is the need to improve the quality of academic programs, enhance the reliability of university degrees, improve graduate employability, link educational outcomes to labor market needs, and raise the international competitiveness of Iraqi universities to achieve a higher degree of harmony with globally approved academic systems.



The Ministry of Higher Education and Scientific Research initiated the gradual implementation of the Bologna Process starting from the academic year 2021–2022 by issuing a set of regulatory guides and instructions. These defined the general foundations of the system, mechanisms for credit calculation, learning outcomes concepts, program and course management, assessment and examination mechanisms, registration requirements, and quality regulations associated with the system.

The Ministry adopted a phased implementation approach to ensure the success of the institutional transition and minimize administrative and academic challenges. The system was implemented gradually in accordance with the specific nature of disciplines and colleges, accompanied by the provision of guidance manuals, regulatory templates, and necessary training workshops for faculty members and university administrations.

Furthermore, the adoption of the Bologna Process in Iraq was linked to several strategic objectives, most notably:

1. Improving the quality of higher education and raising the efficiency of academic programs.
2. Consolidating 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 graduate employment opportunities and linking university education to development and labor market requirements.

Proceeding from this national orientation, Iraqi universities—including the University of Mosul—are working to build an academic environment capable of effectively implementing the Bologna Process. This is achieved by developing institutional policies, qualifying teaching and administrative staff, updating academic programs, and adopting digital and administrative systems that support the aspired academic transformation.

1.4 The Journey of the University of Mosul in Implementing the Bologna Process

Drawing upon its scientific and academic position as one of Iraq's leading universities, the University of Mosul adopted a proactive and responsible approach toward implementing the Bologna Process, in alignment with the directives 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 treated this transition as a strategic project for institutional development—one that is not limited to procedural changes in the study system, but extends to the reconstruction of the academic environment in accordance with modern educational concepts centered on the student, learning outcomes, and sustainable quality.



The university witnessed gradual stages of implementation, including the introduction of the system across a number of scientific and applied colleges within a phased execution plan. Certain colleges were among the initial university formations to adopt the system according to the timelines specified by the Ministry, followed by expansion phases that included additional disciplines in alignment with academic, administrative, and technical readiness requirements.

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

1. Establishing academic and administrative teams and committees to monitor system implementation.
2. Preparing guidance manuals and templates specific to academic programs and courses.
3. Conducting workshops and training courses for faculty members and administrative staff.
4. Developing electronic registration and student tracking mechanisms.
5. Enhancing the role of academic advising and educational follow-up.
6. Aligning academic programs with learning outcomes and quality requirements.

The university was also keen to make the Bologna Process an integral part of its institutional plans aimed at developing academic performance, enhancing readiness for academic accreditation, raising quality indicators, and improving its position in national and international university rankings. This



reflects its vision of building a modern educational environment based on flexibility, efficiency, and excellence.

1.5 Significance of the Institutional Guide

This institutional guide serves as a unified regulatory and academic reference for the University of Mosul in implementing the Bologna Process. It aims to standardize concepts, procedures, and implementation practices related to the system across the university's various formations, thereby ensuring institutional consistency and limiting implementation variances among colleges and scientific departments.

The significance of this guide stems from its role as a strategic tool that contributes to:

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



7. Supporting continuous improvement and raising the efficiency of institutional performance.

Accordingly, this guide is viewed not merely as a regulatory document, but as an institutional framework supporting the academic transformation undertaken 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 roles and responsibilities related to implementation and follow-up.
4. Supporting the quality of teaching and student-centered learning.
5. Enhancing the alignment of academic programs with learning outcomes and the labor market.
6. Raising the efficiency of registration, assessment, and academic tracking systems.
7. Supporting the requirements of quality, academic accreditation, and global rankings.



8. Promoting academic mobility and 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 to guide and regulate academic and administrative procedures related to the system across the university's various formations. This ensures consistency in implementation, enhances the quality of institutional performance, and achieves harmony with instructions and regulations issued by the Ministry of Higher Education and Scientific Research. The scope of this guide covers all practices and procedures associated with planning, implementing, monitoring, and evaluating the educational process in accordance with the philosophy and principles of the Bologna Process.

The scope of application extends to include all colleges, institutes, scientific departments, and academic programs included in the implementation of the Bologna Process at the University of Mosul—whether those currently implementing the system or those being prepared for a gradual transition to it in accordance with plans approved by the university and the Ministry, consistent with the nature and specificity of academic disciplines.



The scope of application also includes the following aspects:

Firstly: Academic Aspects

1. Designing and developing academic programs.
2. Course and academic program specification (syllabi description).
3. Defining learning outcomes and linking them to the National Qualifications Framework (NQF).
4. Managing student workload.
5. Adopting the European Credit Transfer and Accumulation System (ECTS).
6. Organizing continuous assessment and examinations in accordance with the Bologna philosophy.
7. Academic advising and educational follow-up.

Secondly: Administrative and Regulatory Aspects

1. Student registration and management of the academic pathway.
2. Managing databases and related electronic systems.
3. Monitoring the implementation of study plans and courses.
4. Organizing procedures for transfer, hosting, and academic equivalence.
5. Documenting academic performance and preparing institutional reports.



Thirdly: Quality Assurance Aspects

1. Monitoring compliance with academic quality standards.
2. Periodically evaluating academic programs and courses.
3. Supporting continuous improvement and developing institutional performance.
4. Enhancing readiness for national and international academic accreditation.

Furthermore, this guide defines the limits of institutional application by serving as a mandatory internal regulatory reference for all university formations regarding procedures specific to the Bologna Process, while taking into account the specificity of certain programs and disciplines that necessitate additional implementation or regulatory requirements in accordance with prevailing ministerial regulations.



Chapter Two

Academic Philosophy of Bologna Process

2.1 Concept of Bologna Process

The Bologna Process is defined as an international framework for higher education reform and development aimed at building a more integrated, flexible, and high-quality academic system. It focuses on enhancing the comparability of academic qualifications, developing curricula in accordance with relatively unified standards, and adopting modern educational systems centered on the student and learning outcomes. This achieves a greater alignment between educational institutions, development needs, and the labor market.

The Bologna Process is grounded in a modern academic philosophy that redefines the concept of university education, shifting from the traditional knowledge-transmission model centered on teaching to a more comprehensive educational model focused on learning, skill and competency acquisition, and the achievement of measurable and evaluable learning outcomes. In this context, the student is viewed as the focal point of the educational process and an active partner within it, rather than a passive recipient of knowledge.

The Bologna Process encompasses a set of interconnected academic and regulatory components, most notably:

1. **Adopting the European Credit Transfer and Accumulation System (ECTS)** to measure student workload.



2. **Designing academic programs** according to clear and measurable learning outcomes.
3. **Promoting student-centered learning.**
4. **Adopting continuous and diverse assessment methods** that effectively gauge the achievement of learning.
5. **Supporting academic mobility** for students and faculty members.
6. **Embracing quality assurance standards and academic accreditation.**
7. **Enhancing international comparability and 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 rather than merely a change in the study system, class hours, or credit units. It represents an integrated educational philosophy aimed at building a university environment that is more flexible, of higher quality and efficiency, and capable of producing graduates equipped with the cognitive, professional, and personal skills needed to keep pace with local and global changes.

Furthermore, the University of Mosul believes that applying the Bologna Process serves as a strategic tool to enhance the quality of higher education, raise the efficiency of academic programs, and achieve integration between teaching, learning, scientific research, and community service. This contributes to enhancing the university's



academic and competitive standing at national, regional, and international levels.

2.2 Student-Centered Learning (SCL) Philosophy

Student-Centered Learning (SCL) represents one of the core pillars of the Bologna Process. It is based on reshaping the educational relationship within the university environment to place the student at the center of the teaching and learning process, making them an active partner in knowledge construction and skill acquisition rather than merely a recipient of information inside the classroom.

This philosophy stems from a fundamental principle: the success of the educational process is not measured by the volume of information delivered by the instructor, but by the extent to which the student achieves 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 instructor shifts from a transmitter of information to a guide, mentor, and facilitator of the learning process who designs stimulating learning environments and provides diverse academic activities supporting critical thinking, problem-solving, teamwork, self-directed learning, and innovation.

The philosophy of student-centered learning rests on several core principles, including:

Firstly: Active Student Participation

Students are granted an active role in learning through participation in curricular and co-curricular activities,



preparing projects and reports, scientific discussions, presentations, and independent research.

Secondly: Focus on Learning Outcomes

Courses and academic programs are designed in a way that directly links to what students are expected to know, understand, and be able to apply upon successfully completing the course or program.

Thirdly: Accommodating Individual Differences

This philosophy recognizes differences in students' capacities, learning needs, and learning styles, necessitating diverse teaching and assessment methods to achieve educational equity and enhance success opportunities.

Fourthly: Active Learning

The modern educational environment relies on engaging students in learning through:

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

Fifthly: Continuous Assessment and Feedback

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



Sixthly: Developing Lifelong Learning Skills

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

Within the vision of the University of Mosul, student-centered learning represents one of the foundational principles underpinning the development of curricula and academic courses. The university works to foster flexible, interactive learning environments that support creativity, skill development, academic advising, and the enhancement of the student learning experience in line with modern international standards in higher education.

The university also seeks to develop instructors' capacities to adopt modern student-centered teaching strategies, improve assessment methods, measure learning outcomes, and build an academic culture that encourages intellectual independence, innovation, critical thinking, and teamwork.

2.3 Objectives of 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 an educational environment that is more flexible, effective, and responsive to scientific, economic, and social changes.



The main objectives of the Bologna Process are as follows:

Firstly: Improving Higher Education Quality

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

Secondly: Promoting 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.

Thirdly: Developing Learning Outcomes and Professional Competencies

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.

Fourthly: Enhancing Transparency and Academic Comparability

Through the adoption of clear grading and credit systems, alongside course and program descriptions, to facilitate the comparison of academic qualifications across universities and countries.



Fifthly: Supporting Academic Mobility and Student Mobility

Enabling students and instructors to move between academic institutions and benefit from diverse educational experiences.

Sixthly: Strengthening the Link Between Education and the Labor Market

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

Seventhly: Supporting Academic Accreditation and Quality Assurance

Through the adoption of clear standards for evaluation, monitoring, and continuous improvement.

Eighthly: Enhancing 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 graduating individuals equipped with the knowledge and competencies necessary to compete in changing work environments and contribute to sustainable national development.



2.4 Core Principles of Bologna Process

Bologna Process is based on a set of academic and regulatory principles that form the governing reference framework for its implementation, providing the philosophical and practical foundation for higher education development to achieve quality, flexibility, efficiency, and international recognition of academic qualifications. Among the most prominent of these principles are:

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

These principles constitute an integrated institutional framework that the University of Mosul seeks to embed within its educational environment to ensure the rigorous implementation of the Bologna Process and the achievement of its strategic goals.

2.5 International Comparability of Academic Qualifications



The international comparability of academic qualifications is a fundamental pillar of the Bologna Process. It aims to create an educational environment characterized by clarity, transparency, and mutual recognition of academic qualifications and degrees, allowing for a clear understanding of the nature of academic programs, their outcomes, and their comparability across various universities and educational institutions at national, regional, and international levels.

This comparability is based on developing a common academic framework that adopts clear descriptions of academic programs, courses, learning outcomes, student workload, and assessment mechanisms. This provides a relatively unified understanding of the knowledge, skills, and competencies possessed by a graduate upon successfully completing an academic program. The European Credit Transfer and Accumulation System (ECTS), program descriptions, and the **Diploma Supplement** are key tools contributing to this objective. Furthermore, academic comparability enhances the confidence of educational institutions and employers in university qualifications by providing accurate and transparent information about the nature of the program, the level of learning achieved, and associated professional competencies, which supports graduates' opportunities to pursue postgraduate studies or integrate into diverse professional environments.

In this context, the University of Mosul is working to develop its academic programs and courses in alignment with national and international reference frameworks, ensuring clarity of learning outcomes, program specifications, and the



adoption of transparent and objective assessment and measurement systems. This 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 a vital factor in improving its academic reputation, increasing scientific partnership opportunities, and boosting graduate competitiveness locally, regionally, and globally.

2.6 Academic Mobility and Student Mobility

Academic mobility and student mobility constitute one of the core principles underpinning the Bologna Process. It refers to enabling students, instructors, and researchers to undertake temporary or permanent transitions between various academic institutions locally and internationally for purposes of study, training, scientific research, or expertise exchange within an academic framework that guarantees the recognition of acquired courses, credits, and learning outcomes.

The significance of academic mobility stems from its role in fostering cognitive and cultural openness, providing students with the opportunity to explore different educational experiences and acquire new academic, professional, and personal skills, while broadening their intellectual and cultural horizons and enhancing their adaptability to multicultural and multidisciplinary environments.

The concept of mobility in Bologna Process relies on clear and flexible systems that allow for credit transfer and recognition, ensuring that the academic effort expended by



students is not lost when transferring between universities or academic programs. It also depends on clear descriptions of programs, courses, and learning outcomes, which facilitates academic equivalence and the recognition of qualifications and earned course materials.

Within the framework of the University of Mosul, academic mobility is viewed as a strategic tool to enhance educational quality and institutional openness. The university works to support hosting, transfer, and academic exchange opportunities, fostering a flexible educational environment that encourages the participation of students and instructors in scientific, training, and research activities inside and outside Iraq, in line with ministerial regulations and prevailing instructions. The university also seeks to strengthen its academic and scientific partnerships with local and international universities, expanding student exchange opportunities and research cooperation to elevate the efficiency of the university environment and bolster the academic presence of the University of Mosul regionally and internationally.

2.7 Alignment with the Labor Market

The alignment between university education and labor market requirements is a primary strategic objective of Bologna Process. The process aims to reduce the gap between academic knowledge and the professional skills demanded in modern work environments, ensuring the preparation of graduates equipped with the scientific, practical, and behavioral competencies that qualify them for professional competition and success.



This philosophy stems from the principle that the quality of university education is not measured solely by the cognitive content delivered to students, but by the extent to which an academic program can produce graduates possessing the knowledge, skills, and attitudes required to interact positively with professional and social life requirements and contribute effectively to economic and social development. To achieve this goal, Bologna Process relies on designing academic programs based on clear learning outcomes linked to required professional and functional 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 learning and lifelong learning.

The Bologna Process also emphasizes the importance of involving **stakeholders**—including employers, experts, and professional sectors—in developing and periodically reviewing academic programs to ensure they respond to rapid transformations in the economy and the labor market.

Within this framework, the University of Mosul works to enhance the alignment of its academic programs with national and regional labor market needs by updating academic curricula, linking learning outcomes to professional competencies, encouraging practical training and project-based learning, and developing applied and research skills.



This contributes to producing graduates equipped with the academic and professional readiness necessary for competition, productivity, and innovation. The university views labor market alignment as a key indicator of educational quality and an essential factor in improving graduate employability and enhancing the university's role in sustainable development and community service.

2.8 Relationship with Quality Assurance and Academic Accreditation

Bologna Process is closely linked to quality assurance and academic accreditation systems. Quality is considered one of the primary axes upon which the process rests and the principal means to ensure the achievement of educational objectives and the continuous development of academic programs and institutions. The quality philosophy in the Bologna Process relies on building an educational system based on planning, implementation, evaluation, and continuous improvement through establishing clear standards for academic programs, learning outcomes, teaching and assessment methods, and academic governance to guarantee high levels of educational efficiency and effectiveness.

Bologna Process also contributes to supporting the application of the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)**, which emphasize:

1. Clarity of academic and institutional policies.
2. Designing educational programs based on learning outcomes.



3. Continuous assessment and performance improvement.
4. Involving students and stakeholders in development.
5. Periodic program review.
6. Transparency and academic accountability.

From this perspective, the University of Mosul works to integrate the implementation of the Bologna Process into its institutional quality assurance system by promoting continuous program review, developing assessment mechanisms, measuring learning outcomes, enhancing the student learning experience, and supporting readiness for national and international academic accreditation. The university also believes that the rigorous application of the Bologna Process serves as a foundational pillar for fostering an institutional quality culture, improving academic and administrative performance, and raising the efficiency of educational and research outputs.

2.9 Relationship with Global University Rankings

Global university rankings have become significant indicators reflecting the institutional, academic, and research performance of university institutions, given the tools they provide to measure academic reputation, educational quality, scientific output, international openness, and global competitiveness.

In this context, Bologna Process indirectly contributes to supporting performance indicators associated with global rankings by enhancing teaching and learning quality, improving academic transparency, developing academic



programs, boosting international openness and mobility, raising graduate readiness levels, and advancing quality and institutional accreditation systems. The philosophy of Bologna Process positively impacts several 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 enhancement of the learning experience.
7. Quality of academic programs and clarity of learning outcomes.

Within the vision of the University of Mosul, the effective institutional implementation of Bologna Process represents a strategic pathway that contributes to enhancing the university's academic standing, improving the quality of its programs and educational outputs, and raising its competitive capacity at national, regional, and international levels. The university also views Bologna Process as a supportive tool to achieve its goals in academic and research excellence, enhance its presence in global rankings, and build a modern university environment capable of keeping pace with international trends in higher education and scientific research.



Chapter Three

Key Terms and Definitions

Preamble

This chapter aims to standardize the core concepts and terms used in implementing the Bologna Process in the University of Mosul, providing authoritative institutional definitions that enhance a shared understanding of the academic and regulatory concepts adopted in managing academic programs, courses, and the educational process.

The definitions provided in this chapter serve as a unified institutional reference utilized in academic documents, regulatory instructions, official templates, quality and assessment procedures, and in alignment with the guide for adopting the Bologna Process in Iraqi universities and related ministerial instructions.

3.1 Bologna Process

The system Refers to the academic and regulatory framework adopted in the University of Mosul to organize academic programs and educational courses in accordance with the credit system, learning outcomes, student workload, assessment mechanisms, and quality assurance, thereby achieving academic comparability and enhancing the efficiency of higher education. This term is used within the university to denote the institutional system that regulates the design of academic programs and the management of the student's academic pathway according to approved regulations and instructions.



3.2 European Credit Transfer and Accumulation System (ECTS)

Refers to the standardized system used to calculate academic credits for courses and academic programs based on the student workload expected to achieve the targeted learning outcomes. This system is used at the University of Mosul to organize study plans, distribute academic workload, measure academic progress, and support the academic recognition of courses and credits within the Bologna framework.

3.3 Learning Outcomes

It Refers to the knowledge, skills, and competencies that a student is expected to achieve and demonstrate the ability to apply upon successfully completing an academic program or course. Learning outcomes are used in the University of Mosul as an academic reference to design academic programs and courses, organize teaching and assessment, and measure the level of academic achievement.

3.4 Student Workload (SWL)

It refers to the total time and academic effort expected of a student to complete learning requirements and achieve the learning outcomes of a course or academic program. Workload includes organized and unorganized educational activities such as lectures, practical activities, assignments, independent readings, assessments, and self-directed learning. This concept is used in the University of Mosul to determine credit units and distribute academic effort in a balanced manner across courses.



3.5 Study Program

It refers to the structured academic framework comprising an interrelated set of courses and educational activities designed to achieve specific educational goals and learning outcomes leading to the grant of a specific academic qualification. The study program is used at the University of Mosul as the fundamental academic unit for organizing the student's educational pathway and defining graduation requirements and the approved study plan.

3.6 Module / Course

It refers to the approved educational unit within an academic program, which includes scientific content, educational activities, assessment mechanisms, and specific learning outcomes. The course is used at the University of Mosul as an academic element that contributes to achieving the learning outcomes of the study program, subject to an approved academic specification that defines its objectives, requirements, teaching methods, and assessment.

3.7 Prerequisites

This refers to the courses or academic conditions that must be successfully completed before a student can register for a specific course, ensuring the possession of 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 methodological progression in building specialized knowledge and skills.



3.8 Remedial Courses

It refers to the courses that a student may be required to study to fulfill academic requirements or address scientific and cognitive gaps associated with the study program or academic pathway. Remedial courses are used at the University of Mosul to support the integration of the student's scientific background and ensure the fulfillment of academic requirements necessary for effective integration into the study program and the achievement of targeted learning outcomes.

3.9 Formative Assessment & Summative Assessment

Formative assessment refers to all assessment activities conducted during the semester to monitor student progress, continuously measure learning levels, and provide necessary feedback to improve academic performance.

Summative assessment refers to the evaluation conducted at the end of a learning period or upon completing a course to measure the level of achievement of learning outcomes and determine the student's final grade. The University of Mosul uses both methods within an integrated system to measure academic performance and achieve fairness and objectivity in evaluating students.

3.10 Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

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



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

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

3.11 Diploma Supplement

This term refers to the academic document accompanying the university degree, containing detailed information about the academic program completed by the student, the nature of the study, learning outcomes, credits, and the level of the academic qualification. The Diploma Supplement is used at the University of Mosul to enhance academic transparency, facilitate the understanding and recognition of scientific qualifications at national and international levels, and serve as a supportive tool for academic and professional mobility and the comparability of academic qualifications.

3.12 National Qualifications Framework (NQF)

It refers to the national reference system that defines educational qualification levels, competencies, knowledge, and skills expected for each academic level. The NQF is used at the University of Mosul as a reference to design academic programs, formulate learning outcomes, determine academic qualification levels, and ensure the alignment of university qualifications with approved national standards, while contributing to enhancing the comparability



and recognition of academic qualifications inside and outside Iraq.

3.13 Academic Advisor

It refers to the faculty member or academically assigned person responsible for monitoring students and guiding them on academic issues related to the study plan, registration, academic progress, and achieving graduation requirements. The academic advisor plays a supportive role in helping students make appropriate academic decisions, monitor their study performance, and address educational challenges they may encounter during their university journey. The advisor is also a key element in implementing student-centered learning within the Bologna system.

3.14 Program Catalogue

It refers to the official academic document containing a comprehensive description of the study program, its components, objectives, learning outcomes, study plan, admission requirements, and graduation requirements. The Program Catalogue is used at the University of Mosul as an official reference for students, faculty members, and relevant stakeholders, providing clear information on the nature of the program, its academic pathway, and educational requirements, as well as serving as a foundational document approved in quality assurance and academic accreditation.

3.15 Module Description Catalogue

It refers to the approved academic document or course syllabus containing all essential information specific to a course, including its objectives, learning outcomes, scientific content, learning requirements, assessment mechanisms,



and associated student workload. The Module Description Catalogue is used at the University of Mosul to ensure clarity of course requirements, achieve consistency between teaching, assessment, and learning outcomes, and support academic monitoring and institutional quality operations. It also serves as an essential reference for instructors and students in executing course requirements and achieving educational objectives.



Chapter Four

Institutional Governance of the Bologna Process Implementation at the University of Mosul

Preamble

Institutional governance represents one of the primary pillars for the successful implementation of the Bologna Process within higher education institutions. The effectiveness and sustainability of implementation rely on having a clear organizational structure, defined roles and responsibilities, and institutional monitoring and evaluation mechanisms that ensure coordination between various administrative and academic levels, supporting decision-making built 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 between the university presidency, colleges, scientific departments, administrative divisions and units, scientific committees, quality units, faculty members, and students. This ensures the consistent and effective implementation of ministerial instructions and regulations, and promotes educational quality, teaching and learning, and continuous improvement.

This chapter aims to clarify the institutional structure, roles, and responsibilities associated with the implementation of the Bologna Process at the University of Mosul, and to define organizational relationships and coordination and monitoring mechanisms among relevant stakeholders.



4.1 Institutional Governance Structure for Bologna Implementation

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 across various administrative and academic levels to ensure proper execution, role integration, and institutional consistency in managing the educational process. The institutional structure is founded on multi-level governance, ensuring that policies and decisions transition from the strategic level to the executive level in a clear and organized manner. The institutional structure consists of the following levels:

Firstly: The Strategic Level

Representing the level of general policy formulation and top-level decision-making, including:

1. University Presidency.
2. Vice President for Scientific Affairs.
3. Department of Studies and Planning.
4. Related central entities.

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

Secondly: The Academic Executive Level

Representing the level of implementing academic policies and procedures within colleges and scientific departments, including:



1. Deans of Colleges and Institutes.
2. Vice Dean for Scientific Affairs.
3. Heads of Scientific Departments.
4. Scientific Committees.
5. Bologna Committees or supporting academic committees.

This level is concerned with applying academic instructions, organizing academic programs and courses, and monitoring implementation quality.

Thirdly: The Operational and Administrative Level

Including:

1. 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 sections.

This level manages the executive, technical, and administrative aspects associated with system implementation.

Fourthly: The Direct Educational Level

Including:

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



This level represents the actual applied environment where the Bologna philosophy is executed inside classrooms and various educational activities.

4.2 Role of the University Presidency

The University of Mosul Presidency assumes the highest leadership and strategic role in implementing the Bologna Process, bearing the responsibility for general institutional oversight of the execution of academic and regulatory policies related to the system in alignment with the directives of the Ministry of Higher Education and Scientific Research and the university's strategic plans.

The responsibilities of the University Presidency include the following:

Firstly: Formulating Institutional Policies

1. Adopting the institutional vision for implementing the Bologna Process.
2. Approving general policies and related execution plans.
3. Issuing necessary regulatory directives and instructions.

Secondly: High-Level Supervision and Monitoring

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



Thirdly: Providing a Supportive Institutional Environment

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

Fourthly: Supporting Quality and Academic Accreditation

1. Promoting integration between the Bologna Process and quality assurance.
2. Supporting institutional and programmatic accreditation plans.
3. Monitoring university readiness for external assessment requirements.

Fifthly: Supporting Institutional Coordination

1. Enhancing coordination among various university formations.
2. Overseeing the implementation of development initiatives linked to the Bologna Process.
3. Monitoring compliance with prevailing ministerial instructions.

The University Presidency also plays an important role in instilling the culture of institutional change and embracing the student-centered learning philosophy as one of the core



pillars of the academic transformation undertaken by the University of Mosul.

4.3 Role of the Department of Studies and Planning

The Department of Studies and Planning is the central institutional entity responsible for coordination, monitoring, and development associated with the implementation of the Bologna Process at the University of Mosul. It plays a pivotal role in ensuring the institutional consistency of implementation, developing policies and procedures, and monitoring academic and organizational performance indicators.

The department exercises its role as a coordinating, supervisory, and advisory body to ensure that the system is implemented rigorously and in compliance with ministerial instructions and the strategic goals of the university.

The tasks of the Department of Studies and Planning include:

Firstly: Planning and Policies

1. Preparing executive plans for implementing the Bologna Process.
2. Developing relevant institutional and procedural guides.
3. Proposing academic and regulatory policies.

Secondly: Monitoring and Coordination

1. Monitoring the level of implementation across colleges and scientific departments.



2. Coordinating communication between the university and the Ministry on Bologna-related issues.
3. Standardizing institutional procedures and interpreting instructions.

Thirdly: Institutional Capacity Building

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

Fourthly: Monitoring and Evaluation

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

Fifthly: Managing Institutional Guides and Templates

1. Preparing and updating guides for programs and courses.
2. Standardizing academic and administrative templates.
3. Supervising the updating of reference documents.

The Department of Studies and Planning also serves as the institutional reference point within the university regarding the procedural interpretation of Bologna Process



implementation, thereby enhancing integration between academic policies and executive and administrative aspects.

4.4 Role of Colleges and Scientific Departments

Colleges and scientific departments represent the primary executive level for implementing the Bologna Process within the University of Mosul, bearing direct responsibility for executing academic policies and regulatory procedures, developing academic programs and educational courses, and monitoring the quality of the educational process.

Firstly: College Responsibilities

Colleges are responsible for:

1. Executing university and ministerial instructions concerning the Bologna Process.
2. Supervising scientific departments and monitoring academic performance.
3. Approving academic programs and courses.
4. Monitoring academic advising, registration, and assessment.
5. Supporting quality assurance and continuous improvement.

Secondly: Scientific Department Responsibilities

Scientific departments are responsible for:

1. Preparing and developing academic programs.
2. Formulating learning outcomes for courses and programs.



3. Organizing the study plan and program requirements.
4. Monitoring student workload.
5. Organizing course registration.
6. Monitoring the performance of faculty members and students.
7. Proposing academic updates and improvements.

Scientific departments also bear the responsibility of achieving integration among courses and ensuring their alignment with quality requirements, the labor market, and the National Qualifications Framework.

4.5 Role of Scientific Committees

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

The tasks of scientific committees include:

1. Reviewing academic programs and study plans.
2. Checking course descriptions and syllabi.
3. Reviewing learning outcomes and measuring their alignment.
4. Evaluating assessment mechanisms and measurement methods.
5. Monitoring the scientific updating of courses.



6. Submitting developmental recommendations.

Scientific committees also work to ensure scientific consistency among courses and minimize cognitive overlap or redundancy to achieve the quality and effectiveness of educational programs.

4.6 Role of Quality Assurance and University Performance Units

Quality assurance and university performance units are among the core institutional entities supporting the implementation of the Bologna Process. They are tasked with monitoring the quality of academic and administrative implementation, measuring performance indicators, and fostering a culture of continuous improvement. The responsibilities of quality units include:

1. Monitoring compliance with academic quality standards.
2. Reviewing the quality of academic programs and courses.
3. Measuring the achievement of learning outcomes.
4. Monitoring institutional performance indicators.
5. Preparing analytical reports concerning quality.
6. Supporting academic accreditation requirements.

Quality units also work to integrate the implementation of the Bologna Process with quality and institutional accreditation requirements, ensuring the sustainable development of the educational process and enhancing the student's academic experience.



4.7 Role of the Academic Systems Division

The Academic Systems Division is a primary administrative formation supporting the implementation of the Bologna Process at the University of Mosul, acting as the executive liaison between academic instructions and administrative procedures related to organizing the educational process. It directly contributes to ensuring the accurate execution of approved study systems and monitoring compliance with their regulations. Ministerial instructions have emphasized the significance of establishing a specialized division dedicated to monitoring various study systems, including the Bologna Process, and providing the administrative and organizational support necessary for successful implementation.

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

The responsibilities of the Academic Systems Division include:

Firstly: Administrative and Regulatory Monitoring

1. Monitoring the execution of approved study systems within colleges and scientific departments.
2. Supervising compliance with instructions and regulations specific to the Bologna Process.
3. Supporting the organization of registration and academic monitoring operations.



Secondly: Technical and Procedural Support

1. Providing clarifications regarding study instructions and systems.
2. Supporting the resolution of regulatory issues related to registration, assessment, or workload.
3. Standardizing administrative procedures related to the study system.

Thirdly: Academic Data Management

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

Fourthly: Institutional Coordination

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



Fifthly: Monitoring and Evaluation

1. Detecting implementation problems and proposing appropriate remedies.
2. Contributing to improving institutional procedures related to the study system.
3. Supporting academic and administrative auditing operations.

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

4.8 Faculty Members Responsibilities

Faculty members represent one of the foundational pillars in the successful implementation of the Bologna Process, acting as those directly responsible for designing and executing the educational environment, achieving targeted learning outcomes, and activating the student-centered learning philosophy inside and outside the classroom.

Within the framework of the University of Mosul, the role of the faculty member is not limited to delivering scientific content; it extends to acting as a learning facilitator, academic guide, and partner in developing the quality of the educational process and enhancing the student's academic experience. Faculty responsibilities include:



Firstly: Designing and Executing the Course

1. Preparing course descriptions according to approved templates.
2. Formulating course learning outcomes (CLOs).
3. Organizing scientific content and educational activities in alignment with learning outcomes.

Secondly: Applying Student-Centered Learning

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

Thirdly: Assessment and Monitoring

1. Executing formative and summative assessments fairly and transparently.
2. Providing continuous feedback to students.
3. Monitoring student progress toward achieving learning outcomes.

Fourthly: Managing Workload

1. Organizing educational activities in line with the specified student workload.
2. Maintaining a balance between curricular and co-curricular activities.
3. Avoiding imposing educational workloads on students that are disproportionate to the number of credit units.



Fifthly: Documentation and Academic Reports

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

Sixthly: Institutional Commitment and Quality

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

The University of Mosul believes that faculty members are the decisive factor in translating the Bologna philosophy into actual educational practices, and therefore strives 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 advising represents one of the core components supporting the student-centered learning philosophy in the Bologna Process. It contributes to supporting students academically, organizing their study pathway, and helping them make sound academic decisions that foster success and academic progress. The academic advisor serves as the direct link between the student and the academic program, assuming responsibility for guidance and academic monitoring to ensure proper workload management and the



fulfillment of program requirements. The tasks of the academic advisor include:

Firstly: Study Guidance and Counseling

1. Assisting students in understanding the study plan and program requirements.
2. Providing advice regarding registration and course selection.
3. Clarifying prerequisites and remedial courses.

Secondly: Monitoring Academic Performance

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

Thirdly: Supporting the Student Learning Experience

1. Enhancing the student's ability to manage workload.
2. Guiding students toward self-directed learning and skill development.
3. Supporting academic and social adaptation within the university environment.

Fourthly: Coordination with Academic Entities

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



At the University of Mosul, academic advising is viewed as a supportive element for student success, achieving program goals, improving educational quality, and reducing academic stumbling.

4.10 Student Responsibilities

The Bologna philosophy is based on viewing the student as an active and responsible partner in the educational process. Their role is not limited to receiving knowledge, but extends to positive participation in constructing learning, achieving learning outcomes, and consciously and organizationally managing their academic pathway.

Within the framework of the University of Mosul, students bear a set of academic and regulatory responsibilities that contribute to the success of their educational experience, most notably:

Firstly: Academic Commitment

1. Adhering to the study plan and university instructions.
2. Regularly attending educational activities and lectures.
3. Fulfilling course requirements.

Secondly: Managing Learning and Workload

1. Organizing time and managing assignments and academic activities.
2. Adhering to requirements associated with self-directed learning.
3. Benefiting from academic advising to organize the study pathway.



Thirdly: Active Participation in Learning

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

Fourthly: Adhering to Academic Integrity

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

Fifthly: Communication and Feedback

1. Communicating with faculty members and the academic advisor when necessary.
2. Contributing to the evaluation of courses and study programs.
3. Participating in developing the educational environment through feedback.

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

4.11 Institutional Coordination and Monitoring Mechanisms

The Bologna Process necessitates clear institutional mechanisms for coordination, monitoring, and continuous evaluation that ensure integration between various



administrative and academic levels, enhance implementation effectiveness, and ensure compliance with institutional instructions and standards. In this context, the University of Mosul adopts an institutional coordination and monitoring system based on the following principles:

Firstly: Vertical and Horizontal Coordination

1. Coordination between the university presidency and various formations.
2. Coordination among colleges, scientific departments, and related sections and units.

Secondly: 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.

Thirdly: Monitoring and Institutional Reports

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

Fourthly: Evaluation and Continuous Improvement

1. Periodically reviewing programs and courses.



2. Evaluating the quality of educational process execution.
3. Adopting continuous development plans.

Fifthly: Digital Transformation and Informational Support

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

The University of Mosul also relies on the principle of continuous institutional review as a tool to ensure the sustainability of improvement and raise the quality of Bologna Process implementation, 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)

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

Second: The Second Semester (Spring)

It 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, thus 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 amount of academic effort expected of 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 in a manner that ensures academic balance and is consistent with the approved limits for the



course load in each semester, in accordance with effective regulations.

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 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, so as to ensure students' ability to achieve the learning outcomes without being burdened with excessive educational loads that affect the quality of learning. Workload is managed at the University based on the following:



First: Balance in the Distribution of Educational Activities

Academic departments and faculty members are committed to balanced distribution of educational and assessment activities during the semester, which includes:

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, to ensure 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 the 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 carry out 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 time management and study 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. When designing the study schedule, the following should be taken into consideration:

First: Academic Balance

1. The distribution of lectures and educational activities should be balanced throughout the week.
2. Avoiding excessive concentration of courses on a single day.



Second: Nature of the Academic Programme

1. A balanced organization of the theoretical and practical courses.
2. The needs of laboratories or clinical or field training.

Third: Organization of the Students' Time

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

Fourth: Learning Quality

1. Organizing schedules in a way that helps improve concentration and comprehension.
2. 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 in accordance with available academic and administrative capabilities, and in line with effective ministerial instructions and regulations, to support flexibility in the academic track and improve students' opportunities for academic advancement. 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 regulations 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

Registering for courses is done according to the study plan adopted for the academic programme to ensure the scientific sequence of courses and achieving balance in workload. Course registration is done based on the following:

First: Compliance with the Study Plan

The students are 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

Students may not register for courses with prerequisites unless the student has fulfilled the related academic requirements.

Third: Organizing Workload

When registering, the following should be taken into account:

1. The appropriate 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 effective regulations, 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, provided that:

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

Second: Academic Drop

A student may drop a course during the specified period according to adopted regulations, provided this does not 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

Students may not register for an advanced course 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 regulations of the academic department and college, provided that the quality of the educational process is not compromised. 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 pathways 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 issues of academic difficulty.

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 the academic journey 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, as it represents 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, and 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 explain the institutional framework and academic procedures adopted at the University of Mosul for designing academic programmes and courses, and 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, in order to ensure 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 that defines the academic, educational, and professional goals that 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 clear, coherent, and verifiable, 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 equipped with 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 (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 gain upon successfully completing the academic programme. The University of Mosul is committed to designing PLOs 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. PLOs 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 that they are applicable and can be evaluated systematically, and that they contribute to guiding the design of courses, educational activities, and evaluation methods to ensure academic consistency within the program. PLOs are subject



to periodic review in light of the results of academic evaluation, the extent to which they have actually been achieved, and relevant scientific and professional changes, thereby ensuring that they remain effective and responsive to recent developments.

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, thus contributing to preparing graduates with 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

The University of Mosul adopts benchmarking and academic alignment as 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 PLOs 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 regulations. 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, in order to ensure their effectiveness and responsiveness to educational and knowledge changes.

6-8 Course Design and Description

The University of Mosul adopts a unified institutional methodology for designing and describing courses so as to



ensure academic consistency between the course and the academic programme, and better achieve the 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 in a way that achieves integration with the rest of the programme's courses.

The University is committed to designing courses in light of the approved PLOs, 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 and assessment. Course descriptions are subject to periodic academic review to ensure their updating, improvement, and responsiveness to scientific changes and the requirements of the academic programme.



6-9 Designing Course Learning Outcomes (CLOs)

Course learning outcomes 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 CLOs according to an institutional methodology that ensures their clarity, measurability, and evaluability, and their direct link to the PLOs in a way that enhances the internal consistency of the academic programme. CLOs 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 so as to support 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, extent of their achievement, and feedback received from faculty, students, and relevant parties in a way that ensures 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, in order to achieve consistency between learning objectives, scientific content, and assessment methods.

The University is also committed to adopting 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. Designing educational activities should aim to achieve a balance between classroom and extracurricular activities, and to ensure their connection to the educational outcomes and approved assessment mechanisms, thus 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 which aims 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 as it ensures consistency between the course's objectives, teaching methods, and measurement tools, and enhances 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, hence 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 Curriculum Mapping Matrix

The University of Mosul adopts the curriculum mapping matrix as an academic and organizational tool aimed at ensuring consistency between PLOs and CLOs 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 curriculum mapping matrix also contributes to detecting redundancy 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 the curriculum mapping matrices to ensure their continued effectiveness and consistency with programme requirements and scientific and professional updates.

6-13 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, hence 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 Reviewing and Updating 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, so as to ensure transparency, continuity, and the achievement of sustainable academic development goals.



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 explain 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 regulations and procedures related to assessment, passing and failing, calculating academic performance, and announcing results.

7-1 Institutional Framework for Assessment and Examination

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 students 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, so as to achieve 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 regulations and academic development and institutional quality requirements.



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

The University of Mosul adopts the continuous assessment system as it is considered one of the fundamental components in measuring a students' academic performance as it aims to monitor their academic progress gradually and systematically during the semester, thus 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. This percentage is 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 students 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 rules, thus ensuring transparency and clarity. In organizing continuous assessment, care is taken to achieve balance in assessment timing and its distribution during the semester, in order to prevent examination congestion or burdening students with unbalanced assessment loads.



7-3 Organization of 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 regulations, thus 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, making it 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, hence 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 regulations 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 a proper 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 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 preparation of exam questions, examination confidentiality, management of examination committees, proctoring, correction and checking



mechanisms, and announcement of results, thus ensuring 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 regulations 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 regulations.

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. Absence is addressed according to institutional regulations 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 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, thus ensuring academic fairness and integrity.

7-7 Cases of Academic Failure and Remediation

The University of Mosul adopts clear academic regulations 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 academic 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 regulations and instructions, thus 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 their use, regulations, and 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 students' academic performance accurately and systematically, ensuring the integrity of academic records.

7-9 GPA and CGPA

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 regulations governing the calculation of grade averages within the Bologna Process. Grade averages are also used as an indicator of the student's overall level of academic performance; they contribute to monitoring academic progress and making academic decisions related to success, graduation, and



academic continuation. The University is committed to documenting and managing grade average calculation processes accurately, hence ensuring fairness, transparency, and the integrity of academic records.

7-10 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, checked, and formally approved by relevant bodies before being announced, so as to ensure 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 smoothly access their academic results. Results and grades are documented in approved academic systems and records so as to ensure data integrity and the possibility of retrieval when needed; it also promotes 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, thus enhancing the efficiency of institutional performance and raising the University's competitiveness locally, regionally, and internationally.

This chapter aims to explain 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 a quality 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, thus 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 and Guidelines for Quality Assurance (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, so as to abide by sound international practices in quality management and academic accreditation.

Following 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 regulations, thus contributing to enhancing the University's readiness for academic accreditation and raising its scientific status.

8-3 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, thus 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 and documented periodically, 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 students' 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, thus supporting student-centered learning within the framework of the Bologna Process. Student satisfaction evaluation processes are carried out periodically and systematically; they ensure 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 Checking and Follow-up

The University of Mosul adopts a system for academic checking 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. Checking and follow-up processes include reviewing academic documents, educational records, course files, and programme reports, and verifying compliance with approved academic standards. Checking 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. Checking and follow-up processes are carried out and documented periodically in coordination between relevant academic and administrative bodies, hence 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 Process

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 Process, 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 Process and the Ministry's policies on comprehensive digital transformation.



This chapter aims to explain 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 Process.

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 increase 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 Process 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 (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 Process.

SIS 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, all of which enhances 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 Higher Education Platform for Integrated Quality (HEPIQ)

The University of Mosul adopts HEPIQ as an integrated digital system supporting institutional connectivity between the Ministry of Higher Education and Scientific Research, universities, and students, which contributes 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 promotes a flexible and efficient management of academic data and educational services. 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 Process and institutional digital transformation. The University also works to develop the readiness of the institutional digital environment to ensure effective integration with HEPIQ and expand the benefit from available digital services.

9-4 Learning Management Systems (LMS) and Examination Management Systems (EMS)

The University of Mosul adopts LMS and EMS as fundamental tools for supporting the educational process



and enhancing the management of teaching and assessment under the Bologna Process. LMS 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, EMS support the organization of tests and assessments, management of examination procedures, and electronic documentation of results, thus 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 so as to ensure 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, accessibility to, and integration of educational information 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, hence 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, in order to ensure the integrity of records, ease of access to information, and efficient 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 regulations. Archiving systems are also subject to continuous review and updating to ensure their effectiveness and responsiveness to modern institutional requirements.

9-7 Dashboards and Academic Monitoring Indicators

The University of Mosul adopts dashboards and academic monitoring indicators as analytical tools supporting the management of academic and institutional performance, hence 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 which supports quality and academic accreditation requirements. The University is also committed to continuously developing dashboards and indicators to ensure 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 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 regulations, university instructions, and the requirements of the Bologna Process.

This chapter aims to explain 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, thus ensuring the quality 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 effective ministerial regulations 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, so as to ensure the integrity of the study pathway and achieving the principle of equal opportunity. The University is also committed to organize and document all transfer procedures officially in order to ensure 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 which supports academic flexibility and the continuity of learning. Academic hosting is carried out according to institutional regulations 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 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 regulations. 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 fairly and systematically. 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 regulations. 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

Adopting the Bologna Process represents an important institutional transformation in the philosophy of higher education management as it provides 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 implements 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 explain 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 more consistently and clearly, 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 equip graduates with 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, thus 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, hence 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 fundamental implementation pillars for applying the Bologna Process in higher education institutions, as they represent 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 Process, 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 explain 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 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 process, 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 kept within the University's approved academic documentation and archiving systems, ensuring data integrity and the possibility of referring to them in academic checking processes and quality assurance and institutional accreditation.

12-2 Appendix (1): Program Catalogue

The University of Mosul adopts the Programme Catalogue 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 Catalogue 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 catalogue 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 Catalogue 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)

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 Catalogue, the learning outcomes matrix, and the approved study plan.

12-4 Appendix (3): Course Description Catalogue

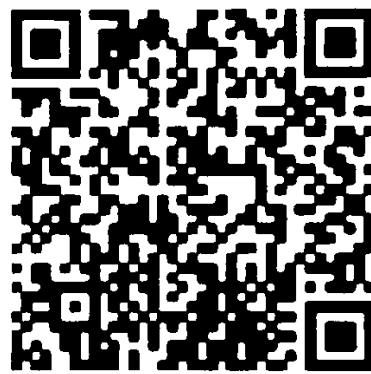
The University of Mosul adopts the course description catalogue according to the ministerial form as the primary academic document for each course, aiming to document and organize the course's elements and implementation mechanisms systematically. The ministerial form for the course description includes 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