ANNUAL QUALITY ASSURANCE AND ENHANCEMENT REPORT

Date	5 October 2025	**Report Version**	1
University	University of Mosul		
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Academic Year	2024–2025		
Number of Colleges within the Bologna Process (BP)	8	**Number of Departments within the Bologna Process (BP)**	50
Number of Teaching Staff under the System	1,628	**Number of Female Teaching Staff**	678
Number of Teaching Staff (Education)	1,210		
Number of Undergraduate Students	6,913	**Number of Female Undergraduate Students**	2,994
Number of Stages within the Bologna Process (BP)	2	**Number of Courses within the Bologna Process (BP)**	525
Name of the Learning	BIS		

Management System (LMS)	
Link to the University Website	https://uomosul.edu.iq/
Link to the Quality Assurance Department's website	https://uomosul.edu.iq/insurancequality
Link to the University's five-year strategic plan	Link to the plan

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Internal Quality Assurance Standards for the Bologna Process

The purpose of this report is to demonstrate the University of Mosul's approach to ensuring the quality of teaching and learning in order to provide effective and appropriate education through monitoring, review, and enhancement. This analytical and evaluative report is intended for the study programmes at the University of Mosul that follow the Bologna Process.

1. Policy for Quality Assurance

The University of Mosul is committed to fostering a comprehensive quality culture across all its academic and administrative activities. This policy aims to establish an integrated institutional framework for quality assurance and continuous improvement, in alignment with its overall strategy and relevant national and international standards through:

1. Quality of Academic Programmes:
Through its quality assurance policy, the University of Mosul seeks to enhance and develop the quality of its academic programmes in a manner that achieves academic excellence and responds to the requirements of the local and international labour market through:

- **Developing curricula in Line with Labour Market Requirements and International Standards:** The institution regularly reviews and updates academic programmes to ensure their alignment with the latest recognised standards and Labour Market needs. This includes engaging stakeholders such as employers, graduates, and experts to ensure that the skills and knowledge acquired address contemporary professional challenges. The programmes are also enhanced with soft skills, digital skills, and entrepreneurship components to support graduates' readiness for the local, regional, and global Labour Market.
- **Adopting the European Credit Transfer and Accumulation System (ECTS):** The institution adopts the European Credit Transfer and Accumulation System (ECTS) in the design and specification of academic courses, with the aim of aligning with global education systems, enhancing opportunities for student exchange, and facilitating the recognition of qualifications. The system focuses on measuring students' actual workload and is linked to the intended learning outcomes and required competences, thereby enhancing programme quality and the effectiveness of assessment.
- **Enhancing the flexibility of study pathways:** The institution is committed to providing flexible study options that allow students to tailor their educational pathways according to their academic and professional interests and preferences. This flexibility includes the opportunity to choose elective courses, pursue various specialisation pathways, and move between specialisations within clearly defined academic regulations. Interdisciplinary learning is also encouraged to support the development of critical, analytical, and innovative thinking skills. The outcomes of this approach will include:
    - Aligning academic programmes with developments in the labour market.
    - Enhancing local and international recognition of academic qualifications.
    - Enabling students to design a personalised educational experience.

- Improving employability and expanding opportunities for postgraduate study.

2. Objectives:

- Enhancing a culture of quality among all staff and students.
- Ensuring the provision of high-quality educational programmes.
- Supporting scientific research and innovation in accordance with quality standards.
- Improving institutional performance and governance.
- Engaging internal and external stakeholders in the process of continuous improvement.

3. Basic Principles:

- **Transparency:** Publishing policies and results.
- **Accountability:** Assuming responsibilities at all levels.
- **Continuous improvement:** Periodic review of performance.
- **Inclusiveness:** Involving all relevant parties.
- **Academic integrity:** Respecting ethical and academic standards.
- **Equity and non-discrimination:** Providing a fair educational environment.

4. Areas of Policy Application:

- Academic programmes and teaching.
- Scientific research.
- Student support and services.
- External relations (partnerships and contracts).
- Human resources and professional development.
- Activities carried out by third parties.

5. Quality Structures and Responsibilities:

Entity	Role and Responsibility
Bologna Process Quality Assurance Council	Overall supervision and approval of the policy
Quality Assurance Department and Divisions	Coordination, review, and report preparation
Colleges/Departments	Policy implementation and execution of improvement plans
Teaching Staff	Ensuring the quality of education and assessment
Students	Contributing to programme evaluation and improvement
External Stakeholders	Providing feedback and participating in evaluation

Standard One						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	Each college shall have a quality assurance policy that is consistent with and linked to the university's quality assurance policy and is published on the university's official website.	A published copy of the vision, mission, and objectives on the university's website.	✓			Evidence One
		Minutes of meetings of the committees responsible for revising the vision, mission, and objectives.	✓			Evidence Two
		Reports of meetings with employers, students, and academic staff.	✓			Evidence Three

2. Design and Approval of Programmes

The study programmes of the colleges and departments at the University of Mosul have been designed in accordance with the main criteria outlined below:

1. The programmes are designed based on defined learning outcomes and the University's strategic objectives, and reflect the four objectives of higher education.
2. Teaching staff and students have been involved in the process of designing the study programmes, in addition to drawing on external expertise and practices, as represented by the views of the Industrial Advisory Council.
3. The programmes have been designed in a way that facilitates students' smooth progression and clearly defines the educational workload.
4. The programmes are subject to formal institutional approval and are aligned with the guidelines of the Bologna Process.

With regard to the Industrial Advisory Council, the University of Mosul maintains close contact with the Council to ensure that the learning outcomes of the programmes meet the needs of the labour market. This includes regular consultations with the Council regarding developments in the labour market and the skills required.

Standard Two						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	Programmes should be designed in accordance with learning outcomes and comprehensive objectives that are aligned with the institutional strategy and have clearly defined intended learning outcomes.	Minutes documenting the approval of the objectives and learning outcomes for each programme.	✓			Evidence One
2	Programmes should be designed with the involvement of students and other stakeholders in the process.	Surveys of students, employers, and teaching staff regarding the effectiveness of study programmes, published on the university's official website.	✓			Evidence Two
3	Programmes should be designed by drawing on external expertise and the experience of other academic institutions.	Documents demonstrating that the programmes have undergone external evaluation by other academic institutions, with the results of such evaluations provided where available.	✓			Evidence Three
4	Programmes should be designed to reflect the four objectives of higher education set out in the ESG-2015 report, Appendix 1.	The Study Curriculum Guide (Bologna Appendix 1) for all study stages, published on the university's official website, including courses that address the four objectives of higher	✓			Evidence Four

		education set out in the ESG-2015 report.				
5	Programmes should be designed to facilitate students' smooth progression.	A student study pathway showing all stages from admission through graduation, published on the university's official website.	✓			Evidence Five
6	Programmes should be designed so that the Student Workload (SWL) for regular (SSWL) and irregular (USSWL) students, as well as ECTS credits, is clearly defined.	The Study Programme Guide (Bologna Appendix 2) for all study stages, published on the university's official website.	✓			Evidence Six
7	Programmes should be subject to a formal institutional approval process.	All minutes of the scientific committees responsible for designing study programmes, together with the minutes of their discussion by the University Council and the minutes documenting their approval by the University Presidency.	✓			Evidence Seven
8	The structure of programmes should comply with the guidelines of the Bologna Process with regard to the number of credits, SSWL and USSWL, elective courses, and so forth.	The Course Guide (Bologna Appendix 3) for all study stages, published on the university's official website.	✓			Evidence Eight
9	The educational institution should have a Business and Industry Council that provides advice on	All official orders concerning the formation of Industrial Advisory Councils, together with meeting	✓			Evidence Nine

	how to design learning outcomes to meet labour market needs.	minutes and their recommendations regarding programme learning outcomes and labour market needs.				

3. Student-Centered Learning, Teaching and Assessment

The University of Mosul is committed to implementing a flexible educational approach that enhances the role of students in shaping their own learning, while taking into account their diversity and needs. Students are encouraged to interact and participate actively, and teaching methods and approaches are regularly evaluated with the involvement of both students and teaching staff. Clear mechanisms are also in place to address student complaints and promote respectful relationships between students and teaching staff.

Learning:

- Study programmes have been designed to meet students' needs and individual learning styles, rather than focusing solely on content and instruction.
- The student is at the centre of the educational process, with curricula and activities designed to meet students' educational needs and preferences.
- Study programmes encourage students to participate actively and independently in their learning process, thereby enhancing their motivation and engagement.
- A variety of teaching methods are used to accommodate different student learning styles, such as collaborative learning and project-based learning.

Teaching:

- In these study programmes, the teacher acts as a facilitator of learning rather than merely a transmitter of information.
- The teacher designs a supportive learning environment and provides the necessary resources to enable students to learn independently.
- The teacher encourages students to engage in critical and creative thinking and to develop problem-solving skills.
- The teacher provides students with constructive feedback to help them improve their performance and enhance their learning.

Assessment:

- Assessment involves a variety of processes aimed at continuously measuring and evaluating students' learning.
- Formative assessment is an essential component of this approach, as it is used to monitor students' progress and provide feedback to both students and teachers.

- Assessment methods are varied and include observations, projects, practical performance, and oral and written examinations.
- Assessment focuses on evaluating skills and competences rather than solely on theoretical knowledge.
- Students are involved in the assessment process through self-assessment and peer assessment, thereby enhancing their responsibility for their own learning.

Overall, student-centred learning, teaching, and assessment are integrated components of an educational approach that places students at the centre and focuses on effectively developing their skills and knowledge.

Standard Three						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	Attention to student diversity within the academic department and meeting their needs	Comprehensive statistics on students, including males, females, students with special needs, and international students.	✓			Evidence One
		Dedicated academic support programmes (academic advising, remedial courses).	✓			
		Flexible registration systems.	✓			
		Support services for students with special needs.	✓			
		Student satisfaction surveys regarding their study programmes.	✓			
	The academic department provides flexible and smooth learning pathways to meet students' needs, using appropriate	Evidence of the use of modern and diverse teaching and learning strategies.	✓			

2	educational methods in a flexible and acceptable manner and providing a dedicated system for handling student complaints.					Evidence Two
		Student satisfaction survey regarding the course (Academic Performance Indicator).	✓			
		Copies of student satisfaction surveys regarding the university services provided to them.	✓			
		Implementation of complaint-handling procedures, with an electronic portal for receiving students' suggestions and complaints.	✓			
3	Enhancing students' sense of independence and decision-making while ensuring guidance and support from teaching staff.	Samples of reports, projects, seminars, and assignments completed by students.	✓			Evidence Three
		Interactive discussions conducted by teaching staff during lectures and documented in the course description.	✓			
		Mechanism for students to select their graduation projects.	✓			
		Evidence that students' views are taken into account in designing midterm and final	✓			

		examination schedules.				
		Evidence of student participation in academic activities, including scientific research and innovative projects.	✓			
4	The existence of specific guidelines for tests and examinations.	A copy of the central instructions for examinations and tests issued by the Ministry of Higher Education.	✓			Evidence Four
5	The academic programme provides comprehensive information on student admission and registration.	Samples of students' electronic records on the Bologna Process platform.	✓			Evidence Five
		Samples of records of admitted students and their distribution among academic departments.	✓			
6	The existence of formal procedures for reviewing students' appeals regarding examination results.	Samples of appeals concerning students' results, together with the department's procedures for handling these appeals.	✓			Evidence Six
7	Diversity in the modes of delivering educational content, such as theoretical, practical, e-learning, training, and seminars.	A copy of the Study Curriculum Guide (Bologna Appendix 1) demonstrating the diversity of teaching modes.	✓			Evidence Seven

4. Student Admission, Progression, Recognition and Certification

The University of Mosul adopts clear and transparent procedures for student admission, progression, recognition, and certification. These procedures are designed to ensure that students are treated fairly and equitably throughout their academic journey, from admission to graduation.

Student Admission

- Students were admitted based on the centralised admission system established by the Ministry of Higher Education and Scientific Research, and clear and fair criteria were established for allocating students to departments, such as the cumulative average and the student's preference.
- These criteria were widely published to ensure transparency and equal opportunities through the Student Admission Procedures Guide.
- Applications were evaluated objectively and fairly by a specialised Admission Committee.
- The University of Mosul provides support and guidance to new students to help them transition smoothly into university life.

Progression

- Clear criteria were established for academic progression and advancement from one stage to another.
- A system for monitoring and tracking student progression, represented by the **BIS** system, was provided.
- Support and guidance are provided to students experiencing difficulties in progressing, such as guidance programmes and additional classes.
- A system of warnings and early alerts is implemented to identify students who require additional support.

Recognition and Certification

- Study programmes were designed according to clear and documented standards for the recognition of academic qualifications and certificates.
- It was ensured that qualifications and certificates comply with approved national and international standards.
- Accurate and up-to-date records of certificates and qualifications awarded are maintained.
- An effective mechanism is provided for verifying the authenticity of certificates and qualifications upon request.

Standard Four						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	Admission Procedures and Policies	A copy of the published admission requirements (e.g. University Admission Guide).	✓			Evidence One (1)
		Implementation of admission procedures (appeals, minutes of admission committees, and admission lists on a regular basis).	✓			Evidence One (2A) / Evidence One (2B)
2	Orientation and Guidance Materials	Orientation activities for new students (orientation workshop, "Student Guidance Guide" booklet).	✓			Evidence Two (1)
		Administrative orders concerning the formation of guidance committees in the departments.	✓			Evidence Two (2)
3	Academic Progress Monitoring	Data for monitoring student progression information (such as pass rates and cases of failure or withdrawal).	✓			Evidence Three
4	Procedures for Recognition of Prior Learning (Transfer and Hosting)	Minutes of meetings of the scientific committees responsible for academic equivalency and their tasks in reviewing transfer or hosting applications in accordance with the Ministry's directives.	✓			Evidence Four

5. Teaching Staff

The University of Mosul evaluates the performance of teaching staff through the Academic Performance Index (API). It has specific procedures and regulations for the selection of administrative positions and scientific committees, and works to create an exemplary working environment for teaching staff, in addition to promoting professional development and outstanding research activity. Reports and statistics are issued covering the qualifications of teaching staff and their balanced distribution across study programmes.

Requirements for Teaching Staff:

- Possession of the academic qualifications and experience required to hold teaching positions.
- Commitment to ethical and professional standards in dealing with students and colleagues.
- Participation in scientific research, publication, and community service.

Principles for Teaching Staff:

- Dedication to work and commitment to achieving the objectives of the educational institution.
- Commitment to the continuous development of curricula and teaching methods, including encouraging the use of new technologies.
- Encouraging students to engage in critical and creative thinking.

Role of Teaching Staff:

- Delivering knowledge and skills to students through effective and engaging methods, making use of modern technologies.
- Contributing to scientific research and the development of knowledge in various disciplines.
- Participating in community service through activities and consultancy.
- Contributing to the development of study programmes and curricula in line with scientific and technological developments.

Standard Five						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	Ensuring the Competence of Teaching Staff	Regulations and guidelines for the Academic Performance Index (AIP), procedures and proposals.	✓			Evidence One
2	Procedures for Selecting Administrative Positions and Scientific Committees	Samples of nomination forms for administrative positions.	✓			Evidence Two (1)
		Regulations for selecting members of	✓			Evidence Two (2)

		the scientific committee in the department.				
3	Working Environment	Teaching workload distribution schedules demonstrating a balance between teaching, research, and community service hours.	✓			Evidence Three (1)
		General Powers Guide for Academic Positions.	✓			Evidence Three (2)
		Results of surveys on staff satisfaction with the university working environment.	✓			Evidence Three (3)
4	Professional Development	Annual plan for training courses and workshops.	✓			Evidence Four (1)
		Annual plan for seminars and conferences.	✓			Evidence Four (2)
		Annual statistics showing the number of participants in training courses, workshops, seminars, and conferences.	✓			Evidence Four (3)
5	Research, Scientific and Innovative Activity	Statistics on the research and publications of teaching staff.	✓			Evidence Five
		Photographs showing the use of modern and innovative teaching methods.	✓			Evidence Six
6	Statistical Evidence	A table showing the qualifications of teaching staff, including academic titles, degrees, and specialisations.	✓			Evidence Seven

6. Learning Resources and Student Support

The University of Mosul provides modern and diverse learning resources, including the Central Library, specialised laboratories, professional centres, and academic and social student support services. These resources are continuously funded and developed to ensure the achievement of educational objectives and facilitate students' access to them.

Learning Resources:

- A modern library equipped with electronic and printed academic resources.
- Advanced scientific laboratories equipped with the latest facilities, equipment, and tools.
- Databases and digital libraries providing access to global knowledge resources.
- Field training programmes and field visits to research and development facilities.

Quality Standards for Learning Resources:

- Diversity and currency of the available resources to meet the needs of students and researchers.
- Ease of access, browsing, and searching of electronic resources.
- Availability of the technical support and guidance required to use resources effectively.
- Suitability of resources to the curricula, courses, and objectives of the educational programmes.

Student Support:

- Guidance and academic programmes to assist students with academic planning and guidance.
- Training courses to develop students' research, analytical, and technical skills.
- Extracurricular activities and student services to promote personal and social development.
- Appropriate facilities and equipment for students with special needs.

Standard Six						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	There are sufficient classrooms for students, equipped with modern	Number of classrooms and their capacity in relation to the number of students.	✓			Evidence One

	technologies that keep pace with recent developments.					
		Number of smart screens and other modern technological methods used in teaching.	✓			
2	There are libraries that support modern technologies.	Photographs confirming the presence of a library within the department.	✓			Evidence Two
		Photographs confirming the availability of digital infrastructure for Internet networks.	✓			
3	Access to electronic data and libraries is available.	Evidence of electronic archiving and modern methods for borrowing books and theses.	✓			Evidence Three
4	Suitable laboratories are available in accordance with the number of students and are equipped with technological facilities that reflect modern learning methods.	Number of laboratories within the department and their capacity.	✓			Evidence Four
		Number of laboratory-specific devices (laboratory and computer equipment).	✓			

5	Educational platforms are available to provide flexible and accessible educational content.	Evidence showing that teaching staff upload their lectures to educational platforms.	✓			Evidence Five
6	Technical and administrative support staff are available in classrooms and laboratories.	Evidence and documents showing the number of staff, their skills, and the duties assigned to them.	✓			Evidence Six
7	There are awareness campaigns on mental health and psychological and social counselling centres within the department.	Evidence of the counselling and mental health services provided.	✓			Evidence Seven
		Evidence of the provision of recreational activities (trips, gatherings, cultural or poetry evenings, etc.).	✓			
8	Transportation facilities and other services, such as registration and accommodation applications, are available to students.	Correspondence concerning facilities for obtaining transportation within the university campus, as well as the services provided to students of the departments and the support provided by the University to them.	✓			Evidence Eight

9	Specific procedures are in place for students with special needs, disadvantaged students, and new students.	Evidence concerning the facilities provided for students with special needs and disadvantaged students.	✓			Evidence Nine
		Academic guidance units are available for new students in colleges and scientific departments.	✓			
10	Regular surveys are conducted to assess students' satisfaction with the quality of the services provided to them.	A copy of the student satisfaction survey regarding the services provided to them, conducted periodically.	✓			Evidence Ten

7. Information Management

The University of Mosul is concerned with collecting and analysing data related to academic performance, performance indicators, student numbers, pass and dropout rates, student satisfaction with programmes, and the availability of learning resources, in addition to data on the career paths of the University's graduates.

Data Collection and Analysis:

- **Key Performance Indicators:** The University monitors a variety of key performance indicators, including admission rates for new students, annual graduation rates, student assessment results across different courses and programmes, and student satisfaction rates with services and facilities.
- **Student Profile:** The University maintains a comprehensive database of enrolled students, including demographic and academic information such as gender, nationality, previous academic qualifications, overall achievement average, date of enrolment, and records of completed courses.
- **Progression and Student Retention Rates:** The University monitors and tracks student success and continuation rates across various academic disciplines and analyses any trends or variations in these rates.

- **Student Satisfaction with Programmes:** The University conducts regular surveys to collect students' views and feedback on the quality of academic programmes and student services provided, and analyses this data to identify strengths and weaknesses.
- **Availability of Learning Resources and Student Support:** The University assesses the efficiency and quality of facilities, laboratories, libraries, and other learning resources available to students, as well as counselling services and academic support provided.
- **Graduate Career Paths:** The University monitors employment data for its graduates and tracks their career development after graduation to assess the relevance of academic programmes and the extent to which students acquire the skills required in the Labour Market.

Use of Information:

- Using performance data to assess the effectiveness of academic programmes and identify strengths and weaknesses, and then developing improvement plans and continuous improvement strategies.
- Developing policies and procedures to enhance the admission rates of high-achieving students into academic disciplines, improve their retention rates, and reduce dropout rates.
- Updating and improving curricula and educational content in line with Labour Market needs, and developing the infrastructure of laboratories and educational facilities.
- Strengthening partnerships with relevant entities in scientific and technological fields to enrich programmes with practical expertise and provide training and employment opportunities for graduates.
- Effectively directing financial and human resources to strengthen areas of excellence in academic and research programmes and activities, and address shortcomings and challenges facing the University.

Standard Seven						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	Key Performance Indicators	Results of the analysis of the student satisfaction survey regarding the University and its services.	✓			Evidence One (1)
		Results of the analysis of the Academic	✓			Evidence One (2)

		Performance Index (API).				
2	General Student Information	Statistics on the numbers of admitted students and students continuing their studies, disaggregated by gender (male and female).	✓			Evidence Two
		Evidence of the availability of electronic and paper files for each student.	✓			
3	Student Academic Progress Rate and Student Pass and Dropout Rates	Detailed reports of examination committees, including the numbers of students who passed, those required to complete additional requirements, and those who failed, as well as the final pass rates for all courses.	✓			Evidence Three
4	Student Satisfaction with Study Programmes	Copies of the student satisfaction survey regarding the study programme.	✓			Evidence Four (1)
		Copies of the results of the analysis of the above-mentioned survey.	✓			Evidence Four (2)
5	Learning Resources and Support Available to Students	Statistics on the provision of learning resources available to students through traditional and electronic libraries, electronic lectures, etc.	✓			Evidence Five
6	Graduate Career Paths	Documents demonstrating the	✓			Evidence Six

		provision of a career path for students upon graduation.				
7	Provision of a Mechanism for Regular Updating of Information	Evidence of the annual periodic updating of all information and data required as part of the Bologna Process.	✓			Evidence Seven

8. Public Information

The University of Mosul is committed to publishing all information about its programmes, services, and policies through its official website in an accurate, up-to-date, and transparent manner, ensuring that students, employers, and the academic community have access to such information.

The activities and general information provided by the University of Mosul are presented clearly, accurately, and objectively, are readily accessible to students, graduates, and other users, and can be summarised as follows:

1. Study Programmes:

- **Programme Descriptions:** Providing a detailed description of each study programme available at the University, including the various specialisations.
- **Study Plans:** Providing study plans for each specialisation, including the required courses and the chronological sequence in which they are studied.
- **Programme Objectives:** Defining the educational objectives of each programme and clarifying the skills that students will acquire upon graduation.

2. Teaching Staff:

- **List of Teaching Staff:** Including names, qualifications, specialisations, and contact numbers.
- **Research and Publications:** Publishing a list of the scientific research and publications of each member of the teaching staff.
- **Patents:** Providing information on patents obtained by members of the teaching staff.

3. Facilities and Services:

- **Laboratories:** Information on the available laboratories, including their facilities and equipment.

- **Library:** Providing information about the library and the services it offers, such as books, scientific journals, and electronic databases.

4. Student Activities:

- **Academic Activities:** Information on seminars, conferences, discussions, and workshops held by the University.
- **Extracurricular Activities:** Providing details of extracurricular student activities, such as student associations, sports activities, and educational trips.

5. Academic Guidance:

- **Student Guidance:** Providing guidance services to help students with academic planning and addressing academic problems.
- **Psychological and Social Support:** Providing psychological and social support services to students.

6. Graduates and Employment:

- **Graduate Support:** Providing information on regulations governing applications for postgraduate studies and the date of the competitive examination, and promoting communication and the exchange of experiences among graduates.
- **Employment:** Providing information on employment and training opportunities available to students and graduates.

7. Communication and Media:

- **Electronic Management System:** Providing an electronic management system through which students can access their academic information, register for courses, and view examination results.
- **Website:** Establishing a comprehensive website containing all information and resources related to the University.

8. Scientific Research:

- **Research Projects:** Publishing details of ongoing research projects and their objectives.
- **Grants and Funding:** Providing information on available research grants and the procedures for applying for them.

9. Evaluation and Quality:

- **Quality Standards:** Clarifying the quality standards followed by the University in providing its programmes and services.

- **Periodic Evaluation:** Conducting periodic evaluations of programmes and services and making the results of these evaluations available transparently.

10. Professional Development:

- **Courses and Workshops:** Providing professional development courses and workshops to enhance the skills of students and teaching staff in their respective fields.

Through these activities and information, the University of Mosul can provide a comprehensive educational and research environment that supports students and contributes to the achievement of their academic and professional goals.

Standard Eight						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	University Policy	Electronic link to the vision, mission, and objectives.	✓			Website Link
		Electronic link to the University policy.	✓			
2	Description of Academic Programmes	Link to the description of the academic programme according to the Bologna Process.	✓			Website Link
		Link to the Study Curriculum Guide (Bologna Appendix 1).	✓			Website Link
		Link to the Study Programme Guide (Bologna Appendix 2).	✓			Website Link
		Link to the Course Guide (Bologna Appendix 3).	✓			Website Link

		Link to the Course Description (Bologna Appendix 4).	✓			Website Link
3	Bologna Process Guide for Students	Link to the Ministry's digital Bologna Process Guide.	✓			Website Link
4	Study Programme Learning Outcomes	A link showing the learning outcomes of the study programmes.	✓			Website Link
5	Student Life Cycle	A link to the student life cycle, from admission to graduation, presented in a diagram.	✓			Website Link
6	Teaching Staff	Link to the CVs of teaching staff.	✓			Website Link
		Link to the research and academic achievements of teaching staff.	✓			Website Link
7	Activities and Services Provided to Students	Link to "Study in Iraq".	✓		Website Link	
		Link to student and cultural activities.	✓		Website Link	
		Link to library services.	✓		Website Link	
		Link to the available laboratories.	✓		Website Link	
		Link to recreational facilities for students.	✓		Website Link	

		Link to websites that contribute to the educational process.	✓		Website Link	
8	Student Statistics	Link to student statistics presented in pie charts showing: • Distribution of male and female students. • Distribution of student grades. • Pass and failure rates of students in the programme. • Numbers of enrolled and graduated students. • Pass and failure rates. • Student satisfaction rate based on published surveys.	✓			Website Link
9	Communication	A link providing the official contact details (email, telephone, and address).	✓			Website Link
		Link to the Frequently Asked Questions page.	✓			Website Link
		Direct link for submitting complaints or suggestions.	✓			Website Link

9. Ongoing Monitoring and Periodic Review of Programmes

The University of Mosul periodically reviews its academic programmes to ensure that they meet the needs of the community and the Labour Market, and updates them in line with students' educational workload, the effectiveness of assessment methods, and the satisfaction of students and teaching staff. Ongoing monitoring and periodic review of the study programmes at the University of Mosul include the following:

1. Review of Curricula:

- Periodically reviewing and updating course content to keep pace with scientific and technological developments.
- Evaluating the intended learning outcomes and modifying them in accordance with the needs of the Labour Market.
- Coordinating among colleges to achieve integration between study programmes.

2. Development of Teaching and Assessment Methods:

- Encouraging teaching staff to use modern and effective teaching methods.
- Updating assessment methods to objectively measure students' level of achievement.
- Introducing interactive and research-based activities into courses.

3. Monitoring the Performance of Students and Programme Graduates:

- Monitoring students' academic levels and achievement.
- Conducting surveys of graduates and beneficiaries to identify strengths and weaknesses.

4. Cooperation with Relevant Stakeholders:

- Forming advisory committees comprising representatives of the Labour Market and relevant entities.
- Holding regular meetings to discuss Labour Market needs and develop programmes.
- Establishing partnerships with local and international research and academic institutions.

Standard Nine						
No.	**Indicators**	**Required Documents and Evidence**	**Fully Available**	**Partially Available**	**Not Available**	**Evidence Link**
1	**Changing Needs of the Community**	Reports of community studies or Labour Market surveys.	✓			Evidence One (1)

		Minutes of advisory committees with external entities.	✓			Evidence One (2)
		Examples of student projects related to community problems.	✓			Evidence One (3)
		Certificates of community participation or volunteer campaigns.	✓			Evidence One (4)
2	**Student Educational Workload, Progression and Completion**	Study Materials Guide indicating the number of ECTS credits for each course (Bologna Appendix 3).	✓			Evidence Two (1)
		Statistics on pass, academic difficulty, and completion rates.	✓			Evidence Two (2)
		Minutes of programme development committees based on the results.	✓			Evidence Two (3)
		Academic support plans for students experiencing academic difficulties (reports and remedial assignments for students).	✓			Evidence Two (4)
3	**Effectiveness of Student Assessment Procedures**	A copy of the assessment tools used.	✓			Evidence Three (1)

		Course plan showing the alignment of assessment with the learning outcomes (course-to-outcomes matrix).	✓			Evidence Three (2)
		Reports analysing examination results.	✓			Evidence Three (3)
4	**Students' Expectations, Needs and Satisfaction Regarding the Programme**	Copies of satisfaction surveys and analyses of their results.	✓			Evidence Four (1)
		Minutes of committees or meetings that include student representatives.	✓			Evidence Four (2)
		Annual reports on student satisfaction and expectations.	✓			Evidence Four (3)
5	**Learning Environment and Support Services and Their Suitability for the Purpose of the Programme**	Reports on student satisfaction surveys regarding the learning environment and services.	✓			Evidence Five (1)
		Photographs or files documenting guidance services.	✓			Evidence Five (2)
		Examples of the learning environment (photographs of laboratories, display screens, etc.).	✓			Evidence Five (3)

		Photographs and examples of recreational facilities for students.	✓			Evidence Five (4)

10. Cyclical External Quality Assurance

The University of Mosul is committed to enhancing the quality of education, research, and academic services through the implementation of effective internal and external quality assurance systems. Participation in cyclical external evaluation processes is an essential component of ensuring transparency and continuous improvement, in accordance with the European Standards and Guidelines (ESG) and national accreditation standards.

Objectives of the Policy:

1. Organising the University's participation in cyclical external reviews.
2. Ensuring the University's continued readiness for external evaluation.
3. Promoting a culture of quality and evidence-based improvement.
4. Ensuring alignment with the requirements of national and international quality assurance bodies.

Scope of Application:

This policy applies to all academic programmes, colleges, administrative units, and the institution as a whole, whether at the institutional or programme level of evaluation.

General Principles:

1. Commitment to undergoing external evaluation on a cyclical basis.
2. Full and transparent cooperation with external review teams.
3. Using review results to support institutional improvement and development.
4. Involving all stakeholders: academics, administrative staff, students, and external stakeholders.

Reference Framework and Standards:

1. The European Standards and Guidelines for Quality Assurance in Higher Education (ESG).
2. National ministerial standards.
3. The institution's internal policies.

Responsible Bodies:

1. **Supervising body:** Bologna Process Quality Council.
2. **Implementing bodies:** Quality Assurance Divisions and Units.
3. **Supporting bodies:** Colleges, Deanships, Centres, Human Resources Unit, and Public Relations Unit.

Requirements for Participation in Cyclical External Evaluation:

1. Forming a central preparation committee.
2. Preparing the Self-Assessment Report (SAR) accurately and transparently.
3. Collecting supporting evidence and documentation.
4. Holding awareness-raising and training workshops for all participants.
5. Archiving all review documents, reports, and feedback.
6. Preparing an annual report outlining the level of progress in implementing improvements.

Conclusion:

Through this report, the **University of Mosul** seeks to demonstrate its commitment to applying quality assurance standards in accordance with its vision, mission, and strategic objectives, with the active participation of students, teaching staff, and employers, in pursuit of an outstanding academic environment that meets the needs of the community and the Labour Market.

Submitted by:	**Approved by:**
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