



جمهورية العراق
وزارة التعليم العالي والبحث
العلمي



Al-Hadba University Quality Assurance Policy

Version 2.0 — October 2026

This policy sets how Al-Hadba University (AHU), Mosul, assures and enhances the quality of its Bologna Process programmes, teaching staff and services, in line with ESG-2015 and the Ministry of Higher Education and Scientific Research (MoHESR) Bologna Quality Assurance Council (QAC) instruments.

1. Document control

Item	Detail
Policy title	Quality Assurance Policy
Policy owner	Vice President for Scientific Affairs
Administered by	Quality Assurance Directorate (QAD)
Approving body	University Council
Version	2.0
Reference standard	ESG-2015, Part 1, Standard 1.1 — Policy for quality assurance
Applies from	Academic year 2026-2027
Review cycle	Every 3 years, or sooner when MoHESR or QAC instruments change
Published at	qa.hu.edu.iq

2. Purpose and scope

The policy exists so that every AHU programme delivers the learning outcomes it promises, and so that the university can show this to students, MoHESR and external reviewers.

It aims to:

1. Assure quality in teaching, in learning, and in the international standing of AHU academic staff — the three directions set by the QAC Academic Performance Indicator (API).
2. Run a continuous cycle of monitoring, review and enhancement for every programme.

3. Give one published framework that internal and external stakeholders can read and act on.

The policy covers:

- All colleges, departments and first-cycle (Bachelor) programmes that follow the Bologna Process, and later cycles as they adopt it.
- Every member of academic staff who teaches at least one module, whether or not they hold an administrative post.
- Programme and module design, delivery, assessment, learning resources, student support, information management and public information.
- University units that support learning: the library, laboratories, the Learning Management System (LMS) and IT services.

3. Quality vision and principles

AHU's quality vision is a culture in which every unit owns its quality, evidence drives decisions, and results are published openly.

Our Vision: A Global Hub for Academic and Research Excellence

To be a **transformative institution**, recognized globally for:

- **Academic excellence and innovative teaching methodologies.**
- **Cutting-edge research** that addresses pressing regional and international challenges.
- **Sustainable development contributions** that drive positive change in Iraq and the world.

By **2030**, AHU aspires to:

- **Lead in higher education and research** in Iraq and the region.
- Be a model of **institutional effectiveness and continuous improvement.**
- **Enhance its global reputation** through academic partnerships and impactful research.
- Serve as a **catalyst for social and economic progress.**

Our Mission: Educating, Innovating, and Empowering Society

At **Al-Hadba University**, we are dedicated to:

- **Delivering high-quality, inclusive education** that empowers students with the knowledge, skills, and ethical values needed to succeed in an ever-evolving world.
- **Conducting impactful, interdisciplinary research** that addresses regional and global challenges, contributing to scientific advancement and societal well-being.
- **Building strong partnerships** with local, regional, and international organizations to **enhance academic experiences** and expand professional opportunities.
- **Fostering a culture of innovation and sustainability**, driving solutions that promote economic growth, environmental responsibility, and social equity.

- **Preparing future leaders and professionals equipped with critical thinking, creativity, and a strong sense of civic responsibility.**

The QA system rests on seven principles:

1. **Primary responsibility** — colleges and departments hold first responsibility for the quality of their programmes; the QAD supports, monitors and reports.
2. **Student-centred learning** — programmes are built on explicit learning outcomes and students take an active part in learning and in QA.
3. **Evidence-based decisions** — judgements rest on data: student feedback, API results, achievement statistics and research output.
4. **Continuous improvement** — every review ends in an action plan that is followed up in the next cycle (Plan–Do–Check–Act).
5. **Transparency** — policies, catalogues, module descriptions and annual QA results are published and readily accessible.
6. **Stakeholder involvement** — students, staff, employers, alumni and external experts take part in design and review.
7. **Academic integrity** — the university guards against plagiarism, fraud and predatory publishing, and follows MoHESR instructions on research publication.

4. Definitions

Term	Meaning in this policy
API	Academic Performance Indicator: the QAC score (out of 100) of a staff member's performance as teacher and researcher
ECTS	European Credit Transfer and Accumulation System; at AHU 1 ECTS = 25 hours of student workload, 30 ECTS per semester, 240 ECTS for a 4-year Bachelor
ESG-2015	Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
LMS	Learning Management System (for example Moodle or Google Classroom) used to deliver modules
Module	A unit of study with its own code, ECTS, learning outcomes and assessment
Module Description	The approved description of a module on the QAC form: objectives, learning outcomes, content, workload, assessment, weekly plan and resources
Programme Catalogue	The published guide to a programme: vision, mission, goals, specification, learning outcomes, staff, grading and curriculum
QAC	Bologna Process Quality Assurance Council, MoHESR
QAD	AHU Quality Assurance Directorate

Term	Meaning in this policy
SSWL / USSWL / SWL	Structured, unstructured and total student workload, in hours per semester

5. Policy commitments

AHU commits to the ten ESG-2015 Part 1 standards; each commitment below names the instrument that puts it into practice.

5.1 Policy for quality assurance (ESG 1.1)

- This policy is public on the QA website and forms part of the University's strategic management.
- Internal stakeholders implement it through the structures in Section 6; external stakeholders take part through programme review and advisory input.

5.2 Design and approval of programmes (ESG 1.2)

Every programme must:

- Have objectives in line with the institutional strategy and explicit programme learning outcomes, grouped as Knowledge (K), Cognitive skills (C), Practical and professional skills (P) and Transferable skills (T).
- Be designed with students, employers and external experts, and reflect the four purposes of higher education in ESG-2015.
- Define student workload in ECTS on the MoHESR curriculum template: 30 ECTS per semester, 1 ECTS = 25 hours, with SSWL and USSWL shown for each module.
- Enable smooth progression, with prerequisites stated and placements built in where appropriate.
- Pass formal approval: department scientific committee, college council, then University Council.
- Publish a Programme Catalogue before the academic year starts.

Every module must have a Module Description on the QAC form, approved by the department scientific committee, peer-reviewed, and carrying a version number. It states at least six learning outcomes and maps each assessment to them.

5.3 Student-centred learning, teaching and assessment (ESG 1.3)

- Staff use varied teaching methods and delivery modes and adjust them using student feedback.
- Assessment combines formative work (quizzes, assignments, labs, reports) with summative exams, as set in the Module Description.
- All modules use the University grading scheme: A Excellent 90–100, B Very Good 80–89, C Good 70–79, D Satisfactory 60–69, E Sufficient 50–59, FX Fail 45–49, F Fail 0–44.
- Marks are rounded only at 0.5; near-pass fails are not condoned.

- Each department publishes a procedure for student complaints and appeals.

5.4 Student admission, progression, recognition and certification (ESG 1.4)

- Pre-defined, published regulations cover the whole student life cycle: admission, progression, recognition of prior and mobility learning, and certification.
- The cumulative GPA is the ECTS-weighted average of module marks over the programme's total ECTS.

5.5 Teaching staff (ESG 1.5)

- Every staff member who teaches is assessed each year with the QAC API.
- Staff must register on the MoHESR Bologna information platform; without registration the API is recorded as zero.
- Results lead to recognition or follow-up, as set in Section 7.3.

5.6 Learning resources and student support (ESG 1.6)

- The University funds and maintains adequate libraries, laboratories, workshops, the LMS and student support services.
- Every module is delivered through the LMS: the Module Description is uploaded in week 1, lectures weekly, and quizzes, assignments and attendance are run through the system.

5.7 Information management (ESG 1.7)

The QAD collects and analyses, each year: key performance indicators, the student profile, progression, pass, fail and drop-out rates, student satisfaction, availability of resources, graduate career paths, and research output.

5.8 Public information (ESG 1.8)

Programme Catalogues, Module Catalogues, Module Descriptions, curricula, this policy and the annual QA summary are published on the University websites, kept accurate and up to date.

5.9 On-going monitoring and periodic review of programmes (ESG 1.9)

Programmes are monitored every year and reviewed in depth periodically against society's changing needs, student workload and completion, the effectiveness of assessment, student satisfaction, and the fitness of the learning environment.

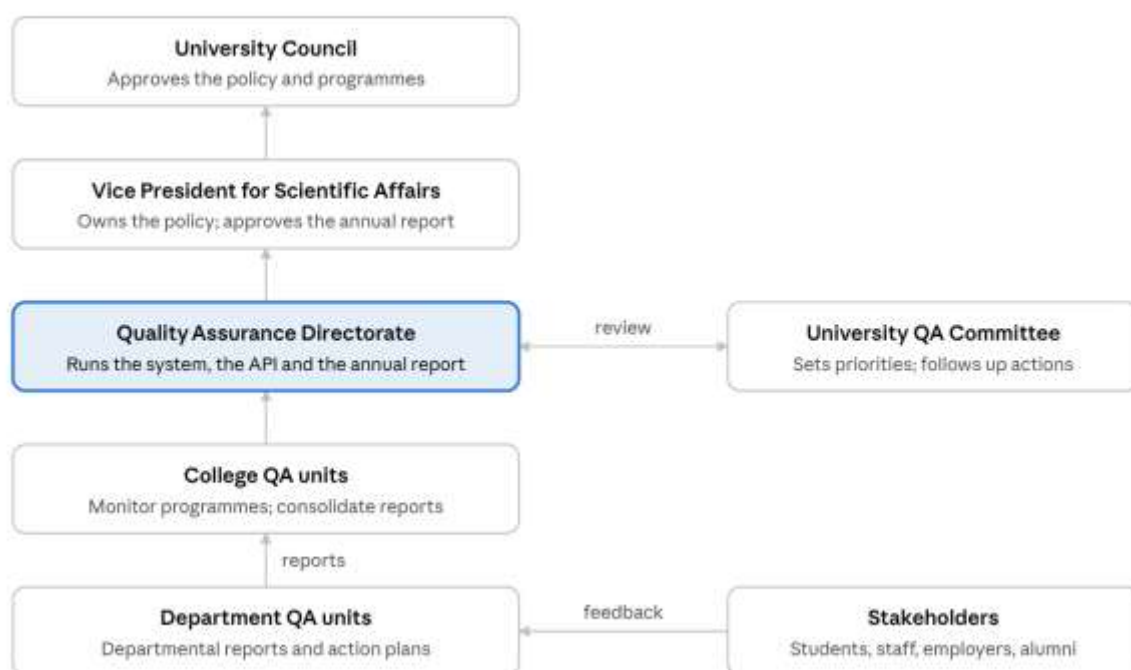
5.10 Cyclical external quality assurance (ESG 1.10)

AHU keeps its information, reports and infrastructure ready for external review by MoHESR, the QAC and international accreditation agencies, and acts on their findings.

6. Governance, roles and responsibilities

Quality is owned at three levels — university, college and department — with the QAD linking them and the Vice President for Scientific Affairs accountable for the whole system.

Quality is owned at three levels, linked by the QA Directorate



Reports move up from departments to the University Council; the QA Directorate is the hub that turns them into the annual report and the API.

Role	Responsibilities
University Council	Approves this policy, programmes and major changes; receives the annual QA report
Vice President for Scientific Affairs	Owns the policy; approves the annual QA and enhancement report and the API results; chairs the University QA Committee
Quality Assurance Directorate (QAD)	Runs the QA system; computes the API each June; prepares and submits the annual QA report; keeps QA data and the QA website; trains staff
University QA Committee	Reviews college reports, sets annual priorities, follows up action plans
College QA unit	Collects departmental reports, monitors college programmes, reports to the QAD
Department QA unit	Prepares the departmental QA report; checks Module Descriptions, LMS use and student feedback; drafts the department action plan
Department scientific committee	Approves Module Descriptions and curriculum changes before college approval
Head of Department	Gives the Head-of-Department part of the API (20 marks); reviews staff LMS accounts regularly with the LMS administrator
Programme Manager and Coordinator	Keep the Programme Catalogue and curriculum current and are its public contacts
Module leader	Writes and updates the Module Description; delivers and assesses the module as described; uses the LMS
LMS administrator	Reports LMS use per staff member for the API

Role	Responsibilities
Students	Give module feedback every semester; sit on QA committees as representatives
External stakeholders	Employers, alumni and external experts advise on programme design and review

7. Quality assurance processes

AHU runs QA as a yearly Plan–Do–Check–Act cycle over the QA year, 1 June to 31 May, closing with the API in June and the annual QA report.

7.1 Programme and module approval

1. The department drafts the programme on the MoHESR curriculum template (240 ECTS, 30 ECTS per semester) and its Programme Catalogue.
2. Module leaders write a Module Description for each module; a peer reviewer checks it.
3. The department scientific committee approves the Module Descriptions and the curriculum.
4. The department QA unit checks both against Bologna rules: module count, SSWL and USSWL, electives, ECTS totals, learning-outcome mapping.
5. The college council, then the University Council, approve the programme.
6. The QAD publishes the Programme Catalogue, Module Catalogue and Module Descriptions before teaching starts.
7. Any later change raises the Module Description version number and repeats steps 2–6 for the changed part.

7.2 Annual monitoring cycle

When	Step	Lead
Week 1 of each semester	Module Descriptions uploaded to the LMS and explained to students	Module leader
Throughout the semester	Lectures, formative assessment and attendance run through the LMS	Module leader
Last weeks of each semester, before final exams	Online student feedback on each module and its teaching	QAD, department QA unit
Within 1 week of each internal seminar	Online feedback from staff who attended	QAD or college QA unit
End of the QA year	Departmental QA reports and action plans	Department QA unit
June	API computed for every teaching staff member	QAD
June	Annual QA and Enhancement Report submitted and approved	QAD Director, Vice President for Scientific Affairs
Start of next year	Action plans followed up and closed	University QA Committee

7.3 Academic Performance Indicator (API)

The API scores each teaching staff member out of 100 on three dimensions, following QAC API version 2.0 (ESG Standard 1.5).

Dimension	Marks
Student feedback on the module and teaching (LMS use, Bologna-based teaching, staff competence and method)	15
Head of Department evaluation (commitment to the department's mission; LMS use as reported by the LMS administrator)	20
Staff portfolio (duties, awards, training, research and publication, international activity, income generation)	65
Total	100

Results lead to the following actions:

Grade	API score	Action
A Excellent	96–100	Letter of thanks from the University
B Very Good	81–95	Letter of thanks from the College
C Good	71–80	Letter of thanks from the Department
D Satisfactory	56–70	No action
E Sufficient	50–55	Verbal notice and discussion of causes
F Fail	0–49	Formal accountability (attention notice); a written warning if repeated the following year

Rules that apply:

- Evidence is submitted and assessed online through a University platform.
- Paid activities (paid supervision, examining or promotion reviews) do not count.
- Online seminars, conferences and courses count only when run or approved by the University.
- Research points are capped at 20 and weighted by academic title; they count only when AHU is the first affiliation (doctoral students excepted).
- Points for administrative posts are added to the portfolio score, from 4 (Unit Director) to 20 (Assistant President).
- The full scoring rules are those of the QAC API catalogue, which forms part of this policy.

8. Monitoring, indicators and reporting

The QAD reports once a year through the QAC Annual Quality Assurance and Enhancement Report, which judges AHU against all ten ESG standards and carries the API report as an appendix.

8.1 Key performance indicators

Area	Indicator	Source
Students	Enrolment by gender and level	Registration records
Students	Mark distribution; pass and fail rate per programme and across programmes	Examination results
Students	Progression, completion and drop-out rates	Registration records
Students	Satisfaction with modules and teaching	Semester feedback survey
Staff	API distribution by grade, department and college	API results
Teaching	Share of modules with an approved, published Module Description	QA records
Teaching	Share of modules fully delivered through the LMS	LMS administrator reports
Research	Publications in the year; in Scopus; in Web of Science; by discipline; multidisciplinary	Institutional Scopus and WoS accounts
Research	Publications mapped to the UN Sustainable Development Goals	Scopus SDG mapping
Graduates	Employment and further study	Alumni survey

Open question: target values for each indicator, to be set by the University QA Committee for 2026-2027.

8.2 Stakeholder feedback

- Students: anonymous online module feedback every semester, plus representation on QA committees.
- Staff: feedback on internal seminars within one week, and an annual staff survey.
- Employers and alumni: periodic surveys and advisory input to programme review.
- Results go back to the people who gave them, with the actions taken.

8.3 Reporting line

1. Department QA reports go to the college QA unit at the end of the QA year.
2. College reports go to the QAD.
3. The QAD Director submits the annual report; the Vice President for Scientific Affairs approves it in June.
4. The approved report goes to the University Council and to the QAC, and a public summary is posted on the QA website.

9. Related instruments and standards

The policy is put into practice through six QAC instruments, which form part of it, and sits under the external standards listed after them.

Instrument	Use under this policy	ESG standard
Academic Performance Indicator Catalogue (API v2.0)	Annual evaluation of teaching staff	1.5
Annual Quality Assurance and Enhancement Report	Yearly self-evaluation against all ten standards	1.1–1.10
Bologna Process Curriculum template (1 ECTS = 25 hr)	Programme structure and workload per semester	1.2
Programme Catalogue	Public description of each programme	1.2, 1.8
Modules Catalogue	Public list of modules with ECTS and workload	1.2, 1.8
Module Description Form	Approved description of each module	1.2, 1.3

External standards and rules:

- ESG-2015, Standards and Guidelines for Quality Assurance in the European Higher Education Area.
- MoHESR instructions on the Bologna Process, quality assurance and research publication, including those on commercial, predatory and blacklisted journals.
- The Iraqi National Qualifications Framework for higher education.

Related AHU policies: Academic Staff Workload Policy; AHU Financial Regulation 2026; student assessment and examination regulations; UN SDG policies.

10. Policy review and approval

The QAD reviews this policy every three years, or sooner when MoHESR or the QAC change their instruments, or when an external review asks for it.

- The review draws on annual QA reports, API trends, stakeholder feedback and external review findings.
- Students, staff and external stakeholders are consulted on proposed changes.
- The Vice President for Scientific Affairs submits the revised policy to the University Council for approval.
- The approved version is published on the QA website and its version number updated.

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