



APPRAIS

governAnce, quality, accountability:
a Piloting Reform PRrocess
in kurdistAn region of Iraq

WP4 MOOC ON GOVERNANCE, QUALITY ASSURANCE AND BOLOGNA PROCESS IMPLEMENTATION (D4.2)



DESCRIPTION

The Bologna Process seeks to bring more coherence to HE systems across Europe, with the aim to facilitate student and staff mobility and make higher education more inclusive, accessible, and competitive. In addition, the Bologna Process ensures the mutual recognition of qualifications and learning periods abroad completed at other universities and implements a system of quality assurance to strengthen the quality and relevance of learning and teaching. The Bologna Process also provides a forum for dialogue between countries regarding the HEI reform and questions related to sharing academic principles, such as the independence of universities and the participation of students. The Ministry of Higher Education and Scientific Research is in charge of the HE reform in the Kurdistan region of Iraq. The reform is based on putting the Bologna Process's ideas into practice to improve relationships with EU HEIs.

This MOOC is carried out in the framework of the Erasmus + project of Capacity Building for Higher Education (KA2) "Governance, Quality, Accountability: A piloting Reform Process in Kurdistan Region of Iraq/APPRAIS". The general aim of this MOOC is to provide different training modules on some selected topics related to the definition and implementation of Bologna process in the Kurdish universities, providing the training needed for better university governance and implementation of Bologna process at KRG HEIs that will be the basis for the definition of their own institutional strategic plans.

The main topics included in this MOOC are related to governance, the design of the study programs (learning outcomes, student workload, and the European Credit Transfer System), recognition of credits, learning mobility, and internal and external quality assurance. All EU partners, under the overall guidance of the WP4 coordinator – Murcia University – and the co-leader, University of Zakho – will contribute to this MOOC by sharing their own experience, good practices, and knowledge, providing an overall view about the principles of the Bologna Process as it was implemented in their HEIs.

In addition, the MOOC enhances and multiplies the training effect because it will also be used as a teaching tool for the subsequent local training of the academic and administrative staff of the Kurdish HEIs at the same time that it will reach further international university staff in the Kurdistan region.

TRAINEES

In a first step, the MOOC is designed for the academic and administrative staff of the Kurdish HEIs, which are partners in the project, with responsibilities in the main topic of the course, and specifically to those involved in the governance, quality assurance and implementation of the Bologna Process.



In a second step, some training material of the MOOC will be translated into Kurdish language and it will be used as a training tool for all academic and administrative staff of the KRG HEIs, which are partners in the project.

In a third step, MOOC could be extended to other universities or HEIs in the Kurdistan region, with the aim of multiplying the training effect.

PARTICIPANTS IN THE MOOC (FROM EACH KURDISH PARTNER OF APPRAIS PROJECT)

- 2 Vice-presidents (Vice-president for Scientific affairs and the Vice-president for Students affairs)
- 3 persons of the Quality Assurance Office/Programme development (the Director + 2 team members)
- 1 person of the International Relationship Office (Head of the office or any team members preferably in charge of Erasmus plus programme)
- 3 persons of the Bologna Process Committee (Head + 2 team members)
- 1 Dean of college involved in Bologna process implementation
- 3 Heads of Departments involved in Bologna process implementation and/or 1 member from Scientific Committee (senior lecturers)

- Furthermore, the University presidents can attend the first module of the MOOC about governance and strategic planning, but it is not compulsory for them to attend the whole MOOC

- As for the Ministry, participation is for 10 people responsible for Quality assurance, Bologna Process implementation and governance and strategic planning.

WHEN

The full training will be delivered from January 10, 2022 until end of February 2023. This MOOC have been designed with 6 modules, a maximum total duration of 4 hours per week of the trainees' work (including the synchronous session).

SCHEDULE

- Day Tuesday (except for the general introduction session and for the online sessions)
- Kurdish time: 12.00 h pm
- Pisa, Oslo and Murcia time: 10.00 h am
- Évora time 9.00 h am

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- Duration of each online session: max. 1 hour (20 min of presentation + 25 min to explain the material, activities and evaluation + 15 minutes questions)

Day	Module	Partner
Wednesday 21 December 2022	General Introduction of MOOC	UNIMED+EU partners + All Kurdish partners
Tuesday 10 January 2023	Module 1	Évora University
Tuesday 24 January 2023	Module 2	Pisa University
Tuesday 31 January 2023	Module 3	Murcia University
Thursday 2 February 2023 From 9 to 12.00 pm CET	ONLINE CONVERSATIONS about the first 3 modules	3 groups (Kurdish partners) 1 hour per each group (2 EU partners per each group)
Tuesday 7 February 2023	Module 4	Pisa University
Tuesday 14 February 2023	Module 5	Oslo University
Tuesday 21 February 2023	Module 6	Murcia University
Thursday 24 February 2023 From 9 to 12.00 pm CET	ONLINE CONVERSATIONS about the last 4 modules	3 groups (Kurdish partners) 1 hour per each group (2 EU partners per each group)

WHERE

The course will be delivered through a Moodle platform in the UNIMED learning space, <https://learn.uni-med.net/>. Each module will start with a synchronous session that will be held on Zoom. Details of participation will be shared.

LANGUAGE

The language of the MOOC is English, all participants should be English spoken. In a second step, some training material of the MOOC will be translated to Kurdish language, and it will be used as training tool for all academic and administrative staff of the KRG HEIs, which are partners of the project and not partners.

OBJECTIVE

The general aim of this MOOC is to provide different training modules on some selected topics related to the definition and implementation of the Bologna Process in the KHI



universities, on governance and strategic planning and on quality assurance. The MOOC will complete the capacity building activity within the WP3 and WP4.

The specific aim that it expected to achieve with the different modules are:

- To know the governance procedures in the EU universities.
- To Identify the European Qualifications Framework and the description of the Learning Outcomes in the study program.
- To adapt of the actual study program of the to the European Credit Transfer System
- To implement of the External and Internal Quality Assurance based on the European Standards and Guidelines for Quality Assurance (ESG).
- To design procedures to promote the international mobility in the KHI HEIs and to apply properly the recognition of credits.

TEACHING METHOD AND EVALUATION

Each module has been designed with a blended methodology with the following activities and a duration of one week. Each module provides concrete examples and case-study including practical and well detail activities:

1. **Welcome and online presentation of the MOOC**
2. **Synchronous lesson:** A cycle of training webinars (once a week)
3. **Complementary material** (activities, reading, video, link to web pages, etc.): Additional material can be provided to trainees including, additional readings, a list of suggested resources to consult, a PPT of the training, and some video-pills on very specific topics. Resources may be OER, materials provided by the European Partners / European Trainers, materials already available from other projects, or materials that can be developed specifically for the training. The online material can be consulted by the Kurdish partners anytime, we might only need to notify them when it is uploaded. European partners will contribute (at least) according to the topic of the training delivered.
4. **Evaluation:** Evaluation questionnaires will be included at the end of each module. In addition, a general evaluation of the course will be also carried out to know the quality of the course in order to be used in the next step (WP5).
5. **Project Work:** Each Kurdish university will be asked to prepare a Project Work which will consist to design its own TOT program, including a list of trainees and trainers, training materials, etc., that will be used at that university.

GENERAL INTRODUCTION TO THE COURSE

General Introduction to the course is organized on **Wednesday 21 December at 12 pm Kurdish time**, where we will introduce to all the participants the training plan, the

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learning outcomes, and provide participants with instructions how to join the course (both practically and in terms of how to use the online tool).

CONTENT OF THE MODULES OF THE MOOC:

The 6 modules of the MOOC are:

Module 1: Governance, accountability and strategic planning (coordinator: EVORA UNIVERSITY)

The University's governance is an important driver of change: how institutions are managed is one of the most decisive factors in achieving their goals of the reform in the KHI HEIs. There are a wide variety of governance models; however, most of them can be defined based on the tension or balance between three main forces: the state, market forces, and academic excellence and the capacity to exert academic freedom. The implementation of good governance practices in Kurdish HEIs, also means enforcing institutional values such as autonomy, and accountability. This first module will include a description of how EU universities are managed based on academic governance including the participation of students.

The HEI strategic planning is the process of the institutions that allows to realize its mission and its vision, and describes the ideal future. It is a guidance that defines specific goals of the HEI and not only for the academic activity. The strategic planning is a helpful tool to structure and contextualize information leading to institutional decisions, both long-term and day-to-day, and makes sure that decisions and operations are carried out according to the institutions' mission, vision and values, and comply with the mandates and regulations of government, accreditation bodies etc.

Module 2: Learning outcomes (coordinator: PISA UNIVERSITY)

Learning outcomes are defined as a statement of what an individual should know, understand and/or be able to do at the end of a learning process, which are defined in terms of knowledge, skills, responsibility and autonomy. The learning outcomes perspective is used for a number of different purposes, such as qualifications frameworks and their level descriptors, curriculum development, assessment and validation, quality assurance and teaching and training.

For all these purposes, the learning outcomes approach strengthens the focus on the individual learner and the level of knowledge, skills and competence s/he is expected to achieve. This balances a traditional focus on education and training input, notably on the duration and location of learning.

Module 3: European Credit Transfer System and credits recognition (coordinator: MURCIA UNIVERSITY)

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European Credit Transfer and Accumulation System (ECTS) has been adopted by most of the countries in the European Higher Education Area as the national credit system and is increasingly used elsewhere. It is a central tool in the Bologna Process, which aims to make national education systems more comparable internationally. The ECTS is a tool for making studies and courses more transparent and enhancing the flexibility of study program. ECTS credits represent learning based on defined learning outcomes and their associated student workload. ECTS also support the planning, delivery and evaluation of higher education program. ECTS also helps make other documents, such as the Diploma Supplement, clearer and easier to use in different countries. Credits recognition procedures are part of a coherent institutional recognition policy based on the principles and procedures of the Lisbon Recognition Convention (1999). The internationalization of higher education and the strong institutional commitment to student mobility underline the need for procedures specifically addressing recognition issues in higher education institutions. Recognition of foreign qualifications should be granted unless substantial differences can be demonstrated between the qualification for which recognition is requested and the relevant qualification of the State in which recognition is sought.

Credits Recognition should be formulated on standards and clear guidelines on all aspects of the recognition of foreign qualifications to ensure the mutual recognition of qualifications and learning periods abroad completed at other universities

Module 4: External Quality Assurance (coordinator: PISA UNIVERSITY)

Provide training related to the management of external quality assurance according to the European Standards and Guidelines for Quality Assurance (ESG) and the Bologna process. A key goal of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to a common understanding of quality assurance for learning and teaching across borders and among all stakeholders. The external quality assurance processes allow European higher education systems to demonstrate quality and increase transparency, thus helping to build mutual trust and better recognition of their qualifications, program and other provisions.

The ESG is used by institutions and quality assurance agencies as a reference document for external quality assurance systems. Moreover, they are used by the European Quality Assurance Register (EQAR), which is responsible for the register of quality assurance agencies that comply with the ESG.

Module 5: Internal Quality Assurance (coordinator: OSLO UNIVERSITY)

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. Quality assurance policies are

most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach.

The European Standards and Guidelines for Quality Assurance (ESG) are used by institutions as a reference document for internal quality assurance systems in higher education.

Module 6: Learning mobility (coordinator: MURCIA UNIVERSITY)

The Bologna Process includes as a key action the promotion of learning mobility, improving cross-border academic cooperation and the mutual recognition of study periods and qualifications earned abroad. Learning mobility is an opportunity for students to develop valuable skills and expand their horizons by going abroad to study or undergo training. Going abroad to study or train helps people develop their professional, social and intercultural skills, as well as enhance their employability. Higher education students who undertake a mobility period abroad are more likely to find employment one year after graduation.

In order to facilitate mobility and its recognition, the three parties involved -the student, the sending institution and the receiving institution, organization or enterprise - should agree the program abroad. Opinions and experiences the of students about learning mobility will include in this module.

OTHER ACTIVITIES

1. Online Conversations

These conversations aim to arrange some moments of dialogue between Kurdish Universities and European Universities, as well as between Kurdish Universities themselves. These conversations should be arranged with a highly qualified moderator / facilitator and focus on specific sub-topics around the main topics of the MOOC and will be hold on the zoom platform.

The main aim of these online conversations will be to answer questions, doubts and to provide with clarifications that Kurdish HEIs participants may have after the modules.

For a better management of the time and more efficient online session, we will divide the participants in 3 groups by mixing all the profiles represented for a more comprehensive overview and understanding of the topic from different angles.

These Q&A sessions (online conversations) will happen in between the different modules:

- First session after the first three modules



- Second session after the end of all the modules

They will be organised on Thursday and there would be three different groups, 1 hour per each group where the Kurdish trainees will submit their questions and the EU colleagues will answer.

To facilitate the process, Kurdish colleagues at the end of each module, will collect questions, doubts, and issues on which they need clarifications and will write them in a sort of *Training Blackboard* within the Moodle platform of UNIMED where the MOOC is taking. University of Zakho, WP4 co-leader may be guiding the process and coordinating this task with Kurdish Partners, regrouping the questions according the topics and to avoid that there would overlapping questions. This should ensure a better management of the online conversation sessions with the three groups of participants.

