



APPRAIS

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



BOOKLET OF APPRAIS MOOC

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NOT AN ORDINARY MOOC *RATIONALE*

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 reform of the Kurdish Higher Education system. The reform is based on putting the Bologna Process's ideas into practice to improve relationships with EU HEIs and and strengthen university management and performance.

This MOOC is carried out in the framework of the Erasmus + project of Capacity Building (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 innovative practices 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 the 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 have contributed 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 across Europe HEIs.

In addition, the MOOC enhanced and multiplied the training effect of the APPRAIS project and it was used as a teaching tool for the subsequent local training of the academic and administrative staff of the Kurdish universities. It will also be further used to train staff at other universities in the Kurdistan region of Iraq beyond the project lifetime.



HOW TO USE THE MOOC

The APPRAIS MOOC is designed to provide training modules on selected topics related to the definition and implementation of Bologna process in the Kurdish universities, providing the competences and knowledge to facilitate reforming processes related to the improvement of university governance and the implementation of Bologna Process practices at Kurdish universities. The course can contribute to defining a knowledge-base for the definition of innovative strategies for institutional development.

The APPRAIS MOOC is made available as an entire course, as well as each module as a standalone unit of content, and is made openly accessible through the APPRAIS project website and the UNIMED learning platform, so that any learner can use content according to his/her own needs and learning rhythm. The course is designed as a learning journey, where trainees can navigate through 6 modules and the many materials available (videos, readings and activities). Each module is designed with a blended methodology, including concrete examples and case-studies. The open version of the APPRAIS course is meant for self-directed learning. Learners are encouraged to take the full course for completeness, and make the best use of the learning resources available to them, to replicate the learning approach of the project. Modules shall be followed in the provided order. For each module, we encourage learners to start by consulting the preliminary provided resources, then watching the lecture recorded, and finally consulting the additional resources for completeness. During the first delivery of the course, sessions dedicated to Q&A have also been arranged, and they can be helping in clarifying doubts, together with the FAQ document.

TRAINEES

The MOOC is designed for the academic and administrative staff of the Kurdish HEIs, targeting specifically those involved in the governance and implementation of the Bologna Process. The MOOC has been and will be used as a training tool for all academic and administrative staff of the Kurdish HEIs, starting with the project partners and later involving all potential learners from Kurdish universities. The MOOC will be extended to other universities in the Kurdistan region, creating a multiplying capacity building effect.

WHEN

The first delivery of the MOOC took place between December 2022 until March 2023. The MOOC has been designed with 6 learning modules, one delivered every week, starting with a synchronous lecture and completed with past and new training resources.

WHERE

The course has been delivered through a the UNIMED Moodle learning platform.

It is now available openly at the following link:

<https://learn.uni-med.net/course/view.php?id=43>

LANGUAGE

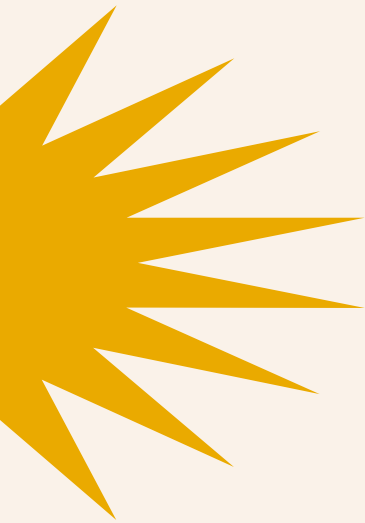
The language of the MOOC is English, trainees should be fluent in English. In a second step, some training material were translated to Kurdish language.



LEARNING OUTCOMES

The general aim of the APPRAIS MOOC is to provide training modules on selected topics related to the definition and implementation of the Bologna Process, drawing from the examples of European universities to implement changes in Kurdish universities. Specifically, once the MOOC is completed, Kurdish staff members will be able:

- 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

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

- Synchronous lesson: A cycle of training webinars (once a week)
- Complementary material (activities, reading, video, link to web pages, etc.). Additional materials are 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 are OER, materials provided by the European Partners / European Trainers, materials already available from other projects, or materials that have been developed specifically for the training. The online material can be consulted anytime.
- Online conversation: occasions of dialogue between trainers and trainees to clarify doubts and explore in depth some specific aspects of the modules.

MODULES

- Governance, accountability and strategic planning
- Learning outcomes
- ECTS and credit recognition
- External Quality Assurance
- Internal Quality Assurance
- Learning mobility

MODULE 1 - GOVERNANCE, ACCOUNTABILITY AND STRATEGIC PLANNING

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.

THE TRAINERS



Soumodip Sarkar, former Vice President (Vice-President/Chancellor) of the University of Évora, Portugal, is a Full Professor at the Department of Management, University of Évora, Portugal, and researcher at CEFAGE-UE. He is currently also a Fellow of the Asia Center at Harvard University. He is also the Executive President of the regional Science Park (PACT), where is currently engaged also in in promoting an entrepreneurial ecosystem in the region. This involves setting up three more new buildings and related infrastructure, as well as attracting international startups and companies to the region, and connecting them to the regional extant knowhow in the University and three polytechnics of the region. He is also the Scientific Coordinator of the Global Entrepreneurship Monitor (GEM)_Portugal.

Luis Guerreiro has been awarded a PhD by the University of Evora in Mechatronics Engineering and Energy being a member of the research group "ICT - Institute of Earth Sciences". His research interests are quite broad: Solar Energy, Thermal Energy Systems, PV integration in Buildings, Energy storage, New Materials for high temperature applications. He has published book chapters on solar energy, the latest one being on the "Encyclopedia of Energy Storage; Oxford: Elsevier, 2022" a chapter within the topic "High Temperature Sensible Storage-Molten Salts". He has more then 15 Publications in Journals and peer reviewed Conferences. He is also active in the Area of Digital learning and new technics for teaching using Multimedia technology, being the driver behind the new PUMA Infra-structure, a Multimedia Platform recently created at the University of Evora.



THE WEBINAR

On January 10, it was held online the first webinar of the MOOC, coordinated by the University of Evora. The first lesson addressed the topic of governance and strategic planning in universities, that are considered as focus topics in the European Universities. The speakers showed the participants the governance and strategic planning implemented at the University of Evora, besides the different kinds of leadership.


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MODULE 1
**GOVERNANCE,
ACCOUNTABILITY AND
STRATEGIC PLANNING**

**OUR TOPIC
DISCUSSION:**
This first module will include
a description of how EU universities are
managed based on academic governance
including the participation of students.

 Tuesday 10 January
 10:00 AM - 11:30 AM
(CET)


PAULO QUARESMA
VICE-RECTOR FOR RESEARCH,
INNOVATION AND
INTERNATIONALIZATION
UNIVERSITY OF ÉVORA


LUIS GUERREIRO
RESEARCH ASSISTANT
PROFESSOR
UNIVERSITY OF ÉVORA

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Zoom Webinar Link: [click here](#)

TRAINING RESOURCES

Slides - Creativity Now: Implementing Structural Reform of Education at UiO in the Light of Bologna

Professor: Tor Egil Førland

Institution: Oslo University

Training: Oslo Training Week

Slides Planning – transparency, involvement and the formal decision processes

The notion of strategy in a higher education setting

Professor: Peter Maassen

Institution: Oslo University

Training: Oslo Training Week

Slides - Some Norwegian Laws and Regulations that affect the Higher Education Sector

Professor: Bjarne Skov and Therese Gjessing

Institution: Oslo University

Training: Oslo Training Week

Slides - Storting White Paper on the governance policy for state universities and university colleges

Professor: Øyvind Johnson

Institution: Oslo University

Training: Oslo Training Week

Slides - Mission, roles and responsibilities

Professor: Vidar Pedersen

Institution: Oslo University

Training: Oslo Training Week

Slides - The Norwegian model for student welfare organizations – presentation of Studentsamskipnaden SiO

Professor: Andreas B. Eskelund

Institution: Oslo University

Training: Oslo Training Week

Slides - Career Service

Professor: Gisle Hellsten

Institution: Oslo University

Training: Oslo Training Week

Slides - UiOs Compliance of the Acts of Research ethic

Professor: Mette Sollihagen Hauge

Institution: Oslo University

Training: Oslo Training Week

Slides - Research leadership training at University of Oslo

Professor: Anna Kolberg Boverud

Institution: University of Pisa

Training: Oslo Training Week

Slides - Strategic planning for higher education

Professors: Marco Abate / Roberta Moruzzo

Institution: Oslo University

Training: Sulaymaniyah Training Week

Slides - The career service at the University of Pisa

Professor: Antonella Magliocchi

Institution: University of Pisa

Training: Sulaymaniyah Training Week

Slides - EU and International Funds: the UNIPi project application support

Professor: Francesca Zampagni - Francesca Ceron

Institution: University of Pisa

Training: Pisa Training Week

Slides - Academic Services in Evora University

Institution: University of Evora

Training: Evora Training

Slides - Universidade de Évora Integrated Information System (SIUE) Systems and Applications Division

Institution: University of Evora

Training: Evora Training

Slides - Research ethics and integrity accountability

Professor: Knut W. Ruyter

Institution: Oslo University

Training: Oslo Training Week

Video - Tips on governance by Soumodip Sarkar

Professor: Soumodip Sarkar

Institution: University of Evora

Lesson 1.1 (video) Management and Leadership

Professor: Luis Guerreiro

Institution: University of Evora

Lesson 1.2 (video) Introduction, Target Market, Market segmentation

Professor: Luis Guerreiro

Institution: University of Evora

Lesson 1.3 (video) Business Canvas, Product definition

Professor: Luis Guerreiro

Institution: University of Evora

Lesson 1.4 (video) Strategic Planning and Product Development

Professor: Luis Guerreiro

Institution: University of Evora

Extra lesson (video) Keys to Success

Professor: Luis Guerreiro

Institution: University of Evora

Extra lesson (video) Pricing and Pricing Strategy

Professor: Luis Guerreiro

Institution: University of Evora

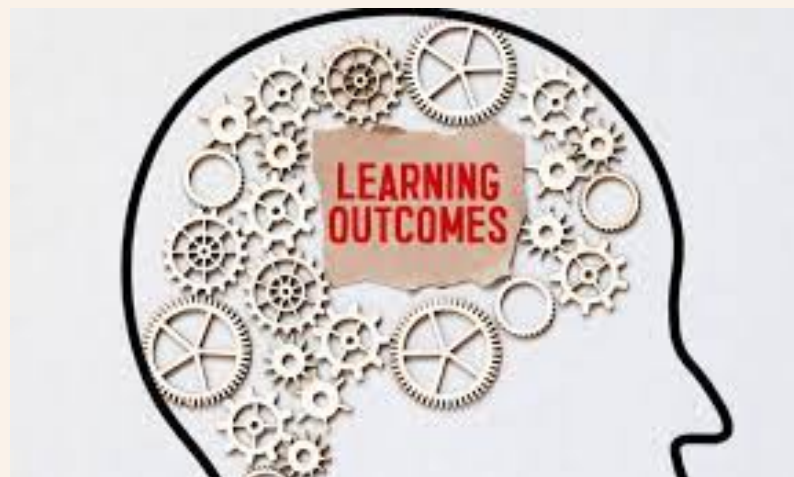
MODULE 2

LEARNING OUTCOMES

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.



THE TRAINER

Marco Abate was born in Milan (Italy) in 1962, he is full professor of Geometry in the University of Pisa, Italy. He has been a visiting professor in the University of California, Berkeley (USA), in the Institut Mittag-Leffler, Stockholm (Sweden), in the Instituto di Matemática Pura e Aplicada, Rio de Janeiro (Brazil) and he has visited many universities and research centers in all five continents.

In the University of Pisa he has been head of the Department of Mathematics and Vice-Rector for Teaching.

At the national level he has been a member of the Scientific Committee of the Italian Mathematical Union, national coordinator of degree courses in Mathematics, member of the National University Council and coordinator of the national exercise of Research Quality Evaluation 2011-2014 for Mathematics and Computer Sciences.

His research interests are in holomorphic dynamics, complex analysis, geometric function theory and complex differential geometry. He has published more than eighty mathematical papers, some in the most prestigious international mathematical journals, four research books, several mathematical popularization papers and some textbooks. His other interests include writing, music, photography, origami and traveling around the world. Having already visited Antarctica, his next destination will be the Moon.



THE WEBINAR

The webinar of the second module of the APPRAIS MOOC was held on Tuesday January 24th, at 10 am CET (12 pm Erbil time) and it was focused on the topic of Learning Outcomes. Professor Marco Abate, from the University of Pisa explained the importance of defining learning outcomes in a student-centred learning approach.

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MODULE 2 LEARNING OUTCOMES

**OUR TOPIC
DISCUSSION:**

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.

 Tuesday 24 January

 10:00 AM - 11:30 AM (CET)



MARCO ABATE

PROFESSOR AND FORMER VICE
RECTOR - UNIVERSITY OF PISA

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Zoom Webinar Link: [click here](#)

TRAINING RESOURCES

Slides - Qualification frameworks, learning outcomes,
how to design a study program according to the Bologna process

Professor: Marco Abate

Institution: University of Pisa

Training: Oslo Training Week

Slides - How to define learning outcomes for a study program and
a course

Professor: Marco Abate

Institution: University of Pisa

Training: Sulaymania Training Week

Book - Defining, writing and applying learning outcomes,
A European Handbook

Institution: CEDEFOP, European Center for the Development of Vocational
Training

Document - ECTS User Guide, 2015

Institution: European Commission

Factsheet - The European Qualifications Framework: supporting
learning, work and cross-border mobility

Institution: European Commission

Article - Writing and Using Learning Outcomes: a Practical Guide

Authors: Declan Kennedy, Áine Hyland, Norma Ryan

Document - The Framework of Qualifications for the European
Higher Education Area, 2018

Institution: European Commission

Book - How to Use Learning Outcomes and Assessment Criteria

Institution: Southern England Consortium for Credit Accumulation
and Transfer

Authors: David Gosling & Jenny Moon

Slides - Learning Outcomes Part 1: What they are

Institution: University of Pisa

Authors: Marco Abate

Slides - Learning Outcomes Part 2: How to write them

Institution: University of Pisa

Authors: Marco Abate

MODULE 3

EUROPEAN CREDIT TRANSFER SYSTEM (ECTS) AND CREDITS RECOGNITION

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

THE TRAINER

Maria Jesus Periago Castón is full Professor in Food Science and Nutrition of Department in the of Food Technology, Nutrition and Food Science of the Faculty of Veterinary Sciences at University of Murcia.

She has been Vice-dean in the Faculty for 10 years, coordinator of the studies of Food Science and Technology, and during eight year was member of the management committee of the Spanish Conference of Dean of Food Science and Technology. She has a wide experience in the design official study programs (Bachelor, Master, and PhD level) following Bologna process criteria. Currently, she is coordinator of the Excellence Campus Mare Nostrum, a project of the Internationalization area of Murcia University, focused on the Mediterranean area.

Related to her research activity, she is expertise in the analysis of food quality, particularly in the study of bioactives compounds in plant food and the evaluation of their beneficial effects for human health. She has participated in numerous competitive regional, national, and international research projects, and also has an extensive experience in technology transfer projects with companies in the agri-food sector, with which he collaborates regularly. As a result of their research activity, she has published more than 140 scientific articles in different international recognized impact journals.



THE WEBINAR

On January 31, it was held online the third webinar, coordinated by the University of Murcia. During the webinar, the trainer has explained the European Credit Transfer System and the Credits Recognition, and how they are implemented at the University of Murcia, besides the other European Universities who have implemented the Bologna process.

MODULE 3

EUROPEAN CREDIT TRANSFER SYSTEM (ECTS) AND CREDITS RECOGNITION



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**OUR TOPIC
DISCUSSION:**

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.

 Tuesday 31 January

 10:00 AM - 11:30 AM
(CET)



MARIA J. PERIAGO CASTÓN

HEAD PROFESSOR OF FOOD
SCIENCE AND NUTRITION
UNIVERSITY OF MURCIA

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TRAINING RESOURCES

Slides - Instances of practical management of study programs

Professor: Marco Abate

Institution: University of Pisa

Training: Pisa Training Week

Slides - Focus on workload, academic calendar, ECTS, recognitions of credits and all the questions related to the passage from pre-Bologna to Bologna era

Professor: Maria Jesús Periago Castón

Institution: University of Murcia

Training: Sulaymania Training Week

Slides - Educational offer management and services for students

Professor: Stefania Milella

Institution: University of Pisa

Training: Pisa Training Week

Slides - European Credits Transfer System (ECTS)

Professor: Maria Jesús Periago Castón

Institution: University of Murcia

Slides - ECTS Recognition and application

Professor: Maria Jesús Periago Castón

Institution: University of Murcia

Document - ECTS Users' Guide 2015 (English)

Document - ECTS Users' Guide 2015 (Kurdish)

Document - ECTS, Recommendations and methodology to estimate the workload of students

Professor: Maria Jesús Periago Castón

Institution: University of Murcia

PRACTICAL ACTIVITIES

Transformation of actual credits to ECTS

Professor: Maria Jesús Periago Castón

Institution: University of Murcia

MODULE 4

EXTERNAL QUALITY ASSURANCE

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 management of external quality assurance according to the European Standards and Guidelines for Quality Assurance (ESG) and the Bologna process is a relevant topic. 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 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.

THE TRAINER

Simone D'Alessandro is Professor at the Department of Economics and Management of the University of Pisa. He received the PhD degree in Economics at the University of Siena (2007). He is the Coordinator of the board of the PhD Programme in Economics of Tuscan Universities (Florence, Pisa and Siena). He was a member of the Committee for Quality Assurance of the University of Pisa from 2019-2022. Simone's research interests involve the distribution of income and wealth, development economics, behavioral economics, ecological sustainability. His work in recent years is focused on the socio-economic effects of policies to promote the transition towards sustainability. He is responsible for the University of Pisa in the H2020 project, "Low-carbon society: an enhanced modeling tool for the transition to sustainability" (LOCOMOTION). He was Principal Investigator of the project "Social cohesion in the ecological transition", founded by the Italian Ministry of Environment. Simone published more than forty scientific publications and his contributions are published in journals, such as, among others, Nature Sustainability, Renewable and Sustainable Energy Reviews, Scientific Reports, Ecological Economics, Environmental Innovation and Societal Transitions, Exploration in Economic History, Journal of Economic Behaviour and Organization, Journal of Economic Inequality, European Journal of Political Economy.



THE WEBINAR

On February 7, it was held online the fourth webinar, coordinated by the University of Pisa. During the webinar, Professor Simone D'Alessandro has explained External Quality Assurance, and how it is implemented at the University of Pisa, besides the European standard and guidelines that are part of the Bologna process.

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MODULE 4

EXTERNAL QUALITY ASSURANCE

OUR TOPIC DISCUSSION:

The management of external quality assurance according to the European Standards and Guidelines for Quality Assurance (ESG) and the Bologna process. The main aim of the ESG is to contribute to a common understanding of quality assurance for learning and teaching across borders and among all stakeholders.

 Tuesday 7 February

 10:00 AM - 11:30 AM (CET)



SIMONE D'ALESSANDRO
PROFESSOR OF ECONOMICS
UNIVERSITY OF PISA

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TRAINING RESOURCES

Slides - External Quality Assurance:

**Introduction to NOKUT's activities
of quality assurance and enhancement**

Professor: Ingunn Doerve

Institution: University of Oslo

Training: Oslo Training Week

**Slides - Quality assurance and accreditation in Norwegian higher
education NOKUT's role and key activities**

Professor: Ingunn Dørve and Philipp Emanuel Friedrich

Institution: University of Oslo

Training: Oslo Training Week

Slides - External evaluation system as a quality control mechanism

Professor: Soumodip Sarkar

Institution: University of Evora

Training: Oslo Training Week

**Book - Standards and Guidelines for Quality Assurance
in the European Higher Education Area (ESG), 2015**

**Book - International Standards and Guidelines
for Quality Assurance in Tertiary Education, 2022**

**Book - Study on Stakeholder involvement
in External Quality Assurance, 2020**

Authors: Milja Homan, Jakub Grodecki, Vaidotas Viliūnas

Article - Diversification of external quality assurance in the EHEA

Institution: European Association for Quality Assurance in Higher Education

**Book - Advancing quality in European higher education:
celebrating 20 years of ENQA**

Institution: European Association for Quality Assurance in Higher Education

Article - Linking External and Internal Quality Assurance, 2018

IIEP Policy Brief

Author: Michaela Martin

Institution: UNESCO

Slides - External Quality Assurance

Professor: Simone D'Alessandro

Institution: University of Pisa

MODULE 5

INTERNAL

QUALITY

ASSURANCE

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.

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. 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.

THE TRAINERS



Eirik Welo

Senior Lecturer in Ancient Greek at the University of Oslo. He is a former Dean of Studies at the Faculty of Humanities and is currently Head of Studies at the Department of Philosophy, Classics, History of Art and Ideas.



Anne Marthe Gibbons

Senior adviser, Department of education services. She has worked within this field since 2005 Coordinates the internal quality assurance system at the University of Oslo In charge of the university's leadership programmes for education and research leaders. She coordinates various quality enhancement projects at institutional level.



Jonny Roar Sundnes

Senior adviser, Department of education services. He has worked within this field since 2001 and coordinates the internal quality assurance system at the University of Oslo. He has had appointments for the national agency as panel member for external QA reviews and coordinates various quality enhancement projects at institutional level.

THE WEBINAR

On February 14, it was held online the fifth webinar, coordinated by the University of Oslo. During the webinar, the trainers addressed the topic of Internal Quality Assurance, and how it is implemented both at the University of Oslo and in other European institution that implemented the Bologna process.



MODULE 5

INTERNAL QUALITY ASSURANCE

OUR TOPIC DISCUSSION:

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.

 **Tuesday 14 February 2023**
 **10:00 AM - 11:30 AM (CET)**



JONNY ROAR SUNDNES
Senior Adviser
Educational Quality Office
University of Oslo



ANNE MARTHE GIBBONS
Senior Adviser
Educational Quality Office
University of Oslo



EIRIK WELO
Senior Lecturer
IFIKK
University of Oslo

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TRAINING RESOURCES

Slides - The Bologna Process and it's implications

Professor: Hanna Ekeli

Institution: University of Oslo

Training: Oslo Training Week

Slides- Quality assurance at the University of Oslo

Institution: University of Oslo

Training: Oslo Training Week

Slides - Quality Assurance of International Cooperation Agreements

Author: Guri Vestad

Institution: University of Oslo

Training: Oslo Training Week

Slides - Quality Assurance system for the Educational Activities at the University of Oslo

Author: Bjarne Skov

Institution: University of Oslo

Training: Oslo Training Week

Slides - Quality Assurance in Research

Author: Simone D'Alessandro

Institution: University of Pisa

Training: Sulaymania Training Week

Slides - Quality Assurance at the University of Pisa: the activity of the Internal QA Board

Author: Roberta Moruzzo

Institution: University of Pisa

Training: Field visit to Pisa

Slides - Quality Assessment Board at the University of Pisa

Institution: University of Pisa

Training: Field visit to Pisa

Slides - Quality Assurance at the University of Evora

Institution: University of Evora

Training: Field visit to Evora

Slides - Some Norwegian Laws and Regulations that affect the Higher Education Sector

Professor: Bjarne Skov and Therese Gjessing

Institution: University of Oslo

Slides - Research ethics and integrity accountability

Professor: Knut W. Ruyter

Institution: University of Oslo

Training: Field visit to Pisa

Slides - UiOs Compliance of the Acts of Research ethic

Professor: Mette Sollihagen Hauge

Institution: University of Oslo

Training: Oslo Training Week

Slides - Research based teaching, societal needs and academic freedom

Author: Lisbeth M Brevik

Institution: University of Oslo

Training: Oslo Training Week

Slides - Research leadership training at University of Oslo

Professor: Anna Kolberg Boverud

Institution: University of Oslo

Training: Oslo Training Week

Document - Standard for Research Integrity at UiO

Institution: University of Oslo

Author: Research Ethics Committee

Document - Report to the Storting (White Paper)

Institution: Ministry of Education and Research

Slides - Internal Quality Assurance

Author: Jonny Roar Sundnes, Anne Marthe Gibbons

Institution: University of Oslo

Slides - Evaluating courses and programmes:

Internal Quality Assurance in Practice

Author: Eirik Welo

Institution: University of Oslo

MODULE 6

LEARNING

MOBILITY

The Bologna Process includes as a key action the promotion of learning mobility, improving crossborder 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 of students about learning mobility will include in this module.

THE TRAINERS



Maria Jesús Periago Castón - Full Professor in Food Science and Nutrition of Department in the of Food Technology, Nutrition and Food Science of the Faculty of Veterinary Sciences at the University of Murcia



Antonia Saavedra Rodriguez Responsible for the International Mobility Section at the University of Murcia

THE WEBINAR

On February 21, the sixth webinar of the MOOC was held online, coordinated by the University of Murcia. During the webinar, the trainers addressed the topic of Learning mobility, and how students and staff can access to mobility in the European universities.



MODULE 6

LEARNING MOBILITY

OUR TOPIC DISCUSSION:

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.

 **Tuesday 21 February 2023**

 **10:00 AM - 11:30 AM (CET)**



MARIA J. PERIAGO CASTON
HEAD PROFESSOR OF FOOD
SCIENCE AND NUTRITION
UNIVERSITY OF MURCIA



ANTONIA SAAVEDRA
CHIEF OF MOBILITY
PROGRAMS - IRO
UNIVERSITY OF MURCIA

JOIN NOW

Zoom Webinar Link: [click here](#)

TRAINING RESOURCES

Article - Learning Mobility II - An Estimation of the Benchmark

Professor: Flisi, Sara - Sánchez-Barrioluengo, Mabel

Institution: European Commission - Joint Research Centre

Document - Erasmus+ Learning Agreement

Student Mobility for Studies

International Mobility

Professor: Flisi, Sara - Sánchez-Barrioluengo, Mabel

Institution: European Commission - Joint Research Centre

Document - Erasmus+ Learning Agreement

Student Mobility for Traineeship

**Slides - The International Office of the University of Pisa
and the Programme Erasmus+**

Professor: Tommaso Salamone

Institution: University of Pisa

Training: Pisa Training Week

Slides - International Promotion Unit at the Univerisity of Pisa

Institution: University of Pisa

Slides - ERASMUS Incoming Mobility

Professor: Gemma Diana Perilli

Institution: University of Pisa

Training: Pisa Training Week

Slides - Internationalisation and Excellence

International Cooperation Unit

Institution: University of Pisa

Training: Pisa Training Week

**Slides - International Mobility Unit: Work and Procedures
in the framework of the Erasmus Outgoing Mobility**

Professor: Lorenza Bizzari

Institution: University of Pisa

Training: Oslo Training Week

Slides - Learning Mobility

Professor: Dra. M^a Jesús Periago Castón

Institution: University of Murcia

Training: Murcia Training Week

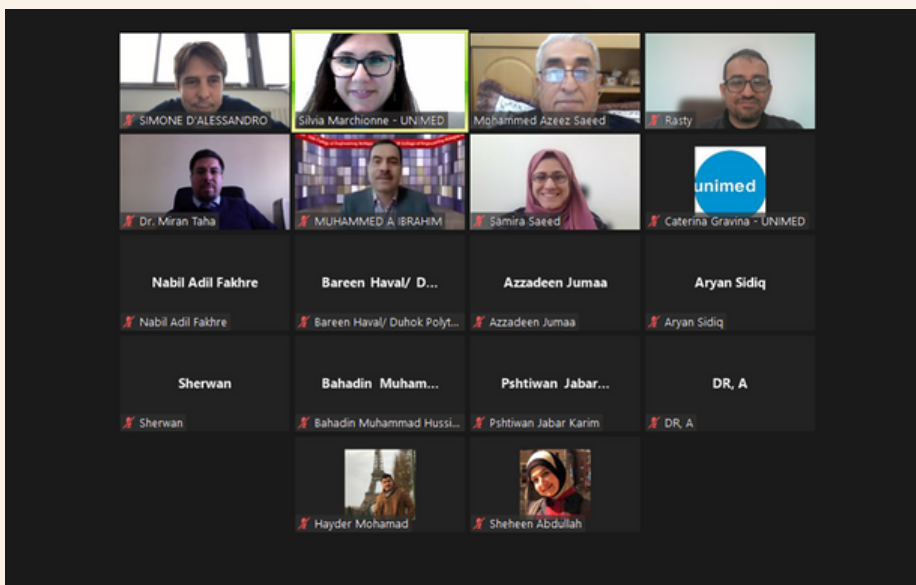
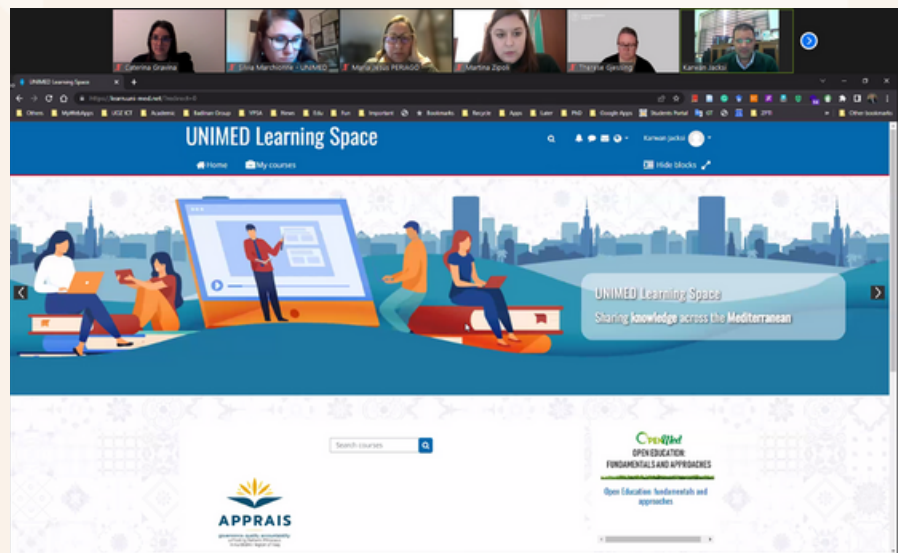
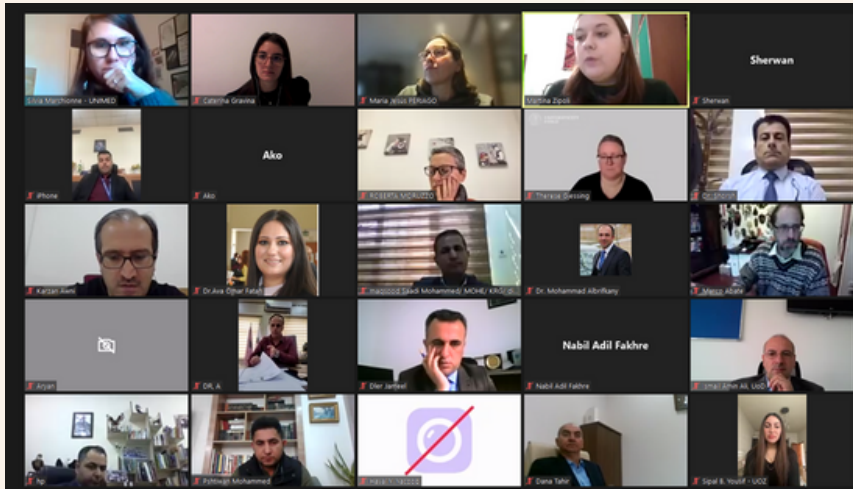
Slides - Implementing your International Exchange programme

Professor: Antonia Saavedra

Institution: University of Murcia

Training: Murcia Training Week

SOME PICTURES OF THE COURSE!



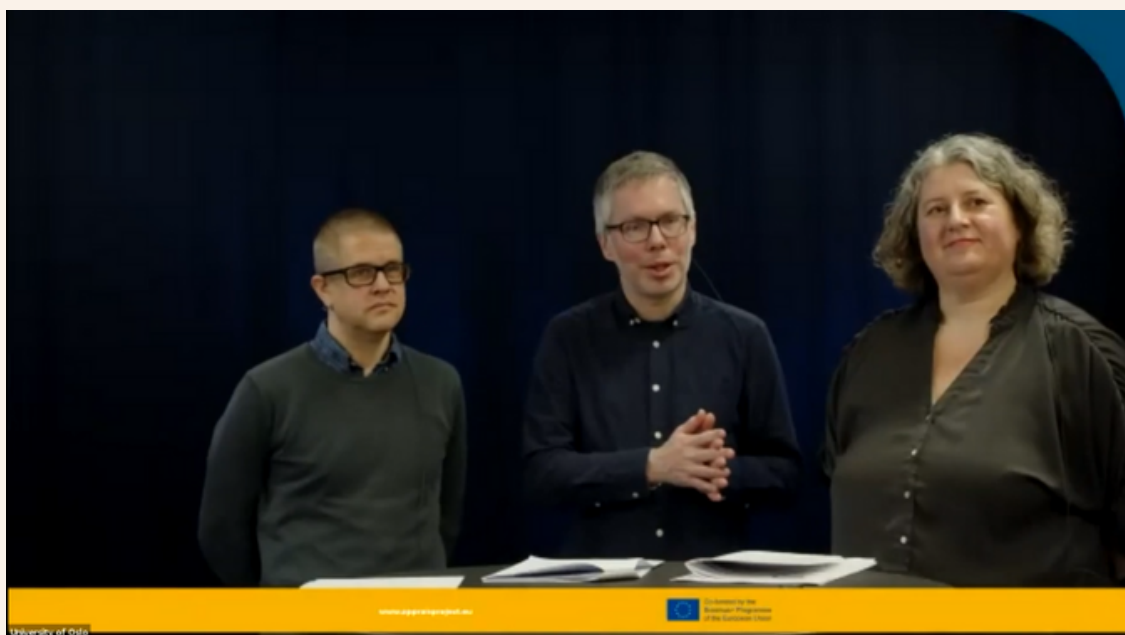
Antonia SAAVEDRA

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-
- APPRAISAL



ECTS AND STUDENT WORKLOAD

HOW DETERMINE THE STUDENT WORKLOAD?

Top-down method

Learning outcomes

Bottom-Up method

1 h theoretical lessons: 1-2 h
1 h practical work: 0.5-1 h
1 h seminar: 1-1.5 h

Using benchmarks
Stablish the equivalence with other study program in order to facilitate the mobility (professional studies)

Using student surveys to assess the real workload in the different teaching-learning activities
Retrospective survey or daily and weekly register

T20230131-085117_Recording_1760x900

Maria Jesus Perago ...

ESG: EXTERNAL QUALITY ASSURANCE (EQA)

	Standards	Guidelines
4. Peer-review experts	EQA be carried out by groups of external experts that include students	At the core of EQA is the wide range of expertise provided by peer experts, input from various perspectives, including those of institutions, academics, students and employers. The agency ensures the independence of the experts
5. Criteria for outcomes	Outcomes or judgements of EQA be based on explicit and published criteria	Outcomes of external quality assurance are based on pre-defined and published criteria and may take different forms, recommendations, judgements or formal decisions.
6. Reporting	Full reports by the experts should be published. Formal decisions be published with the report	The report by the experts is the basis for the institution's follow-up action of the external evaluation and it provides information to society regarding the activities of an institution.
7. Complaints and appeals	Complaints and appeals processes be clearly defined and communicated	Institutions need to have access to processes that allow them to raise issues of concern with the agency

Simone D'Alessandr...

The University of Evora is the biggest Organization in Evora

COURSES

Bachelor's Degree 39	Master Degrees 56	Doctoral Degrees 31
Postgraduate Degrees 12		

COMMUNITY

Students 8060 8060 students, 1000 foreign students	Foreign Students 1520	Nationalities 68
Alumni 30581 Alumni integrated in a U.C. network	Academic Staff and Investigators 669	Non-Academic Staff 455

SOCIAL SERVICE

DGES Scholarships 1420	Beds 527	Residences 7
Meal preparation units		

UNITS

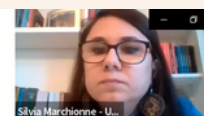
Schools 5 Five Arts, Social Sciences, Science and Technology, Nursing	IIFA 1 Institute of Research and Advanced Training	Experimental Estates 3
Veterinary Hospital 1	Living Science Center 1	

INVESTIGATION

Research Units 18	Chairs 10	RDPC 24525 Number of deposits
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INNOVATION

Patent Applications 108 40 international, 68 national	Spin-offs 15+	PACT 1 Portugal Science and Technology Park
Number of Internship Protocols 1107	Protocols 1482	



Sílvia Marchionne - U...

ONLINE CONVERSATIONS

The online conversations aimed to arrange some moments of dialogue between Kurdish Universities and European Universities, as well as between Kurdish Universities themselves. These conversations have been arranged with a highly qualified moderator / facilitator and focused on specific sub-topics around the main topics of the MOOC. The main aim of these online conversations is to answer questions, doubts and to provide with clarifications that Kurdish HEIs participants may have after the modules.

The FAQ document for the APPRAIS MOOC is available [here](#).





APPRAIS

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

ANNEX - F.A.Q ABOUT THE MOOC

THIS DOCUMENTS CONTAINS THE FREQUENTLY ASKED QUESTION THAT THE KURDISH TRAINEES SUBMITTED DURING THE COURSE TO THE EUROPEAN TRAINERS.

10 JANUARY 2023: MODULE 1- GOVERNANCE, ACCOUNTABILITY AND STRATEGIC PLANNING (UNIVERSITY OF ÉVORA)

1. Which kind of leadership style is common at Évora University?

At the University of Évora we have a hierarchical structure with Rectors, Faculties, Schools and Directors but this structure also has autonomy. Every school has a certain grade of autonomy, they can make their own decisions. There are meetings to make decisions, they listen to the Rector but at the end the decisions are up to Vice-Rectors.

2. How can we apply the leadership in the group works of students in the classroom assignment?

During the presentation, I showed you two slides regarding different types of leadership, and I think it will depend a lot on the situation because as you know there are times to deliver a certain task and if you have a lot of time to perform it, then it tends to be a more democratic way of doing it. But whenever the task is going beyond the deadline then the one responsible to deliver tends to assume a more autocratic leadership, in order to guarantee that the task is well delivered. So, I would say that within a group of people working be students or colleagues, these different types of leadership can be there depending on the personality of the people and on the other hand on the timeline you have to deliver. Different kinds of leadership can occur.

3. In case universities have no autonomy in decisions, how is it possible to implement a distributed leadership?

In my opinion, it is possible to implement a distributed leadership also if universities have less autonomy because for the staff it is not only important to know the rules, they also should be engaged in the decision-making process so that they can contribute. Even if there is not so much autonomy, leadership can be distributed, people can be involved in the process.

4. Related to the customer in the product canvas, what is the difference between customer needs and wants?

In terms of the business canvas, the business canvas relates very much with the value proposition that a certain organisation has to offer. So, in terms of a university, it might be well recognition in nationwide or even internationally of a degree or a course done at that university, or that the university offers research facilities, for example in Évora you know is one of the few institutions in Europe which have a very strong facilities within concentrating solar power. That means that if you want to pursue your studies and research within this field, you know that Évora will have excellent conditions to continue. Another example could be the presence of a great campus. People perceive it as a good value. It's up to the university to match the needs of their customers, students of course.

5. Iraqi universities are less autonomous than European universities, how could we increase the grade of autonomy?

It is important to show the decision makers that we are ready to be more autonomous.

24 JANUARY 2023: MODULE 2 - LEARNING OUTCOMES (UNIVERSITY OF PISA)

1. What do you mean by Soft Skills?

By soft skills we mean problem-solving; critical thinking, etc.

2. What is the difference between learning outcomes & learning objectives? And should these be equal in number?

Learning outcomes are more succinct, they describe what the students should learn in the course. The learning objectives is a list of what will happen in the course. Learning outcomes and objectives should be coherent, not the same number.

3. The students' feedback regarding a certain department or module was weak regarding the market needs because market needs change quickly. What does the professor suggest? Shall we remove the module? Or updating some syllabus or what?

The university should prepare students to face the market for the next 10 years at least, so it's needed a balance between more general skills and more specific abilities

4. As I studied PGCertHE in the UK and am currently a fellow of the British HEA, I see that what you are explaining is very similar to theirs. My question is that do you adopt the same regulations and have the same programs?

It is very similar because what he described is part of the Bologna process that is implemented also in the UK. The main characteristic of learning outcomes is that students can compare programmes implemented in different countries.

5. The elements of the Dublin Descriptors should be fulfilled in all and any program, but not necessarily in a course or module?

Yes, in particular if you want to write a program that has to be compared with programs of other countries, it is important to address the elements of Dublin Descriptors so that the students can easily compare them.

6. Are there specific vocabularies we should use when writing learning outcomes?

You have to write the learning outcomes so that they understandable by the students, so it is better not to use a technical language.

7. The only question that I need to ask, which exhausted English Teachers, is there any specific curriculum or special program to teach listening and speaking skills? In order to have the best learning outcome by special and specific means any program belongs to the Bologna process.

There are courses focused on teaching listening and speaking skills.

8. Could you mention some effective strategies you used to enhance the student-centred learning approach?

It is possible to use different strategies, for example in Pisa it was implemented a one-year program for the professor to explain to them how to use new teaching methods, how to prepare a syllabus with the learning outcomes, how to manage the class, how to speak better. Moreover, it was then introduced in Italy by law that inside each program there is a committee consisting of a certain number of students and professors whose aim is to check how the delivered programme is going, if there are any problems and this clearly helps implementing a student-centred learning approach.

9. Is the learning outcomes of the programme focusing only on the core courses or all courses including language, computer and other ethical courses?

Not completely, if you consider important that the students in the programme should learn other languages or learn about ethical issues, that should be stated in the learning outcomes.

10. Could you determine the period that after that we need to check and revise learning outcomes of the programme. For example, let's say for master programmes I assume it should be after the completion of the programme by a group of students started with the programme, so how about Bachelor's degree?

Typically, after the completion of a cycle, there's a natural moment where to do some comprehensive checking and revision but to do so it is necessary to monitor what's happening year by year, and collecting data, for instance, could be a relevant tool.

11. What is the role of autonomy of professors to achieve learning outcomes?

It depends on the situation or on the cultural expectations which are different from one country to another. I think there are two levels: the level of the committee managing the program and the other level consists in suggesting changes if they can be useful and if the course is not achieving the foreseen goals. On the other hand, professors have a certain level of autonomy that belongs to freedom of teaching. That means that they can choose different ways to achieve the goals established in the programmes with certain limits of course.

Just a short comment from Prof. Bjarne Skov (University of Oslo)

It is essential to understand that needs for adjustments in learning outcomes in programs and courses depend not only on changing societal needs, but also on feedback that comes from elements we will address in later MOOC lectures: external program evaluations and internal evaluation processes through local (departmental and faculty) course and program evaluation procedures.

31 JANUARY 2023: MODULE 3 - EUROPEAN CREDITS TRANSFER SYSTEM (ECTS) AND CREDIT RECOGNITION (UNIVERSITY OF MURCIA)

1. How about the number of ECTS for higher Diploma (1 year and 2 years)?

There is a diploma, that is a bachelor's degree, which each year consists of 60 ECTS.

2. In the case of a system for accepting 240 ECTS, for example in Murcia. Is it possible for a student to collect more or less than 240 ECTS? Does the university accept it?

No, the total is 240 because if students follow more courses, they can obtain more ECTS but it is not official. The extra ECTS are not necessary to obtain the degree, but they can't collect less than 240 ECTS.

3. How are the workload hours estimated for students who do self-preparation, as there are various abilities among students?

It is not so easy to evaluate different abilities so professors have to estimate the average student.

4. Is there any allowance to the ECTS for any of the semesters other than 30? (e.g. semester 1 is 27 ECTS and semester 2 is 33ECTS)?

In the Spanish system it is compulsory to have 30 ECTS for a semester. A different number of ECTS is possible only for joint titles.

5. What about using a benchmark and students survey together in assessing workload hours? Do you think it will be more reliable?

The benchmark is a good point of reference to start. The survey needs to be applied during the course, not at the end. They are different tools, each of them is useful for different reasons.

6. Is there a possibility that a student fails and repeats an entire year or he/she can move to the next stage/year and take more modules to complete the required ECTS for graduation?

The only limit in Murcia is the progression. Students need to pass the exam, if they don't pass the exams they can't attend the course of the following academic year.

7. How many hours correspond to 1 ECTS, 25 hrs or 30 hours? Is it possible to do a range of 25-30 hours?

When you establish the number of ECTS for the degrees, you have to follow the same number of ECTS. So, it will always be 25. Depending on the course, there can be more hours for the same number of credits.

8. Per ECTS is about 25 hours in normal circumstances, but if the period is less than 30 weeks in one academic year, how can the missing period be addressed?

If the academic period is shorter you still have to implement the activities because you need to implement the same number of hours.

9. Do you have full-time and part-time students? How do you consider total credits per semester for them?

For part time students, in a bachelor degree we consider 18 - 46 ECTS. In a master's degree we consider less than 30 credits.

10. For organising the same basic courses module with the same ECTS, do you mean in the same discipline for a specific university or the similar disciplines of different universities?

According to the Spanish legislation, the basic courses must be recognized both in the same university or different institutions.

11. In the ECTS system, the exam period for one semester is only 4 weeks. Does this period include just one attempt of the final exam for each course? In case a student fails in one of the courses taken, how can you repeat the final exam, is it in this mentioned period or in another different semester?

We have different semesters in Spain. The student of the first semester can do the exams at the end of first or second semester. The subject is not related to the semester. The student has one possibility in the first semester, if they fail they have another possibility in the second semester.

12. How many ECTS in the PhD transcript?

There is not a value of the ECTS for the PhD program because every PhD can define their own ECTS.

13. If the number of weeks decreased per semester due to the unexpected situation or multiple holidays that we have, how can we complete the syllabus or what we have planned in the subject outline?

You schedule the teaching activities considering the holidays or unexpected events.

7 FEBRUARY 2023: MODULE 4- EXTERNAL QUALITY ASSURANCE (UNIVERSITY OF PISA)

1. How can students' Unions be involved or engaged with the QA process? I mean separately from the students themselves.

In general, in Italy there are elections for the representatives of students. These representatives actively participate in the evaluation process of the university.

2. Currently, some of our teaching staff evaluate the teachers which leads to insufficient scores. What kind of independent QA agency can evaluate teaching staff? And how can we develop a local agency?

The university has a strategic plan that foresees units of academic staff that have to achieve some results. Of course, the evaluation of the unit can be done in terms of how much they contribute to the fulfilment of a certain task. This kind of evaluation should be similar in the case of professors so that they can understand what they need to improve.

3. Some of the challenges identified affecting QA in our region include shortage of funds, policy inconsistency and lack of regular training for staff, do you have those challenges as well?

In Italy we have this system evaluation done by the VQR, the evaluation of research that distributes funding proportionally to the results achieved but this means that not every Italian university has the same opportunities.

4. How do you assess social and market needs? How do you design the objectives and questions when assessing community demands?

First of all, you need to involve stakeholders from the beginning because you want to be clear on the outcomes that you want to reach. At the same time, there is a sort of merge between the needs of the world market and the needs of the academic community because this kind of quality assurance should be made clear not only for the university but also for the market itself. The competences of both worlds are needed.

5. How to make a strong relationship between Internal QA and external QA due to the learning environment in Kurdish Universities?

It depends a lot on the country of reference, but a relevant aspect is the timing of the evaluation. Another point is how much the external quality assurance agency is able to drive the process. This issue is still a discussed topic in the public universities in Italy.

6. How does INQAAHE differ from ENQA? Would one of these be a better option for an accreditation body in higher education?

The purposes of the two documents are the same, the standardisation made in Europe is really clear but there are many international examples of internal quality assurance that can help in order to make these guidelines.

7. Is an accreditation body still reliable in EHEA if it is recognized by INQAAHE while it is not recognized by ENQA?

The agencies like ANVUR have to make accreditation to the ENQA. This does not affect the reliability of the institution.

What is your recommendation for that?

I mean ENQA is working really well so this is important. Both standards and guidelines are important to consider but it depends on what are the results that Kurdish universities would like to achieve.

14 FEBRUARY 2023: MODULE 5 - INTERNAL QUALITY ASSURANCE (UNIVERSITY OF OSLO)

1. What is the difference between University Rector and University Director?

The University rector is the academic head of the entire institution, he is a Professor, he is a linkage among students and staff belonging to the University. The University Director is an administrative head, that's the job he applied for, so he is employed by the University Board to run the administrative side of things.

2. How can students be motivated to effectively participate in the QA process?

I think there are several things that we need to think about, and of course the first one is that the students must know that the time they take to participate may actually lead to adjustments and some improvements for them. For example, when I have a course evaluation I say that this is also an opportunity for you to make the course better for the students who come within the subject later but I think also for the formal issue. We are interested in what the students mean but this also leads to the insurance that they get weary answering questionnaires etc. So, we want to tell them clearly that this is their chance to participate and for us to hear what they want to say. Sometimes people will not be willing to fill in a questionnaire so maybe it is better to have a paper questionnaire in the classroom and do it during the break lecture or even to have a good discussion which is more direct in that sense.

3. Does program assessment form part of internal quality assurance or is it a requirement for external quality assurance?

The program review is part of our internal quality assurance system but we are required to have external representatives in the panel which conducts the review. So it's a job for the University of Oslo, it is not a job of the National Agency.

4. How do you handle low feedback scores from students? What measures do you take to improve?

This is of course a situation that many teachers may meet and I think that it is a question of culture and making it clear to students that if they participate they have a chance to have an impact on their own students' programme but in the short term if you do a course evaluation and there are very few you can of course try to do it more times but then you may run into the problem that students are not willing to do it. So, I suggest that if students have problems with that, I would try to work with the teacher group in the sense that we can develop better methods.

5. How do you encourage students to participate in the feedback?

I think that teacher will try to explain why we are doing this. This is not just something that we have to do, but something that we want to do and which are the reasons. Students are different, some of them will participate more than others, but in general what is important is that they know why they should do it and that in some ways they can have an impact and make the difference for their own study programs.

We could also mention that we collaborate with the elected students, who are representative of the University of Oslo.

6. How can the internal QA deal with the feedback results? Sometimes students say why do we give feedback while the lecturers are not keen to change themselves?

It's important to work collectively with the feedback but that may also necessitate working with the teacher collectively because sometimes if you receive a negative feedback you may think that you are a terrible teacher, it's better not to show it to my colleagues. Instead, we could work on a collective responsibility, so that we can learn from each other. The students' feedback is the most important source of information but we do have other sources: compliance rates, grade average, statistics about the course and also the teachers themselves will have reliable information about the course and also about how it is going for them.

7. Should students know the final result of the evaluation process?

Yes, at least they should have a summary of the results

8. Involving all the students in the QA process may result in unfair results since some of them are not taking care of their classes as the others. What do you think about this issue?

I think this is also a kind of more general question about getting responses to surveys and questionnaires. People who are happier about the course will be more likely to answer than people who are unhappy. But you can't avoid a different participation from the students. We have examples for that, for instance if the teacher or the head of department sees a little participation, he can try to understand the reason why, this is also part of the follow-up.

21 FEBRUARY 2023: MODULE 6 - LEARNING MOBILITY (UNIVERSITY OF MURCIA)

1. Could you better explain the study cycle?

For our undergraduate studies, which are four years long, we have the Bologna process which asks the universities to revise the length of the undergraduate studies. There were two options: three years of undergraduate plus two years of master's degree but Spain decided to implement four years of undergraduate and one year of postgraduate. It is important because sometimes we have colleagues who have partners that have the 3+2 system and students who are in the fourth year will be in the first year of master and it has to be included in the agreement.

2. Is it true that it is better to avoid student mobility for the first time and try first staff mobility instead, especially for a university that is starting to work on mobility? and why is that so?

As I have already mentioned in my presentation, I have insisted on the importance of the academic supervisor's work. The role of the academic supervisor is very relevant. It's like an inspection of travels, they need to check if the subject that the students are going to follow there, if you are prepared so when you will issue the final certificate, everything will be fine. You have to guarantee that the quality of the time they spent abroad, that they have obtained the professional skills and technical competences for that job.

3. Can a student apply for the mobility from a university which is not a partner in the Erasmus+ ICM with your University?

We sign agreements with universities out of the Erasmus programme. Normally the problem of these agreements is that in case there is no budget behind, there won't be a successful placement of students in the grants. You can sign the agreement, you can open a call but you also need to look for funds.

4. Another issue that we have is that Kurdish is the main language of instruction at the majority of our scientific departments here. How difficult is it to design a Kurdish language course as a requirement for admission of foreign students especially when Kurdish is completely different from European languages in many aspects such as the writing system, the sounds, etc, which may not be the case for a European individual doing the mobility within Europe?

I must confess that the Spanish society has problems with second languages. Nowadays, students generally have a high level of English language proficiency. Language proficiency is an important aspect to consider when we talk about mobility. For instance, I don't know if you have programs teaching a second language but if you want to receive students it's not realistic that they will be fluent in Kurdish. You should ensure that your students are fluent in English in order to go abroad and then identify which institutions can provide courses in English or at least a certain number of subjects that could cover the interest of the international students.

5. Some EU universities do not ask for the learning agreement to be signed before the start of the mobility while others do. In which stage should it be signed?

First of all, it's compulsory to sign the agreement and secondly it is advisable. You have to take care of your mobility from the beginning and to prepare for the academic program takes time.

6. In case of differences in the modules of the two universities, what is the best option for the mobility student to complete the missing credits at the home institution?

Sometimes there is no other way than to take the subject at the home institution especially if it is a core subject. For this reason, we sometimes advise students on the third or fourth year because they have more eligible subjects. We try to guarantee to the students that the period abroad will lead to an enlargement of the curriculum because sometimes these eligible subjects give them the possibility to study something related to the country.

7. Are the admission/tuition fees of the coming students equal to the home/domestic students?

We have been talking about exchange programs where the exchange students pay fees at their home institution, but they are not paying them abroad.

8. What about if the student fails in the evaluation in his institute when he/she returns even if he/she passed in the foreign institute?

It is important when you do a session for the students before their departure to give them some advice. If they fail abroad it's the same as if you fail at home, if your host institution gives you the opportunity to have a second chance, the student can take the exam again. If the students have not the possibility to take the exam, when he comes back he will have to repeat the subject in the home institution.

9. Regarding the requirements of Student's documents before departure. Will the host institute depend on the home institute regarding the acceptance or rejection process of students to go abroad or will the host institute have another decision?

There are different ways of selecting our students. For example, there is a procedure in which when you sign the agreement you say that I trust you will select and it's written there that you will select the best students that have the language and academic requirements. So, I trust that the selection process will be okay. In our case, for instance, within international credit mobility the process of selection intervenes in two parts and we have an online platform that makes that. That way it's according to the documents provided by the students, each student obtains a grade and then they obtain a media.



APPRAIS

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

The project number is 618781-EPP-1-2020-1-IT-EPPKA2-CBHE-SP.

This project has been funded with support from the European Union. This website reflects the view only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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