



# **Achievements and challenges in implementing an ECTS at the University of Raparin (UoR)**

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# University of Raparin

- The University of Raparin is a public university in Ranya, in the Sulaymaniyah Governorate of the Kurdistan Region of Iraq. It was established in 2010.
- University of Raparin consists of two campuses, one locating in Ranya District and the other in Qaladze District.
- Currently, the University has six colleges, and 25 departments in various fields as listed below:
  1. College of Science
  2. College of Education
  3. College of Basic Education
  4. College of Humanities Science
  5. College of Nursing
  6. College of Agricultural Engineering Sciences

# University of Raparin



# Introduce ECTS at UoR

## **The main reasons behind the decision to introduce ECTS at UoR:**

- The process concerns the standards and teaching quality of the departments curricula to provide a high-quality teaching and learning programme for those students wishing to learn at the highest level autonomously.
- The process has many possible benefits and outcomes such as:
  1. Internationalizing and modernizing the higher education system
  2. Facilitates student and staff mobility
  3. Encourages active rather passive learning
  4. Emphasizes critical and analytical learning
  5. Increases the level of responsibility on the part of the students, and transit of students from dependent learners to autonomous learners.

# Departments implementing ECTS at UoR

The Bologna Process has made some progress at the University of Raparin and, indeed, as a concept has expanded rapidly in the last two years.

## **2018-2019**

- English Language (Education, and Basic Education)
- Civil Engineering
- Medical Laboratory Science
- Nursing

## **2019-2020**

- Arabic Language
- Computer Science
- Chemistry

# Achievements

- A series of meetings started from January 2018. Minutes and briefing of all the meetings were carefully recorded and later shared with the participants and the academic staff.
- Delegation of a group of administrative staff to both Leuven and Masaryk universities.
- Inviting local Experts on ECTS system to deliver seminars.
- Holding a series of Seminars for the academic staff.
- Generally, the University of Raparin opened some courses to train teachers in new methodologies, bringing in foreign education specialists to show different styles of teaching, changing the system of assessment as well as building a curriculum that suits the Kurdish system rather than using the traditional book based system that is often used.

# Achievements (Cont.)



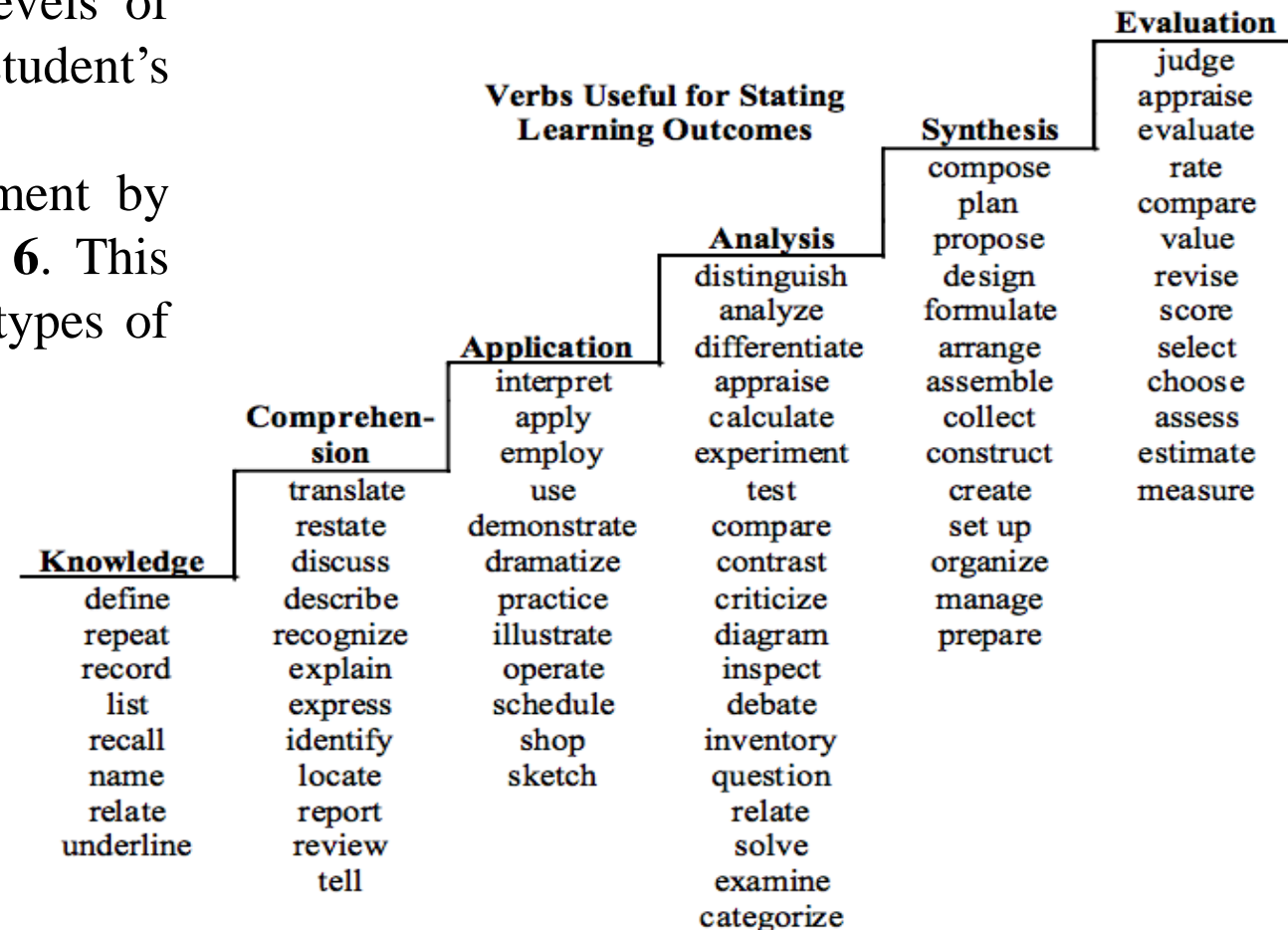
# Achievements (Cont.)

- We have formulated program and course learning outcomes for our University departments.
- A template was created by the University's committee for departments and the lecturers.
- We have allocated credits by using **25** hours workload as **1** ECTS credit.
- Regular meetings happened to review Student Code of Ethics, Expectations and rules in which students can select their own modules according to whether they prefer for example, environment or cultural awareness classes. Moreover, induction week carried out during the first week of the first semester.

# Achievements (Cont.)

- We have given workshops to our lecturers to teach them about learning outcomes, assessing them by using **Bloom's taxonomy**.
- The lecturers were asked to implement all **six** levels of Bloom's taxonomy by assessing each one in student's workloads.
- We have introduced changes into student assessment by setting the lowest number of assessment types to **6**. This way any lecturer needs to set at least **6** different types of assessment to fully implement the credit system.

## Learning outcomes & Bloom's Taxonomy



**Kurdistan Region – Iraq**  
**Ministry of Higher Education and Scientific Research**  
**University of Raparin**  
**College of Basic Education**  
**Computer Science Department**  
**European Credit Transfer System (ECTS)**



## Undergraduate Curriculum (2019-2020)

### First Year/ Fall Semester

Course Code	Course Title	ECTS	T	A	P	Prerequisite
CSD1S101	Structure Programming I	6	2	1	2	
CSD1S102	Computer Organization	3	2			
CSD1S103	Calculus I	4	2	1		
CSC1S104	General Psychology I	3	2			
CSU1S105	Kurdology	5	3	1		
CSU1S106	General English-I	5	3	1		
CSU1S107	Information Technology	4	1		2	
<b>Total</b>		<b>30</b>	<b>15</b>	<b>4</b>	<b>4</b>	
<b>Total hours Per Week</b>			<b>23</b>			

### First Year/ Spring Semester

Course Code	Course Title	ECTS	T	A	P	Prerequisite
CSD1S201	Structure Programming II	6	2	1	2	CSD1S101
CSD1S202	Logic Design	5	2		2	
CSD1S203	Calculus II	4	2	1		CSD1S103
CSC1S204	General Psychology II	3	2			
CSU1S205	Academic Debate	5	2		2	
CSU1S206	General English-II	5	3	1		
CSU1S207	Environmental Conservation (Elective)	5	2		2	
CSU1S208	Social Awareness (Elective)					
<b>Total</b>		<b>33</b>	<b>15</b>	<b>3</b>	<b>8</b>	
<b>Total hours Per Week</b>			<b>26</b>			

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	A				
1		Assessment Methods		ECTS Template for Lecturers (29.01.2019)																																		
2																																						
3		Course Learning Outcomes of		Assessment Methods																																		
4			Bibliography (Research Skills)	Quizzes	Class participation	Class activity	Debates	Classroom discussions	Posters	Reports	Practical Experiment	Portfolios	Homework	Assignment	Exit slips	Take away	Presentations	Essay exams	Projects	Open book exams (Take home exams)	Observation Checklists	Book review	Reflective Journal	Case Study	Self-assessment	Peer Assessment	Diagnostic assessment	Attendance	Midterm exam	Final exam	Total							
5	a.																																					
6	b.																																					
7	c.																																					
8	d.																																					
9	e.																																					
10	f.																																					
11	g.																																					
12	h.																																					
13	i.																																					
14	j.																																					
15																																		0				
16		Total	1																											1	2							
17																																						
18																																						
19																																						

Lecture Info

PLOMM

ECTS Calc. Lecturers

Assessment Methods

Grade Calc

+

11

# ECTS User's Guide versions

- ❑ Free ECTS English User's guide is available online.
- ❑ The User's guide is also available in **Arabic language**.
- ❑ The Translated Kurdish Version in **PDF** format is made available by **University of Raparin**

# ECTS Users' Guide - Kurdish Version

## ناوهڕۆک

١	پێشهکی
٣	بەشی یەکەم: گەڕانگێڕێن ئایەتەندێپێکەکی ECTS
٥	بەشی دووەم: ECTS و ناوچەی خوێندنی بەلای ئەوروپیی EHEA
٧	بەشی سێیەم: ECTS بۆ دیزاینکردن و گەڕانگێڕێن و چاودێریکردنی پرۆگرامەکان
٨	٣.١ چوارچێوەی پرۆگرامەکان
١١	٣.٢ ھەنگێ پان پاشخانێ پرۆگرامەکان
١٢	٣.٣ نەجەمەکانی فێربوونی پرۆگرامەکان
١٣	٣.٤ پێکھاتەی پرۆگرامەکان و دابەشکردنی یەکەکان (کەرنێتەکان)
١٥	٣.٥ فێربوون و فێرکردن (وانگوتنە) و ھەڵسەنگاندن
١٧	٣.٦ چاودێریکردنی دابەشکردنی کەرنێتەکان (یەکەکان)
١٨	بەشی چوارەم: ECTS بۆ ئالوگۆڕ و پشتراستکردنەوی کەرنێت (یەکە)
١٨	٤.١ ئالوگۆڕی پرواننامە
٢١	٤.٢ ئالوگۆڕی یەکە
٢١	٤.٢.١ ماوەی پێش ئالوگۆڕی یەکە
٢٢	٤.٢.٢ ماوەی دوا ئالوگۆڕی یەکە
٢٣	٤.٢.٣ پاسا و رێساکانی دامەزرێنی
٢٥	٤.٣ دابەشکردنی پرواننامە
٢٧	٤.٤ گۆڕینی پرواننامە
٢٨	بەشی پێنجەم: ECTS و فێربوونی ماوەدریژ
٢٨	٥.١ فێربوونی ماوەدریژ - ھەلی فێربوونی کراوە
٢٩	٥.٢ داننان بە فێربوون و نەزموونی پێشو
٣٢	بەشی شەشەم: ECTS و دانیایی جۆری
٣٥	بەشی حەوتەم: ECTS و بەلگەنامە پشتر پێستراوەکان
٣٥	٧.١ زانیاری و رێنمایی دەربارە کۆرسەکان (لیستی بەلگەکان و زانیاری)
٣٨	٧.٢ (ECTS) و بەلگەنامە پێست بۆ گواستەوی یەکە
٣٩	٧.٢.١ رێکەوتنامە فێربوون بۆ گواستەوی یەکە بۆ خوێندن
٣٩	٧.٢.٢ رێکەوتنامە فێربوون بۆ راھێنان و جێبەجێکردن
٤٠	٧.٣ نوسراو پان بەلگەنامە تۆمارەکان (پرواننامە بە نمرە ToR)
٤٢	٧.٤ پرواننامە راھێنان و جێبەجێکردن (پرواننامە پێشەیی)
٤٣	سوپاس و پێزانین
٤٤	پاشکۆکان
٤٤	پاشکۆی ١: فەرھەنگۆک
٥٧	پاشکۆی ٢: نمونەکان: گۆڕینی نمرە
٥٩	پاشکۆی ٣: لیستی پێشێلێز کراو بۆ خوێندنەو
٦٣	پاشکۆی ٤: نمونەکان: زانیاری و ھەنگەکانی پرۆگرام
٧١	پاشکۆی ٥: نەجەمەکانی فێربوون



## رێبەری بەکارھێنەری ECTS 2015

وەرگێڕانی بۆ کوردی

سەردار عبدالله حەسین

محمد علی عبدالله

کۆسەرەت رسول حەمەشل

تەحسین رەجب حەمەد

پێداچوونەوێ وەرگێڕان: د. جمال علی عمر

پێداچوونەوێ ژمارەوانی: د. شێروان حەسین حەمەد

دیزاین و نەخشەسازی: د. کمال سەمیل محمد



Erasmus+



University of Raparin

٢٠١٨-٢٠١٩

# Challenges

The University of Raparin faces many serious problems in applying the Bologna process properly. To date, though, very limited improvements have been made and the situation remains largely unchanged. Whatever the cause, the Bologna Process is not keeping up with the changes that are occurring. The main problems are:

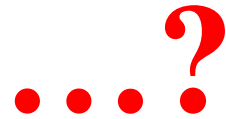
1. It should be pointed out there have been various previous attempts to change pedagogical approaches and move the curriculum to a more student-centered style of learning, including greater class participation. The transition has been painfully slow, though, and teacher-centered learning environments are still the norm.
2. The current admission system has led to overcrowded classrooms. As ever-increasing numbers of students are now required to be educated to tertiary level.

## Challenges (Cont.)

3. Many students still regard their teachers as being responsible for directing their learning and are more motivated by passing exams than learning for its own sake, which means they will only work hard when they have to and are content to let the teacher be the prime decision-maker.
4. The University of Raparin as a public education sector operates within a centralized bureaucratic system and faces constraints in terms of budgets and limited resources which hamper its ability to deliver a good, consistent education programme.

Finally, I would like to be discussed the following questions during the Tuning sessions at the University of Groningen.

1. What are the best scoring scheme to divide the marks on the assessments and exams for the Bologna system?
2. Do you have the Diploma Supplement for your programs in bologna system? If yes, what are the guides for preparing the Sufficient Diploma Supplement to bologna system programs?
3. How to recognize periods of study or prior learning in formal and non-formal settings?



**Thank You**

**For Listening**