



Erasmus+ - Key Action 2
Capacity Building within the Field of Higher Education

TIGRIS Project

Project number: 586290-EPP-1-2017-1-DE-EPPKA2-CBHE-SP

Action Plan for Cooperation with EHEA and ERA

Work package	Title
3	<i>Development</i>
Activity	Title
	<i>Action plan for cooperation with the EHEA and ERA</i>



Content

1. Introduction	p. 3
2. The European Higher Education Area (EHEA)	p. 4
2.1. Introduction to EHEA	p. 4
2.2. Cooperation with EHEA	p. 4
2.3. The National Working Group and Bologna Promoter's Group	p. 5
2.4. Establishing a National Working Group for Bologna Follow-Up	p. 5
2.5. Establishing a Bologna promoters' group	p. 5
2.6. Attending the Bologna Global Policy Forum	p. 5
2.7. Regional Networks	p. 6
3. The European Research Area (ERA)	p. 7
3.1. Introduction to ERA	p. 7
3.2. Key programmes at EU level: Horizon (2020/Europe) and MSCA	p. 7
3.3. Key programmes at EU level: EURAXESS	p. 7
4. Funding options for cooperation with EU countries	p. 8
4.1. EACEA Erasmus+ programmes	p. 8
4.2. Erasmus+ International Credit Mobility (ICM)	p. 8
4.3. Erasmus Mundus Joint Master Degrees (EMJMD)	p. 9
4.4. Erasmus+ Staff Weeks	p. 10
5. Other funding options (per country)	p. 10
6. Events and conferences	p. 10
Annex 1: Ten-steps for designing new programmes (or improving existing ones)	p. 11
Annex 2: Tuning List of Key Questions for Programme Design and Programme Delivery, Maintenance and Evaluation in the Framework of the Bologna Reform	p. 13
Annex 3: Tuning Checklist for Curriculum Evaluation	p. 17
Annex 4: Tuning Course Unit Syllabus model	p. 23



1. Introduction

This Action Plan for cooperation with EHEA and ERA intends to advise on the possible ways of cooperation with the European Higher Education Area and the European Research Area. These two areas are the result of increasing cooperation on higher education and research between European countries. Their influence, however, extends well beyond Europe, making them highly relevant for the universities in the KRG.

Both EHEA and ERA can be considered as ongoing projects that are constantly developing, being shaped by their member states and new developments.

Mid-2019 all participating universities in the TIGRIS project wrote internationalisation strategy plans for their institutions. The implementation of Bologna / ECTS returned in practically all plans, indicating the importance of good cooperation with EHEA. Advising on the implementation of ECTS is not the purpose of this action plan, but four annexes have been added that might serve as useful tools in this process. Bologna and ECTS were the topics discussed during the TIGRIS work visit to Groningen in March 2020, which the participating universities could use to develop or improve their individual implementation plans.

The internationalisation strategy plans are tailor-made by and for the individual institutions. This Action Plan is intended as an advice specifically for the use of those European instruments for the internationalization of Higher Education that are available for non-EU countries.

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 3 of 30
---	--------------------------------------	------------------------



2. The European Higher Education Area (EHEA)

The European Higher Education Area (EHEA)

2.1. Introduction to EHEA

The main goal of the European Higher Education Area (EHEA) is to increase staff and students' mobility and to facilitate employability.¹ It is the result of the international collaboration of 48 countries, currently: Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium – Flemish community, Belgium – French Community, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom, United Kingdom (Scotland).²

The members of the EHEA use the Bologna Process to make their higher education systems comparable.

The main parts of the Bologna process are:

- The three-cycle system with bachelor's degrees, master's degrees, and doctoral degrees
- The ECTS credits (European Credit Transfer and Accumulation System)
- Quality assurance
- The diploma supplement.

2.2. Cooperation with EHEA

Both the Ministry of Higher Education and Scientific Research (MHESR) of the Kurdistan Regional Government (KRG) and most of the universities participating in the TIGRIS project have indicated their intention to implement the Bologna process and the ECTS credit system.

The MHESR and the nine TIGRIS partner universities will all attend the training on Bologna/ECTS by the Tuning Academy at the University of Groningen in March 2020, where this will be discussed in greater detail. It is highly advisable for the participating universities to cooperate and share knowledge with regards to the implementation. This could for example be achieved by continued contact between the participants of the training in Groningen.

As annexes to this Action Plan, four documents by the Tuning Academy have been added that can be of assistance in the implementation of ECTS.

The implementation of a clear credit structure which takes into account the Bologna process and the ECTS credit system will be very useful when exchanging students with countries in the EHEA/ERA, for example through the Erasmus+ International Credit Mobility (ICM) KA107.

¹ www.ehea.info

² http://www.ehea.info/page-full_members

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 4 of 30
---	--------------------------------------	------------------------



2.3. The National Working Group and Bologna Promoter's Group

It is advised to formally establish and maintain two different groups under the auspices of the Ministry of Education: a national working group for Bologna follow-up, and a Bologna promoters' group.

2.4. Establishing a National Working Group for Bologna Follow-Up

The national working group for Bologna follow-up is a group that develops policy proposals for implementing the Bologna Process. It can include representatives from different stakeholders, such as:

- The Ministry of Higher Education and Scientific Research (MHESR)
- The Rector's Conference
- Academic Staff
- Students
- Staff trade unions
- The National Quality Assurance Agency
- Employer's organisations

2.5. Establishing a Bologna promoters' group

The Bologna promoters' group is a group that supports and advises Higher Education Institutions on the implementation of the Bologna process. It can include representatives from different stakeholders, such as:

- The Ministry of Higher Education and Scientific Research (MHESR)
- The Rector's Conference
- Academic Staff
- Students
- Staff trade unions
- The National Quality Assurance Agency
- Employer's organisations

It is advisable to ensure a good representation of different stakeholders, for example by having representatives from different types of universities: broad research universities, polytechnic universities, and others. This goes for both the National Working Group and the Bologna promoters' group.

2.6. Attending the Bologna Global Policy Forum

The Bologna Policy Forum was first held in 2009 in Louvain-la-Neuve. The goal of the forum is to have a policy dialogue on higher education reforms in general or on specific topics relevant to the Bologna Process. It is attended by both EHEA countries and non-EHEA countries, and would be a good occasion for the KRG to increase its involvement in the Bologna Process and to keep up-to-date on the latest developments.

The Bologna Policy Forum is attended by participants from the relevant ministries, stakeholders, and civil servants.³

³ <http://www.ehea.info/pid34364/bologna-policy-forum.html>



Up until now there have been four Bologna Policy Forums: Louvain-la-Neuve 2009, Vienna 2010, Bucharest 2012, and Yerevan 2020. The next EHEA Ministerial Conference was scheduled to be held in Rome from 23 to 25 June 2020, but has been moved online and to 18-20 November. This conference is intended to include a Global Policy Forum to provide an opportunity for a dialogue between EHEA and non-EHEA countries. A delegation from the KRG could join this Forum.⁴ This is particularly easy this year, since the conference has moved online so there will be no travel costs involved!

Apart from the opportunities for dialogue with the EHEA countries and involvement in the Bologna process, the Global Policy Forum could also prove a useful occasion to connect with other non-EHEA countries and share experiences with regard to implementing Bologna / ECTS as a non-EHEA country.

2.7. Regional networks

Establishing a connection with the European Bologna Follow-Up Group (BFUG) is one of the goals of the MHESR in its internationalization strategy. Here, it is noteworthy that the BFUG also has connections to other international organizations, including the Association of Arab Universities (AAU) and the Arab Network for Quality Assurance in Higher Education (ANQAHE).⁵

These organizations might be used as a means to exchange experiences and knowledge and as a connection to BFUG.

⁴ <http://www.ehea.info/page-ehea-ministerial-conferece-rome-2020>

⁵ http://www.ehea.info/media.ehea.info/file/2018_Paris/72/2/MEN_conf-EHEA_AG1_03_950722.pdf

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 6 of 30
---	--------------------------------------	------------------------



3. The European Research Area (ERA)

3.1. Introduction to ERA

The European Research Area (ERA) is a unified research area open to the world and based on the internal market. The ERA enables free circulation of researchers, scientific knowledge and technology.⁶ It is not a finished process; in 2015 the European Council endorsed the ERA Roadmap 2015-2020 as a document to guide EU countries in implementing the ERA priorities through national action plans and strategies.

The six priorities of ERA are:

- More effective national research systems
- Optimal transnational cooperation and competition, including optimal transnational cooperation and competition and research infrastructures
- An open labour market for researchers
- Gender equality and gender mainstreaming in research
- Optimal circulation, access to and transfer of scientific knowledge including knowledge circulation and open access
- International cooperation

3.2. Key programmes at EU level: Horizon (2020/Europe) and MSCA

At the EU level, the international mobility of researchers is promoted actively. For research, Horizon 2020 and its Marie Skłodowska-Curie Actions are important tools.

Horizon 2020 is an EU programme which provided nearly € 80 billion of funding spread over seven years: 2014 – 2020.⁷ This means that the programme is coming to an end next year. A new programme, Horizon Europe, is proposed to be launched in 2021. It will succeed Horizon 2020.⁸

The Marie Skłodowska-Curie actions (MSCA) provide researchers (from PhD-candidate to experienced researcher). They encourage transnational, intersectoral and interdisciplinary mobility. The MSCA enable research-focused organisations (including universities, research centres, and companies) to host talented foreign researchers and to create strategic partnerships with leading institutions worldwide.⁹

3.3. Key programmes at EU level: EURAXESS

EURAXESS (formerly: ERA-MORE) is a transnational initiative to address barriers to researcher mobility, support researcher career development, and to improve scientific collaboration between Europe and the world. It is a tool-set with four pillars: The EURAXESS Services network (support centres in EU countries), the EURAXESS portal (job vacancies), the EURAXESS national portals (country specific information about living and working as a researcher in those countries), and EURAXESS Worldwide, aimed at attracting international research talent to Europe.¹⁰

⁶ https://ec.europa.eu/info/research-and-innovation/strategy/era_en

⁷ <https://ec.europa.eu/programmes/horizon2020/en/what-horizon-2020>

⁸ <https://ec.europa.eu/info/node/71880>

⁹ <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/marie-sklodowska-curie-actions>

¹⁰

https://ec.europa.eu/info/sites/info/files/research_and_innovation/knowledge_publications_tools_and_data/documents/ec_rtd_factsheet-era_2019.pdf

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 7 of 30
---	--------------------------------------	------------------------



4. The Education, Audiovisual and Culture Executive Agency (EACEA)

4.1. Introduction to EACEA

The Education, Audiovisual and Culture Executive Agency (EACEA) is of course well known to the participants of the TIGRIS project already. When looking for funds specifically for cooperation with the EU countries, EACEA will often be involved. It manages the Erasmus+ programme.

The most relevant EACEA-run programmes for the KRG universities are the Erasmus+ International Credit Mobility (ICM), the Capacity Building in the field of higher education (of which TIGRIS is an example), and the Erasmus Mundus Joint Master Degrees. This action plan will not discuss the Capacity Building in the field of higher education since all universities participating in TIGRIS are of course familiar with this programme.

4.2. Erasmus+ International Credit Mobility (ICM)

The Erasmus+ International Credit Mobility (ICM) framework provides an excellent opportunity for the internationalisation of universities in the Kurdistan Region. It is:

- Small-scale (as small as exchanging, e.g. 2 students and 2 staff members) to larger scale
- Aimed at providing international experiences to both students and staff (both academic and non-academic staff)
- Budget-friendly: the costs of travel and stay are covered by the Erasmus+ ICM so that the universities and participants should not need a budget of their own
- Relatively easy to apply for once an EU partner university has been found
- The chances of an approved application are rather high for the ICM applications with Iraqi partner universities, because at least in some EU countries the budget for the region that Iraq is in is underused.

The strategies for finding international partners have been discussed earlier during a workshop in the TIGRIS project. Important for ICM projects specifically is the deadline for application, which is usually around February. The EU partner university has to send in the application, and they have to do so for all of their ICM applications at once. Most active EU universities will apply for several ICM projects all around the world each year, and set internal deadlines for application as well. Approaching a new partner close to the deadline is therefore unlikely to be successful (December would already be too late for them to evaluate, discuss your proposal with relevant faculties, etc.).

When approaching a new partner, make sure that you know your strengths and their interests, and that you approach them with a clear plan in mind. The plan can and probably will be adapted somewhat together with the European partner university later on, but without a clear, tailor-made proposal it is complicated for the EU partner to join. The contact persons for the ICM programmes at European universities sometimes receive several invitations per week to jointly apply for ICM, especially late in the year. When these invitations are clearly sent out, unadjusted, to tens or hundreds of other European universities at the same time, they are unlikely to be willing to participate.

In the ideal situation, there is already some existing contact with the European partner university. This can be from an earlier project or an academic connection. If this is the case, make sure to involve these contacts! There does not have to be very close or elaborate pre-existing cooperation (although of course that helps): ICM is an ideal tool to create more and stronger ties with a partner university that you previously had only limited cooperation with.

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 8 of 30
---	--------------------------------------	------------------------



If for some reason (e.g. the country's travel advice) the European partner is not able to send students and/or staff to Iraq, it is possible to apply for ICM from Iraq to Europe only, for example to give a PhD-student or staff member the opportunity for research cooperation with a European counterpart.

There is an elaborate handbook available with all information on ICM applications and the implementation of a successful proposal here: https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/handbook-erasmus-icm_feb2020_en.pdf . This is the 2020 version, make sure to use the updated handbook once one is published. When providing information to the European partner, make sure to use this handbook to make your input as useful as possible! It clearly describes what information the applicants need to provide and features several pages of do's and don'ts for applicant HEIs which should really be kept in mind for a successful application. The second part explains the processes needed for a successful preparation and implementation of the mobilities.

Once the application is approved, the participating universities will need to sign an inter-institutional agreement (IIA). You can take a look at the template for IIAs here: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/inter-institutional-agreement_en .

4.3. Erasmus Mundus Joint Master Degrees (EMJMD)

Contrary to the ICM possibilities, setting up an Erasmus Mundus Joint Master Degree (EMJMD) is an ambitious step which will require a lot of effort and time from all participating universities. It is a high-profile collaboration and an excellent way to set up a more continuous, large-scale form of internationalisation and international experiences for the students and staff involved.

- Larger scale cooperation, will require quite some effort & time
- Competitive
- An advanced form of international cooperation, usually started by partners that have already been collaborating in other ways for a longer period of time.

Like the ICM, the EMJMD can only be applied for by an institution in a Programme Country (on behalf of the consortium). Each consortium must include institutions from at least three different Programme Countries.

More information on EMJMDs can be found here: https://eacea.ec.europa.eu/erasmus-plus/actions/key-action-1-learning-mobility-individuals/erasmus-mundus-joint-master-degrees_en

4.4. Erasmus+ Staff Weeks

The Erasmus+ Staff Weeks, which many EU universities organize on a regular basis, provide an excellent opportunity to provide staff with international experience and relevant training. At the same time, it brings them in touch with many potential new partner universities, because they do not only meet with the university organizing the staff week but also with all other participants from Europe and the rest of the world. These personal contacts can prove very useful in setting up new cooperation.

There are staff weeks on many different topics, but they usually focus on the non-academic and support staff of universities. International relations, human resources, ICT, student affairs, finance, and careers guidance are just some of the topics offered. Finding out about a staff week can happen because you are informed by the organizer if they are already one of your partner universities, but it

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 9 of 30
---	--------------------------------------	------------------------



might be interesting to pro-actively search for a staff week on a topic interesting to you or in a country that you would like to work with more. The easiest way to find staff weeks is the list found here: <http://staffmobility.eu/staff-week-search> .

If you already have an approved ICM which includes staff mobility, that ICM can sometimes be used to allow your staff members to attend a staff week organized by the EU partner university.

5. Other funding options (per country)

Most EU countries have a separate organization for the internationalisation of higher education. These organizations often provide specific scholarships for students or staff (life-long learning). These scholarships can be very specific, focussing on a specific field of study or on a specific partner country (or both), depending on the current focus of the country providing the scholarships. However, more general scholarships also exist. The amount and accessibility of funding differs greatly per country.

When you are looking to cooperate with a specific country, these organizations can also be a good place to start. They are often connected to or in touch with the country's embassies and consulates, who might be able to give you some more information about the specific options, and be a good starting point in order to get in touch with the organization.

Examples of such national organisations are the German DAAD, the British Council (UK), Campus France (France), Nuffic (The Netherlands).

6. Events and conferences

An efficient way of meeting many potential EU partners at once and learning of new developments are the events and conferences organized around the year.

At the time of writing of this Action Plan, it looks like physically attending conferences will not be possible or advisable for the near future due to the covid-19 crisis. Informally meeting potential partner universities has thereby become much more complicated.

However, there is a small bright side which can be exploited at the moment: most conferences have not been cancelled, but have instead moved online. Although this does not offer the full benefits of a 'real-life' conference, the costs are also much lower since no travel is involved. This might offer an excellent opportunity to try the online version different conferences.

As mentioned before, one of these is the EHEA conference/ Global Policy Forum on the Bologna process (18-20 November, online), which would be an excellent conference to join with a delegation of KRG partners.¹¹

One particularly famous European conference with both networking options and interesting sessions is the EAIE Conference, organized by the European centre for expertise, networking and resources in the internationalisation of higher education. The yearly conference is usually well-attended by European and international HEIs, and can thus be an efficient networking opportunity.¹²

¹¹ <http://www.ehea.info/page-ehea-ministerial-conferece-rome-2020>

¹² <https://www.eaie.org/>



All annexes from:

Robert Wagenaar, *Reform! TUNING the Modernisation Process of Higher Education in Europe. A Blueprint for Student Centred Learning*. Bilbao and Groningen, 2019, pp. 306-324.

Annex 1: Ten-steps for designing new programmes (or improving existing ones)

1. *Determine need and potential*

- Consult stakeholders (potential students, academics, potential employers) to verify that the degree is needed.
- Decide whether the programme proposed satisfies established or new professional and/or social demands.

2. *Define the profile and the key competences*

- Identify the main discipline(s)/ subject area(s) which form the basis of the degree programme
- Specify whether the focus of the degree programme is to be general and/or specialist.
- Decide on the orientation of the degree programme.
- Identify and describe the potential fields/ sectors where its graduates may find employment.
- Identify and describe its contribution to developing citizenship and personal culture.
- Identify the Key Programme Competences, making if possible a distinction between generic and subject specific competences, most relevant for the degree programme proposed (up to 15).
- Formulate these key generic and subject specific competence in greater detail by making use of the instructions included in this guide

3. *Formulate the Programme Learning Outcomes*

- Formulate the Programme Learning Outcomes related to the Key Programme Competences identified (up to 15 to 20) by making use of the Tuning guidelines.

4. *Decide whether to 'modularise' or not*

- Decide whether each course unit should carry a set number (e.g. 5 or its multiples) or carry a random number based on the workload foreseen.
- Allocate ECTS credits to each course unit, based on the convention that a semester carries 30 ECTS credits and a normal academic year 60 ECTS credits and the recommendation that one ECTS credit corresponds to 25-30 hours of student workload.

5. *Identify competences and formulate learning outcomes for each module*

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 11 of 30
---	--------------------------------------	-------------------------



- Select the generic and subject specific competences to be formed or enhanced in each module on the basis of the Key Programme Competences identified under step 3.
- Formulate the learning outcomes for each competence to be developed in the course unit.

6. Determine the approaches to teaching, learning and assessment

- Decide how the competences can best be (further) developed and assessed, to achieve the intended learning outcomes.
- Foresee a variety of approaches to learning, teaching and assessment.

7. Check whether the key generic and subject specific competences are covered

- Check progression paths of the key generic and subject specific competences identified.
- Check whether all programme key generic and subject specific competences are covered by the modules/course units.

8. Describe the programme and the course units

- Prepare a programme description and course unit descriptions on the basis of the profile, key Programme Competences, Programme Learning Outcomes, allocation of credits and the teaching, learning and assessment approaches identified.

9. Check balance and feasibility

- Check whether the completed programme is balanced in terms of the effort it requires and the competences to be achieved.
- Check whether the credits have been allocated on sound principles and that the students can complete the individual units and the whole programme within the allotted time,

10. Implement, monitor and improve

- Implement the degree programme and its components according to a clear structure and transparent implementation plan.
- Monitor the degree programme and its components by making use of both student and staff questionnaires to evaluate teaching, learning and assessment, as well as output information in terms of success rates.
- Use a feed-back and feed-forward system to analyse the outcomes of the evaluations and expected developments in the field with respect to society as well as to academia.
- Use the information collected to enhance the degree programme and its components.



Annex 2: TUNING List of Key Questions for Programme Design and Programme Delivery, Maintenance and Evaluation in the Framework of the Bologna Reform

Programme design

<i>Items</i>	<i>Key questions</i>
Degree profile	<ul style="list-style-type: none"> • Has the need for and the potential of the (new) degree programme been established comprehensively fully and clearly? • Does it aim to satisfy established or new professional and/or social demands? • Was there a consultation with stakeholders? Did they identify the need for the degree programme? • Was the approach used for the consultation adequate? Were the groups selected the relevant ones for the degree programme considered? • Are the definition of the profile, the identification of the target groups to be addressed and its place in the national and international setting clear? • Is there convincing evidence that the profile will be recognized in terms of future employment? Is it related to a specific professional or social context? • Is this profile academically challenging for staff and students? • Is there awareness of the educational context in which the programme is offered?
Learning outcomes	<ul style="list-style-type: none"> • Have clear and adequate learning outcomes been identified at the level of the programme as a whole and of each of its components? • Will they result in the profile identified? Are they adequately distributed over the various parts of the programme? • Is the progression and coherence of the programme and its units sufficiently guaranteed? • Are the learning outcomes formulated in terms of subject-specific and generic competences covering knowledge, understanding, skills, abilities and values? • What guarantee is there that the learning outcomes will be recognized and understood within and outside Europe?
Competences	<ul style="list-style-type: none"> • Are the competences to be obtained by the student clearly identified and formulated, both subject-specific and generic? • Is the level of the competences to be obtained appropriate for this specific degree programme? • Are the competences to be gained expressed in such a way that they can actually be measured? • Is progression guaranteed in the development of the competences?



	<ul style="list-style-type: none"> • Can the competences obtained be assessed adequately? Is the methodology of assessment of the competences clearly specified and suitable for the expressed learning outcomes? • Are the approaches chosen for learning and teaching the competences clearly specified? What evidence is there to assure that the results will be reached? • Are the approaches chosen sufficiently varied and innovative/creative? • Are the competences identified comparable and compatible with the European reference points relative to the subject area? (if applicable)
Level	<ul style="list-style-type: none"> • Has the entrance level of potential students been taken into consideration when identifying their learning needs? • Does the level of learning outcomes and competences correspond to the level(s) of the degree (cycle) foreseen in the European and National Qualification Framework? • If sublevels are included, are these described in terms of learning outcomes expressed in competences? • Are levels described in terms of: <ul style="list-style-type: none"> - acquiring knowledge, understanding, skills and abilities - applying knowledge, understanding, skills and abilities in practice - making informed judgments and choices - communicating knowledge and understanding - capacities to continue learning
Credits and Workload	<ul style="list-style-type: none"> • Is the degree programme ECTS based? Is it in alignment with the ECTS key features? • Have credits been allocated to the programme? How is the adequacy of this allocation guaranteed? • How are credits related to the learning outcomes of this programme? • How is the correlation between workload and credit allocation checked? • How is a balanced student workload guaranteed during each learning period in terms of learning, teaching and assessment activities? • What mechanisms are used for revision of credit allocation and learning, teaching and assessment activities? How are the students involved in this process? • Is information on the programme (modules and/or course units) presented as described in the ECTS Users' Guide? • How is student mobility facilitated in the programme? • How are students advised about mobility? • How are the key documents of ECTS used for mobility? • Who is responsible for recognition and which are the procedures used?



Resources	<ul style="list-style-type: none"> • How is the formal acceptance of the programme and the resources required to deliver it, guaranteed? • Is the staffing (academic and supporting staff and workplace supervisors) for delivering the programme guaranteed? Does the programme require the use of teaching staff from outside the department/institution? • Is staff development foreseen in terms of (new) approaches to learning, teaching and assessment? • How are the necessary structural, financial and technical means (class rooms, equipment, health and safety procedures etc.) guaranteed? <p>In the case of workplace learning/placements, are there sufficient and suitable placements guaranteed?</p>

Programme delivery, maintenance and evaluation

Monitoring	<ul style="list-style-type: none"> • How is the quality of delivery of the programme and its components monitored? • How is staff quality and motivation for the delivery of the programme monitored? • Are there systems in place to evaluate the quality of the learning environment in workplace learning/placements? • Is the quality of class rooms and the equipment (including workplace environments) required to deliver the programme sufficient? • How is the entrance level of potential students monitored? • How is student performance monitored in terms of quality of learning outcomes to be obtained/ competences to be achieved and time required to complete the programme and its components? • In what way is the employability of graduates monitored? • How is the alumni database organized? • Are data collected on the graduates' satisfaction with the programme?
Updating	<ul style="list-style-type: none"> • How is the system for updating/ revision of the degree programme organized? • In what way can changes related to external developments in society be incorporated in the programme? • How is staff development related to programme updating organized and guaranteed?



Sustainability and responsibility	<ul style="list-style-type: none">• How is the sustainability of the programme guaranteed?• How is it guaranteed that the relevant bodies take responsibility for sustaining and updating of the programme?
Organisation and Information	<ul style="list-style-type: none">• How is the updating of information regarding the degree programme organized and guaranteed?• How is the adequacy of the system of student support, advising and tutoring ensured?• Is a Diploma Supplement issued to the students automatically and without charge in a widely spoken European language?



Annex 3: TUNING Checklist for Curriculum Evaluation

The following elements can be distinguished within the framework of curriculum evaluation: the educational process, the educational outcome and the means and facilities required for programme delivery.

Educational Process:

- degree profile (aims educational programme)
- learning outcomes and competences to be achieved
- degree/educational programme build-up and order of programme components (to realize progression)
- coherence of degree/ educational programme
- division of workload over the semester and academic year
- feasibility of programme
- teaching, learning and assessment methods
- connection of secondary and higher education
- international cooperation and student mobility

Educational product/ outcome:

- study rate, cessation of study and switch-overs (output)
- output of 1st and 2nd cycle
- employability

Means and facilities required:

- structural and technical facilities
- staff and material means
- student support: student counsellors

EDUCATIONAL PROCESS

1. Degree/ programme profile

Premises:

The degree programme has a clearly defined profile which is based on the demands set by an academic degree on the one hand, and by the needs of society on the other hand by taking the future labour-market of graduates (of that particular programme) into consideration.

Questions:

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 17 of 30
--	--------------------------------------	-------------------------



To what extent do the available data show that the programme profile meets the demands set to it? If necessary, which adjustments are thought to be desirable?

2. Learning outcomes and competences at programme level

Premises:

The degree programme has clearly defined learning outcomes that reflect the programme profile. The learning outcomes are described in terms of competences to be attained by the students (knowledge, understanding and skills).

Questions:

To what extent do the learning outcomes and competences to be attained by the students correspond with the programme profile? If necessary, which adjustments are thought to be desirable?

3. Learning outcomes and competences of the (separate) programme components

Premises:

For each degree programme component a total of about five learning outcomes has been formulated, which clearly contribute to realizing the learning outcomes at programme level. The learning outcomes are described in terms of competences to be attained (knowledge, understanding and skills)

Questions:

Are the learning outcomes (explicitly) mentioned in the course syllabus of each programme component (module or course unit), and explained further when required? To what extent is it clear from the descriptions that specific competences are practised? Is indicated which level of the competences is aimed for.

4. Curriculum set-up and the sequence of programme components/ educational modules

Premises:

The curriculum is structured in such a way that coherence is assured within the total programme, in the various phases of the programme, and the separate programme components, and continuous progression is made with regard to the generic and subject-specific competences that have to be attained in terms of knowledge, understanding and skills.

Questions:



To what extent is it clear in practice that the programme is structured in such a way that coherence is assured and that progression is made with regard to knowledge, understanding and skills in relation to the learning outcomes and competences to be attained? If necessary, which adjustments are thought to be desirable?

5. (Division of) workload

Premises:

The programme is structured in such a way that a well-balanced division of the total workload is realized for the programme as a whole, for and within the separate academic years, and for and within both semesters. The calculated workload per programme component must correspond with the time that a typical student needs to attain the required learning outcomes.

Questions:

To what extent is it shown in practice that the total workload is divided according to the premises in the above? If necessary, which adjustments are thought to be desirable?

6. Feasibility of degree programme

Premises:

The programme is set up in such a way that it is feasible for a typical student (to complete the programme within the given time frame). This implies a good mixture of teaching, learning and assessment methods, no unnecessary impediments between programme components, and sufficient supervision/tutoring by the teaching staff.

Questions:

To what extent are guaranteed that a well-balanced combination of teaching and learning and assessment methods is applied, sufficient supervision by teaching staff is available, and entrance requirements for programme components are only required when a motivation with regard to educational content can be given? If necessary, which adjustments are thought to be desirable?

7. Teaching, learning and assessment methods

Premises:

The teaching, learning and assessment methods used are varied and have been chosen because they are particularly well-suited to achieving the formulated learning outcomes and competences.

Questions:



To what extent does the available information, in particular the educational and assessment regulations and course syllabi, assure that the formulated premises are being met? If necessary, which adjustments are thought to be desirable?

8. Connection of secondary and higher education

Premises:

The programme has been set up so that it takes into consideration the entrance level of students. For first cycle programmes it concerns the connection to secondary education, and for second cycle programmes it concerns the connection to first cycle programmes (that give entrance to the second cycle programmes).

Questions:

To what extent is made certain that the programme is set up in such a way that a good transition is provided with regard to entrance qualifications for first and second cycle? If necessary, which adjustments are thought to be desirable?

9. International cooperation

Premises:

There is structural cooperation with foreign partner institutions. This cooperation can be joint degree programmes and/or facilitating student exchanges and recognizing the academic achievements undertaken at the partner institutions.

Questions:

In what way is it guaranteed that students do not get behind schedule if they take part of their programme at a foreign partner institution, except when they are responsible for it themselves (e.g. because they have changed their programme without consultation, or because they have not completed programme components successfully). If necessary, which adjustments are thought to be desirable?

EDUCATIONAL PRODUCT

10. (Realized) output of 1st or 2nd cycle

Premises:

The Faculty/School aims to achieve the following aims: successful completion of the first year of study xx% (maximum two years after starting the programme), completion of a first cycle degree

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 20 of 30
---	--------------------------------------	-------------------------



based on a completed first year xx% (four years after starting the educational programme), completion of a second cycle degree xx% (two or three years after starting the educational programme).

Questions:

Does the programme realize the set percentages? If not, why? Which suggestions are made in that case to bring about improvement?

11. Employability

Premises:

The degree programme meets a need in society as can be concluded from the fact that the transition to the labour market in a broad sense is good.

Question:

Do graduates find (suitable) employment within a reasonable period of time that fits the profile and level of the degree programme?

REQUIRED FACILITIES AND MEANS

12. Structural and technical facilities

Premises:

Sufficient structural and technical facilities and provisions are available for the delivery of the degree programme.

Question:

Are any bottlenecks apparent in practice in the delivery of the programme with regard to facilities and provisions?

13. Material and personnel means

Premises:

For the delivery of the programme sufficient quantitative and qualitative personnel means are made available in terms of teaching and supporting (administrative and technical) staff. Each programme/ organizational unit has sufficient means for the delivery of the programme (guest lecturers, materials etc.)



Question:

To what extent are the assigned means sufficient in practice to deliver the programme according to its original premises and set-up?

14. Student support, advising and tutoring

Premises:

A system for student support, student advising and tutoring is available to students. *Question:*

In what way is the demand/need met for an adequate system of student support, advising and tutoring?



Annex 4: Tuning Course Unit Syllabus model



TUNING MODEL COURSE UNIT SYLLABUS

0. **Exam and resit dates:**
..... (Actual dates or reference to designated website)
1. **Title:** (to be completed)
Course unit code: (see Course Catalogue)
Degree programme: (to be completed)
Study phase: First year/ Bachelor's phase/ Master's phase
Course unit type: Major/ Minor/ Elective/ etc.
Lecturer(s): (to be completed)
2. **Number of ECTS credit points:**
For example:
- | | |
|----------|-----------------|
| Total | xx ECTS credits |
| Lectures | x ECTS credits |
| Tutorial | x ECTS credits |
3. **Entry requirements**
..... (to be completed)



For example:

Completed first year or specific course units (in accordance with the Teaching and Examination Regulation)

4. Description of content

..... (to be completed)

Explanatory note:

Describe the theme or topic that is dealt with or discussed in the course unit.

5. Literature

..... (to be completed)

Explanatory note:

Provide an overview of the literature that will be used or studied during the course unit (syllabus, articles, reviews, monographs, etc.). Make a distinction between compulsory literature and recommended reading if necessary. Also indicate whether information can be found on Blackboard or another digital learning environment.

6. Key competences phrased as Programme learning outcomes to be developed

This course unit contributes to the development of the following programme learning outcomes, which are based on the key competences as stated in the degree profile:

1. (to be completed)
2.
3.
4.
5.
6.

Explanatory note:

Order to take into account: Degree programme profile – Key competences – Programme learning outcomes – Module/ Unit learning outcomes

Competences can be divided into *subject-specific* and *generic* competences. They refer to specific knowledge areas, subject-specific skills and general academic skills, including the ability to abstract, analyse and synthesize information, academic writing skills, oral presentation skills, research skills, IT skills, etc.

Normally, a maximum of 5 to 6 competences should be included. They cover competences that are explicitly addressed in this course unit.



The departmental board or a comparable designated entity is responsible for selecting the competences to be developed in each course unit to guarantee that all identified competences are developed as part of the programme.

7. Learning outcomes of the course unit

This course unit focuses on the development of the following learning outcomes, contributing to the achievement of the programme learning outcomes:

1. (to be completed)
2.
3.
4.
5.
6.

Explanatory note:

Learning outcomes at course unit level are core descriptions of what students are expected to know, understand and be able to do after completing the course unit, formulated in terms of knowledge, understanding and skills acquired. When formulating the learning outcomes, attention must be paid to the level of the course unit, the practical skills that are practised during class and the position of the course unit in the degree programme. The learning outcomes of a course unit translate the degree programme's learning outcomes to the level of an individual course unit. Learning outcomes at course unit level are formulated as competences to be developed. They involve five indicators: *active verb, type, topic, standard or level and scope and/or context.*

The learning outcomes for a course unit, formulated in terms of competences that students must acquire, are formulated by the departmental board or a comparable entity.

Example of a learning outcome:

The student is demonstrably able to give an oral presentation comprising a clearly formulated question, an unambiguous argument and a relevant conclusion about a limited topic, based on the study and analysis of a variety of opinions found in secondary literature.

8. Position of the course unit in the degree programme

..... (to be completed)

Explanatory note:

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 25 of 30
---	--------------------------------------	-------------------------



It is often useful to indicate how a certain course unit is connected to other course units in the degree programme. Is it a continuation of previous course units and/or an introduction to a future one? Is the unit part of a (progressive) learning string?

9. Assessment method(s) and assessment procedure

..... (to be completed)

Explanatory note:

This section must provide concrete information about the assessment methods used and the moments when assessments are held. The latter is important, for example, if continuous assessment is used. If a system with compensation options is applied, this should also be stated here. Information about the relative importance of various activities expressed in 'weight' within the framework of a set of tutorials, for example, may also be included here.

An example of a set of *assessment activities* to be assessed in a course unit:

<i>Component</i>	<i>Weight</i>
- exam on the basis of introductory literature (at the start of the course unit)	4
- presentation and/or paper	10
- defending one's own written or oral contribution	1
- active participation in discussions	1
- providing well-argued feedback on the written assignments of other students in the group	2
- chairmanship of a meetin/ debate	1
- co-assessor ship resulting a presentation	1

10. Assessment requirements and criteria

..... (to be completed)

Explanatory note:

The requirements for the assessment of student performance should be transparent from the start of the course unit. Any attendance requirements have to be clearly stated. For example: attendance at 80% of all lectures/sessions is required. It is recommended that attendance requirements are justified with arguments. Another example of an assessment requirement is when in the event of insufficient participation or insufficient fulfilment of assignments, the student is excluded from taking the concluding exam.

Also the assessment criteria applied should be made transparent by including these in the course unit syllabus. Examples of these criteria include:

- the presentation/ written assignment of about xx pages has to be based on a wide variety of primary and/or secondary sources with a total volume of at least xxx pages of



literature studied (depending on the type of discipline). The written assignment or presentation will be assessed on the basis of the following criteria:

- structure and clarity of the argument (consistency of introduction, argument and conclusion)
- analytical (and synthesizing) skills with regard to the material consulted
- originality
- correct spelling and sentence structure as well as stylistic skills
- independence in searching and processing literature
- use of secondary and, if relevant, primary sources
- correct and careful processing of literature (annotation and justification)
- the written assignment consists of a well-argued analysis of visual material on the basis of demonstrable knowledge and understanding of relevant secondary literature
- the written assignment comprises the results of a small-scale research project in which use has been made of a relevant research method (e.g. a survey), the choice of which has been clearly argued on the basis of demonstrable knowledge and understanding of the secondary literature
- the mark for the written assignment accounts for 50% of the final mark
- a written or oral examination based on the compulsory literature indicated
- the combined marks for the written assignment and the (written or oral) exam must be a pass mark or higher.

11. Learning and teaching strategies or methods

..... (to be completed)

Explanatory notes:

Relevant (effective) learning strategies or methods should be chosen (e.g. team work, individual (written and/or oral) assignments, blended learning, project work) in order to develop (or further develop) the competences, phrased as programme learning outcomes, listed under 6 and to meet the intended learning outcomes listed under 7. The competences/ learning outcomes must allow for formative and/or summative testing/ assessment. Assessment and learning/teaching methods are inextricably linked and should be aligned.

12. Weekly programme

..... (to be completed)

Explanatory note:

A weekly overview is provided of the planned learning and teaching activities, the topics to be discussed, material to be studied, assignments to be prepared, presentations to be held, mid-term tests, to be taken, etc.

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 27 of 30
---	--------------------------------------	-------------------------



Example of a weekly programme:

Week 1: Introduction, allocation of topics for (written) student assignment(s)

Week 2:

Week 3:

Etc.

13. Breakdown of workload

..... (to be completed)

Explanatory note:

This syllabus should contain a precise breakdown of the workload on the basis of the available credit points. The breakdown can be based on the following factors: the number of contact hours, work to be done before and after class sessions, various tasks (commenting on other students' contributions, preparing and writing papers/assignments, preparing oral presentations, etc.), independent study (reading and studying literature, preparing exams), etc. Check the document 'Calculation of average workload' included as an annex to this model to determine the amount of literature that can be studied for the course unit.

14. Availability of lecturer(s)

..... (to be completed)

Explanatory note:

Include the following basic information about the lecturers(s) for the course unit: e-mail address, telephone number, room number, office hours, etc.

CALCULATION OF AVERAGE WORKLOAD

Introductory remarks

Below is a calculation example for determining the workload of modules. This example is based on a number of assumptions, which may vary from programme to programme. The relevant department or responsible lecturer will assess these matters. The calculation method must always be transparent.

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 28 of 30
--	--------------------------------------	-------------------------



Principles

- First-year students may be expected to be able to read 4 to 5 pages of a typical text book or monograph per hour and to reproduce the content in an oral or written exam or a written assignment.
- Senior students may be expected to be able to read 6 to 7 pages of a typical text book or monograph per hour and to reproduce the content in an oral or written exam or a written assignment.
- One ECTS credit is the equivalent of 25-30 hours of study.
- Two study hours must be counted for each one-hour lecture or tutorial; the second hour is spent preparing the class and/or studying the material discussed.
- Each written page of a written assignment or thesis must be based on 100 pages of literature (standard monographs and academic articles), depending on the nature of the material and the discipline. Students must therefore have read 1500-2100 pages in order to write a 15 to 20-page paper, which equals 10 ECTS credits (250-300 hours times x 6-7 pages per hour). 'Reading' includes finding material, studying the material, writing a draft text and revising this text.

Calculation example

A planned tutorial module comprises 10 ECTS credits (250-300 hours).

The following activities can be included:

- Third-year tutorial: 2 hours per week for 14 weeks, including reading and commenting on assignments written by group members (critical reflection) (2 hours per week x 14 weeks for participation plus 2 hours per week x 14 weeks for preparation = 2 ECTS credit (2x28 hours)
- Studying a textbook and sitting an exam. The exam will be based on 500 textbook pages (at 6 pages per hour this adds up to 83 hours = 3 ECTS credits)
- Writing a 7 to 10-page paper (for which 850 to 1000 pages of literature must be read, which adds up to about 140 hours = 5 ECTS credits)

Total: 2 + 3 + 5 = 10 ECTS credits.

Co-funded by the
Erasmus+ Programme
of the European Union



Transfer of Good Practices
& Reinforcement of
Internationalisation
Strategies in Kurdistan



The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

DESCRIPTION: Action Plan for Cooperation with EHEA and ERA	SUBMISSION DATE 14-10-2020	PAGE 30 of 30
---	--------------------------------------	-------------------------