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HARIDUS- JA NOORTEAMET



LATVIJAS REKTORU
PADOME

OCTRA – Online course catalogues and databases for transparency and recognition

Project progress meeting Agenda

Date: 13-14 September 2021

Venue: Mostar, Bosnia and Herzegovina

13 September 2021

| <i>Time (CEST)</i> | <i>Topic</i> |
|--------------------|---|
| 10:00 – 10:20 | Joining Zoom platform for online participants, technical check |
| 10:20-10:35 | Welcome and presentation of host institution |
| 10:35-10:50 | Update on current progress of the project |
| 10:50-12:00 | Presentations of Country reports by each partner country |
| 12:00-13:00 | Lunch break |
| 13:00-13:30 | Presentations of Country reports by each partner country Conclusions |
| 13:30- 15:30 | Representative of HEIs share their experience on developing and working with Course Catalogues Discussion on the format, outline and structure for the guidelines and recommendations for HEI and NARICs, and ECTS Users' guide about online course catalogues and NQDs Discussion about the format, content and scope of peer learning activities. |
| 15:30-16:00 | AOB and conclusion of the meeting |

14 September 2021

| <i>Time</i> | <i>Topic</i> |
|---------------|--|
| 10:00 – 10:20 | Joining Zoom platform for online participants, technical check |
| 10:20: 11:30 | Upcoming events and tasks (adjustments to working plan / timetable) |
| 11:30-12:00 | Project management (timesheets, financial issues) |
| 12:00-12:30 | AOB and conclusion of the meeting |

Co-financed by
the European Union:



For 13 September:

<https://us02web.zoom.us/j/87101670500?pwd=TIltZmNFcnlhclAzRWk2VWpJZkd4Zz09>

For 14 September:

<https://us02web.zoom.us/j/87881422164?pwd=Y29mc3k3b0NqZmxkbHl1RXZheWhvdz09>



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Work plan 13.09.2021

13 September 2021 at 10:50 – 13:30

Each partner country will present shortly (10-15 min.) their Country report including:

- Reflection on existing recommendations or legal framework
- Short summary / conclusions of HEIs survey
- Short summary / conclusions of Course catalogue fiche
- National level recommendations

Short conclusions on project partner countries national level conclusions / recommendations:

| Country | Conclusions | Recommendations |
|------------------------|--|---|
| Latvia | There is no regulatory framework that mandates the need or content of course catalogues and thus there is no nationally accepted definition on what a course catalogue is. As shown by survey data most HEIs (71,1 %) does have a course catalogue, but only 67,7 % of them are available online. Additionally, only 38,5% (11 HEIs) of these have made course catalogues fully publicly available. HEIs in Latvia does provide information on courses and study programmes, but this information can vary not only in form (online or otherwise; publicly available or for registered users only), but also in content. | 1.Clear definition on what a course catalogue is and what purpose it serves, thought that explaining benefit of online publicly available information. 2.Recommendations or template providing clear outline on information that should be provided and what can be an optional. 3.It could be beneficial to also introduce a layout template, case studies shown that HEIs provide information in different forms and even using slightly different terminology. |
| Bosnia and Herzegovina | Almost all HEIs that participated in survey does have a course catalogue that include all available courses and in most cases all of the course catalogue is available online for public use. Survey also showed that HEIs are willing to improve on existing course catalogue. | |
| Bulgaria | Each Bulgarian HEI develops its system of internal framework of documentation and instructions for creation of HE | Biggest reserves for a possible development of transparent and comparable course catalogues at national level, can be explored and found in a |



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| | <p>programmes and maintain its own online course catalogues. Most of the Course Catalogues include detailed, user-friendly and up-to-date information on the institution's learning environment. HEIs are free to decide the format of the Catalogues, as well as the sequencing of the given information and public availability of provided information.</p> | <p>future redesign and further development of the National Register of Qualifications by making it publicly available and interconnected with other registers and systems at national level as well as available course catalogues.</p> |
| Russia | <p>Course catalogues posted on educational platforms are designed according to the standards of the platforms and include information on study programs / study fields accreditation, ECTS, learning outcomes, a short description of the course. This greatly facilitates the promotion of the course and its recognition in a foreign country.</p> <p>From the study, it became obvious that the vast majority of Russian universities that have online course catalogues provide a complete and detailed description of these educational programs and modules (more than 70% of surveyed universities). From the made research, it can be concluded that although Russian universities are interested in maintaining catalogues of online courses, most of them are focused on the national or Russian speaking students.</p> | <ol style="list-style-type: none"> 1. First of all, to develop a common standard for the structure (layout) of online courses and online courses catalogue, both for national use and for promotion at the international level. To do this, it is obligatory to study the experience of international platforms for describing online course catalogues and develop an option for transparency and fair recognition. In particular, when describing Online course catalogue, it is important to provide an indication of the accreditation of this program, a reflection of learning outcomes, a reflection of ECTS and compliance with the ECTS User's guide (2015), Correspondence of information in NQF or ISCED. 2. To train the universities educational and methodological services in preparing and formulating recognition algorithm and a unified structure of the Online course catalogue in open educational space, taking into account the recommendations developed during the Project 3. To identify substantial differences for the recognition of short online courses (MOOCs), including those which has been posted on various international platforms. 4. To add in guidelines and recommendations for HEI and NARICs the following subject: <ul style="list-style-type: none"> - the unified layout standard; |



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| | | <ul style="list-style-type: none"> - the comparative tables for the transfer of loans of various systems, russian credits, assessment systems; - a list of course catalogue by countries, online training on which is excluded in accordance with national legislation. |
| Estonia | | |
| Croatia | <p>According to Croatian Law, by laws and subsidiary texts in the context of higher education, all Croatian higher education institutions, both public and private, have obligation to provide all relevant information about their study programmes. The list of courses is available via HEIs web pages.</p> <p>Due to the inconsistent terminology and different templates used by HEIs, some HEIs are not aware that they already have all the information necessary for a course catalogue. However, all the surveyed HEIs have this information that is publicly available, only under a different name or a different template.</p> | <ol style="list-style-type: none"> 1. Harmonize the terminology and templates at the national level - introduce a unique name and template for the information contained in the course catalogue in accordance with the European practice. 2. Ensure even wider availability of course catalogues in English, or in other foreign languages. 3. Consider a future harmonization of the form in which course catalogues are presented via higher education institutions' websites, so that it is easier for students and all interested parties to follow the relevant information contained in the catalogues. |



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13 September 2021 at 13:30 - 15:30

Project proposal stipulates that “The guidelines and recommendations on the structure and content of course catalogues and NQDs – will serve as an assisting tool for HEIs to improve or even create course catalogues. For credential evaluators, this material will serve as a guide to the existing information for transparency of qualification which will ease fair recognition and lead to automatic recognition of qualifications.”

Format:

- Brochure and Comparative report with recommendations
- Comparative report with recommendations

Should it be a digital publication only or digital with paper versions?

Structure and outline of the recommendations:

Introduction

Chapter one: analysis of country reports

Chapter two: recommendations for course catalogues

Chapter three: recommendations of NQD

- What are most important elements that should be included in content of recommendation's based on partner countries experience while conduction survey and writing Country reports?
- How to address both target audiences: HEIs and credential evaluators?
- What information is essential for credential evaluators?
- What information is essential for HEIs (for improving course catalogues)?
- Etc...

14 September 2021

Organisational discussions and updates on project management