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0. The Academic and Pedagogical Concept of Kiron

Kiron Open Higher Education (gGmbH) is an EdTech nonprofit organization that provides access to higher education for refugees through scalable digital technology and strategic partnerships with higher education institutions (HEIs) and online education providers. At Kiron, we empower our students to make self-determined choices about their future and academic careers, enabling an identity shift from refugee to student.

Kiron’s program consists of tailor-made curricula, a digital collaborative platform and an extensive range of supportive services that enable refugees to begin their studies online while they work towards fulfilling formal requirements to apply to a HEI. Once admission requirements are met, Kiron assists students in applying to an HEI. If accepted, students may apply for university recognition of up to 60 ECTS of completed Kiron coursework, and continue studying offline towards an accredited bachelor’s degree.

Kiron’s academic model, made possible through collaborations with HEIs and online course providers, brings together the best in digital education to give refugees immediate and unbureaucratic access to higher education. Kiron’s team of academic experts designed our two-phase educational model so that our students’ unique needs are addressed as they make the transition from refugee to resident.

The first study phase is predominantly online and suitable for students that are still either seeking asylum or do not yet have the required documents to apply to university in their host country. Leading universities such as MIT and RWTH Aachen develop the online courses, known as MOOCs (Massive Open Online Courses), while providers such as Coursera or edX provide them on their online platforms. Kiron bundles these online courses into curricula, available on Kiron Campus, which are selected based on the suitability of their learning outcomes and meet internationally agreed upon educational standards. Kiron combines self-paced online courses with online live tutorials, a model we call “Blended Learning 2.0”.

Figure 1 - Kiron Academic Model
Students choose from one of the five currently available study tracks: Business and Economics, Social Work, Political Science, Computer Science and Mechanical Engineering. Kiron also offers preparatory and foundation courses so our students can learn or refresh basic skills, such as German and English, needed for academic success.

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**The Kiron Educational Model**

Our Educational Model combines our innovative academic model with a pedagogical approach that caters the needs of our students from very diverse backgrounds all over the world. It is based on 10 principles that guide our work.

Our Educational Model

1. is competency-based and outcome-oriented
2. provides a study experience focused on our learners’ needs
3. encourages student engagement, participation and ownership
4. emphasizes the importance of diversity of people and thought
5. sees both intrinsic and extrinsic motivation as key for successful learning
6. combines recognized educational standards with innovative educational approaches
7. supports the recognition of prior learning within a variety of national educational systems through transferable core curricula
8. is dynamic because of the incremental innovation and improvement of digital solutions in education that are made possible through ongoing quality assurance, research and development
9. balances scalability with personalization and localization
10. facilitates access to higher education from anywhere in the world

*Figure 2 - 10 Guiding Principles of the Kiron Educational Model*

Following the educational approach described above, students who have the necessary application materials, documents and language skills apply to university in their host country. For these students, Kiron offers assistance in the university application process and facilitates the recognition of up to 60 eligible Kiron credits obtained during online study to a university. Depending on the amount of online coursework completed, Kiron students may be able to begin their offline studies at a higher semester.

In addition to the above summarized educational offerings, Kiron connects students to a variety of different on- and offline support services. All students, worldwide, have access to our online support services, such as the Student Forum, a vibrant online community that helps to connect, support, and motivate our students. In addition to online support services, there are offline services such as the Buddy Program and study centers in select locations. Our full student services offerings include:

- Help Desk
- Student Forum
- Buddy Program
- Study Centers
- Counseling Service
- Online Mentoring
- Student Guidance and Communications
1. Academic Quality Assurance

Kiron’s Academic Quality Assurance is based upon the following four pillars: 1) Implementation of International Standards, 2) Cooperation and Partnerships, 3) Transparency and Communication and 4) Constant Development (see Appendix 1: “Kiron’s Quality Assurance Principles” for short a summary). These Quality Standards are research-based and reflect the role Kiron plays as an intermediary. As an example, Kiron used the results of the ANKOM-initiative about opening higher education institutions towards recognition of prior learning and vocational competencies when designing its Quality Standards (Schubert et al. 2015, 374ff).

1.1 Implementation of international standards

Kiron’s fundamental goal of providing students with access to higher education institutions is based on the Lisbon Convention on the recognition of qualifications concerning higher education in the European Region. Thus, Kiron is taking into account the following international and national constitutional, legal and regulatory provisions to develop such procedures:

- **Kiron Study Tracks** fulfill most regulations stated in ESG 2015 concerning internal quality assurance (ESG 2015, 1.2, p. 11f; see Appendix 1: “Implementation of ESG standards at Kiron”) - they do not, however, provide students with degrees, due to the Academic Concept described above. Thus, the term study track is used to differentiate from study programs offered at higher education institutions. The five study tracks (Business and Economics, Mechanical Engineering, Computer Science, Political Science and Social Work) are a product of a needs-analysis of Kiron students and a feasibility-study on how to realize student aspirations using open educational resources.
Kiron Core Curricula are based on the guidelines defined in ESG 2015, 1.3 (p. 12f) and their national specifications in the Common structural guidelines of the Länder for the accreditation of Bachelor’s and Master’s study courses. They are designed with a focus on student-centered learning and smooth student progression. **Kiron Modules** are designed in alignment with the above mentioned EHEA regulations and workload is measured as stated in the ECTS Users’ Guide (see Common Structural Guidelines, Appendix 2: “Structure of Kiron Module Descriptions”) and cultivate learning outcomes on the first study cycle as defined in European Quality Framework and its German equivalent “Deutscher Qualifikationsrahmen” (EGF levels 5 and 6). **Learning Outcomes** of Kiron’s Core Curricula are formulated according to the Knowledge and Cognitive Process Dimensions of the Revised Taxonomy of Educational Objectives by Anderson and Krathwohl 2001, following common standards and methodology described in Kennedy, 2006.

**Matching processes** and **Learning Agreements** with Partner Universities fulfill the recommendations as presented in the European Recognition Manual for Higher Education Institutions (specifically as stated in Chapter 17, p. 114 ff). In accordance with the Lisbon Convention, Article III.3 (2), Kiron not only carefully documents and summarizes their students’ achievements by providing students with Transcripts of Record (see Appendix 3: “Kiron Transcript of Records”) but will provide partner universities with the transparent data needed to judge Kiron student’s competencies: “Decisions on recognition shall be made based on appropriate information on the qualifications for which recognition is sought.” (Lisbon Convention, III.1). Thus, Kiron implemented an innovative approach to assess non-formal learning outcomes in form of MOOC Booklets, called MOOklets (see 1.2 Transparency & Communication)

Furthermore, Kiron follows the guidelines of the German Accreditation Board (cf. [www.akkreditierungsrat.de](http://www.akkreditierungsrat.de)), specifying European Guidelines for the German academic context.

Chapter 2: ”Design & Maintenance of Kiron Study Tracks” elaborates on the design of our study tracks to show how Kiron organizes its work in order to fulfill these standards.

**SUMMARY**

Kiron is aiming to fulfill the **same standards as higher education institutions** in order to build trust in Kiron’s Academic concept and work. Fundamental guidelines for our work are the **EHEA Tools** (EAR 2015, ECTS Users’ Guide, EQF) as well as **specifications on a national level** (Common Structural Guidelines, Guidelines of the German Accreditation Board, DQR).

### 1.2 Cooperation & Partnerships

Kiron’s role as an intermediary between refugees and higher education institutions relies upon strong relationships with higher education institutions that support Kiron’s mission. Therefore, Kiron builds partnerships by establishing **Memoranda of Understanding** - although legally non-binding, these documents set the framework for future collaboration and define the working parameters for both partners. Main points for a memorandum of understanding are:
• The partner higher education institution agrees to consider the recognition of MOOC-based curricula by forming a Learning Agreement based on the Equivalence Analysis provided by Kiron (see 1.3 Transparency & Communication)

• Kiron agrees to process transfer-related information about admission to the higher education institution in a student-friendly way. The partner institution is in no way obliged to alter its admission standards.

• The partner institution agrees to consider lowering fees, if applicable. The final decision, however, always remains within the higher education institution.

• Both partners are allowed to refer to this partnership for marketing purposes.

In a nutshell, the MoU is a document of mutual interest and serves a symbolic purpose. It is of great importance when establishing a framework of self-commitment to a mutual mission.

The aforementioned Learning Agreements are Kiron’s way of fostering the recognition of Kiron credits at partner institutions and are therefore one of the core mechanics of Kiron’s work. Kiron takes the idea of individual Learning Agreements (as stated in the ECTS User’s Guide 2015, p. 58, applied in the context of Erasmus+ mobility, for example) and applies it to general Learning Agreements which are official commitments between the partner institutions. Kiron Learning Agreements cover whole Kiron modules and match them with partner university modules (see details on the Equivalence Analysis in 1.3 Transparency & Communication), thus nearly all non-individual elements of the recommendation are covered:

- title
- type (compulsory/optional)
- number of ECTS credits allocated
- name of lecturer(s)
- learning outcomes
- mode of delivery (face-to-face/distance learning etc.)
- prerequisites and co-requisites (if applicable)

- course content
- recommended or required reading and other learning resources/tools
- planned learning activities and teaching methods
- assessment methods and criteria
- language of instruction

Kiron Learning Agreements can be seen as first step to general - but not automatic - recognition: higher education institutions keep the right of individual assessment of applicants, however, the credits earned with Kiron (Kiron Credit Points) do not have to be assessed repeatedly and individually. Kiron modules are examined in a process that includes all stakeholders to secure the approval of all key decision-making authorities. Through the Learning Agreements, Kiron is able to mitigate the personnel strains that are caused by high numbers of recognition processes (cf. Schubert et al., 2015: 382f). Chapter 3: Academic Partnerships Process and Chapter 4: Transfer Process elaborate on the processes established to enable our students a smooth transfer process from Kiron to a partner institutions.

Relationships with partner institutions are then managed by a key account manager at Kiron, establishing clear responsibilities and communication. Thus, these processes generate advantages for all stakeholders concerned:

- partner institutions do not have to assess every student individually and can base recognition processes on Learning Agreements;
• **students** get transparent information about the possibilities of recognition, providing them with ownership in the transfer process;

• **Kiron** uses its matching processes as an external peer-review of its Core Curricula, implementing feedback from partner higher education institutions to review module designs.

In addition to the processes and tools used to facilitate the transfer of students to universities, Kiron closely collaborates with higher education institutions to critically evaluate its services and to contribute to research in order to provide the best service possible to Kiron students. Research and Evaluation is done either by external partners\(^1\) or through research and development projects such as INTEGRAL\(^2\), which allows Kiron to refine and test its innovative educational model together with its partners RWTH Aachen and FH Lübeck.\(^2\) In these collaborations, Kiron acts as a “real-world laboratory”, allowing for agile development and iterative adjustment based on evaluation. Results and lessons learned from these collaborations are presented and discussed at congresses and in scientific papers (see Chapter 6: Publications).

### SUMMARY

Kiron establishes strong partnerships with higher education institutions in order to fulfill its role as intermediary to allow Kiron-students smooth transfers. Academic collaboration between Kiron and higher education institutions is based on **Memoranda of Understanding** and **Learning Agreements**. Furthermore, Kiron acts as a “**Real-World Laboratory**”, enabling Kiron and its partners to conduct joint **research and evaluation** of its services.

### 1.3 Transparency & Communication

Due to Kiron not being an official higher education institution and not awarding degrees, it is not possible to provide students with Diploma Supplements.\(^3\) However, to allow higher education institutions assessment of student qualifications, Kiron established an innovative approach to facilitate the assessment of Kiron student qualifications and to effectuate the

\(^1\) See SUCCESS-project ("Study Success and Opportunities for Refugees in Higher Education – An Effectiveness Analysis"): In cooperation with the RWTH Aachen University, the Munich University of Applied Sciences and the University of Mainz, Kiron aims to examine the impact of approaches that try to enhance and ensure the sustained study success of refugees over the course of three years. Using the example of Kiron, they seek to understand how refugees can study effectively, and achieve long-term success at university. Thus, the project seeks to strengthen Kiron’s innovative educational online platform, generating broader insights that can be transferred to other contexts and guide further research. For more information see: [https://kiron.ngo/our-projects/success/](https://kiron.ngo/our-projects/success/).

\(^2\) For more information see: [https://kiron.ngo/our-projects/integral2/](https://kiron.ngo/our-projects/integral2/).

\(^3\) “The Diploma Supplement is designed to provide graduates with a transparent re-cord of their achievements. Therefore, the educational components successfully completed abroad will be included in the Transcript of Records attached to the Diploma Supplement with their original titles (and their translation into the language(s) in which the Diploma Supplement is issued), the indication of the institution where they have been taken and the credits and grades awarded.” (ECTS User’s Guide, 2015, 36).
recommendation of the European Recognition Manual⁴: **Kiron Equivalence Analyses (EA)** are elaborate documents being used in the matching process with higher education institutions and are essential in the development of Learning Agreements. These EAs consist of a variety of information, gathered based on recommendations in the European Recognition Manual:

1) **General information** about Quality Standards at Kiron and the respective Kiron Study Track

2) **Module-based matching proposal** created by Kiron Study Track Coordinators, comparing modules of partner institutions to Kiron modules. The matching process is based on learning outcomes and workload. This way, all five elements of qualification (cf. European Recognition Manual, p. 21) are either explicitly addressed in these matchings or implicitly defined by the Kiron Academic Model:
   a. **Level of Qualification**: Due to the fact that Kiron modules are created by a benchmarking process and represent the first terms of traditional study programmes (see process “Designing Study Tracks”), Kiron modules match the level of qualification.
   b. **Workload**: Kiron allocates Credits based on the regulations of ECTS-credits to guarantee full comparability and to facilitate recognition processes in the European Higher Education Area. Matchings are primarily based on these learning outcomes and workload.
   c. **Quality**: Kiron Equivalence Analyses grant high transparency on institutional quality and external quality assurance (see following points). Kiron ignores university rankings for the reasons stated in the Manual, p. 23, but tries to implement MOOCs provided by institutions that established high standards in online learning in order to make success of Kiron students more probable.
   d. **Profile**: Kiron study tracks are core curricula, comprised of those learning outcomes that can be consistently found in different higher education institutions and study programmes. Thus, Kiron Study Tracks clearly emphasize the facilitation of basic subject-specific competencies and enabling students to continue their studies in traditional study programmes.
   e. **Learning Outcomes**: As stated above, Kiron defines Learning Outcomes based on Anderson & Krathwohl, 2001 for each module. Equivalence analyses are worked through matching the learning outcomes and workload of Kiron and potential partner institutions’ studies.

3) **Detailed information about the MOOCs implemented in Kiron modules** (see Kiron MOOklets below). This part of the EA allows partners to assess the quality of courses used in our study tracks (cf. 2c).

4) Since Kiron modules consist (mainly) of MOOCs provided by external institutions and different MOOC providing platforms, the Equivalence Analyses establishes transparent information by showing the contribution of MOOCs to defined module learning outcomes in Learning Outcome Comparison Matrices.

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⁴ “If no DS [= Diploma Supplement; Kiron] is available, use all of the other information accompanying the qualification. Many higher education institutions issue supplementary documentation containing information which is at least partly similar to that of the DS, such as degree profiles, transcripts of records, or records of examinations for each subject studied (e.g. credit book, index of exams, etc.). In the assessment of the foreign qualification, the information contained in these documents should be treated in the same way as the information of the same kind included in the DS.” (p. 97)
Finally, Kiron provides partner institutions with a prepared feedback form, allowing for a standardized and formalized collection of valid reasons for partners either accepting or rejecting matching proposals. This feedback consequently impacts the design and structure of Kiron study tracks (see 1.4 Constant Development).

Kiron MOOKlets (MOOC booklets) depict general information and quality standards about MOOCs implemented in Kiron’s curricula. They are an essential part of the Equivalence Analyses and process all information for higher education institutions in a user-friendly way.

5) 

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**Figure 4 - Exemplary Learning Outcome Comparison Matrix for Module “Marketing”, as of 2017-09**

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Kiron MOOKlets contain the following information:

- **general information**
  - MOOC-providing institution, platform and lecturers
  - MOOC workload

- **information on course design and materials**
  - length and scope of lectures / video material to verify workload
  - input on interactive materials

- **examination and authentication**
  - information on exercises and final examination
  - authentication of learner and information on conditions to pass

- **quality assurance & recognition**
  - information on accreditation-status of MOOC-providing institution (cf. European Recognition Manual, p. 27f.), in special cases also reference to external quality assurance like the Alternative Credit Project\(^5\) or NCCRS\(^6\) recommendations
  - information of institutional support for online learning
  - affiliations of MOOC-providing institution
  - recognizing Kiron partner institutions

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\(^5\) The Alternative Credit Project by the American Council of Education is creating a pool of low-cost or no-cost, lower division courses and general education online courses across 20 to 30 subject areas. Participating colleges and universities agree to accept transfer credit for these courses, allowing students to enroll with up to two years of credit toward a four-year degree; see also: [http://www.alternativecreditproject.com](http://www.alternativecreditproject.com).

\(^6\) The National College Credit Recommendation Service coordinates teams of college faculty evaluators and subject matter experts to conduct extensive reviews of education and training programs offered by corporations, unions, religious organizations and proprietary schools, see also: [http://www.nationalccrs.org/about](http://www.nationalccrs.org/about).
This data allows higher education institutions to judge the quality of the courses that Kiron students participate in.

This depiction of parameters and data, especially of pedagogical components, interactive material and institutional support for course design is meant for higher education institutions to comprehend quality dimensions of online courses as defined by Hood & Littlejohn based on Biggs’ 3P model: Presage Variables (Platform; provider and instructor; learner), Process Variables (Pedagogy and Instructional Design) and Product Variables (Learners and Learning) (cf. Hood & Littlejohn 2016).

**SUMMARY**

Kiron established innovative tools to structure and to facilitate communication with partner institutions based on recommendations in the European Recognition Manual. Due to the fact that Kiron does not control the learning materials used in its MOOCs but bases its work on available open educational resources, transparency is a major pillar of Kiron’s work. This transparency is created by elaborate Equivalence Analyses and Kiron MOOklets.

### 1.4 Constant Development

In order to fulfill high quality standards, Kiron is developing its services and practices based upon current academic research such as Hanft et al, 2014, Witthaus et al, 2016 and Colucci et al, 2017. As a secondary measure, Kiron also evaluates these services by collecting feedback from both stakeholder groups, establishing a constant quality management cycle based on the plan-do-check-act principle:

- **Topic-specific student feedback** is collected regularly: course evaluations enable Kiron to get feedback on student’s perception of implemented MOOCs. They allow for workload review and collect information about the need of students for additional support structures. Furthermore, Kiron students are asked for feedback on specific topics (for example, the aforementioned project SUCCESS comprises a feasibility-study that examines the learning platform Kiron Campus). Furthermore, Kiron uses Google Analytics in order to learn about student behavior on its platform, informing students about this in its Privacy Policy.

- **Feedback by higher education institutions** is collected through matching processes: feedback on Kiron’s study tracks and modules is collected and incorporated in module reviews. More comprehensive feedback by partners is discussed and used in order to develop Kiron’s services. Furthermore, Kiron organizes partner workshops to directly discuss specific topics and to evaluate wishes and needs of partners (f.e., in April 2017, Kiron organized a workshop on examination of MOOCs, discussing different possibilities with partner institutions).

Changes are developed iteratively and reviewed thoroughly - based on this principle, Kiron aims to improve its processes and tools. The aforementioned MOOklets, for example, will be continuously improved using the the defined usability and quality standards. While the information is currently gathered in text format, Kiron plans to enable ways of making the information transparent in a more user-friendly way, for example by implementing the “Open Learning Recognition Traffic Light Model” proposed by Witthaus et al, 2016: “This model
based on transparency aims to allow higher education institutions and employers to make an informed decision on whether to recognize achieved learning outcomes” (p. 61).

![Open Learning Recognition Traffic Light Model, according to Witthaus et al, 2016, p. 61](image)

This model clearly depicts to which extent the MOOC...

- **verifies the identity of the learner**: This criterion includes identity verification by comparing the ID with a picture via webcam as well as declarations of honor, which are also incorporated in general higher education practice. (ibid., p.61)
- **implements partnership & collaboration**: This value depicts the incorporation of the MOOC in a network of partners that either incorporate it in their curriculum or provide possibilities of examination for this course. (ibid., p. 64)
- **awards credits**: Although Witthaus et al. could not find examples of courses being provided with ETCS, there are courses that are acknowledged as academic courses (mainly in the United States). (ibid., p. 63)
- **is subject to quality assurance processes**: Some courses are subject to traditional Quality Assurance mechanisms by the higher education institution creating them, f.e. faculty approvals or peer-reviews. (ibid., p. 63)
- **acknowledges learning through informative certificates or badges**: While credentials such as certificates are more elaborate, badges highlighting partial achievements (like being a learner at the top 10% of cohort or being very active in the forums) can support the validity of these certificates. Witthaus et al emphasize, however, that certificates should extend to providing information in analogy to course details defined in the ECTS Users’ Guide (p. 62f).
- **incorporates supervised assessment**: Since a lot of MOOCs combine a variety of automated, peer-reviewed and instructor-corrected assessments, it is important to avoid fraud by supervision. Next to online-proctoring using webcams, some MOOCs are examined on-site at partner institutions. (ibid., p. 61f)
SUMMARY
Kiron bases its work on the plan-do-check-act principle, implementing feedback from both stakeholders (students and partner institutions) in order to fulfill its role as intermediary in best possible way. Changes and developments are based on scientific research and developed iteratively.

2. Design & Maintenance of Kiron Study Tracks
The foundation of Kiron’s Core Curricula is an analysis of curricula created by more than twenty leading German higher education institutions. The goal of this analysis is the identification of intersections in regard to learning outcomes and content. Based on this data, Kiron generates its own Core Curricula that are worth at least 60 Credit Points: These curricula provide students with the same skills and competencies that are seen as fundamental by German higher education institutions. Thus, Kiron Study Tracks are equivalent to university study programs in terms of the competency level of the European Qualification Framework and its German equivalent (Deutscher Qualifikationsrahmen). To enable Kiron students to succeed in their studies, Kiron Direct Academics develops synchronous tutorials and seminars that are part of our Study Tracks.

Quality of our Core Curricula is secured by the following processes:

2.1 Designing Study Tracks
This first step serves as a benchmarking process for designing our Core Curricula. By analyzing study programmes of reference higher education institutions, Kiron’s Study Track Coordinators filter modules that are repeatedly offered at different institutions, thus limiting the amount of modules that have to be implemented in our own study tracks. A study plan draft is generated, that includes compulsory modules as well as potentially elective ones, average credit points and potential sequence.

2.2 Defining Module Descriptions
In the second phase of Study Track design, Kiron’s Study Track Coordinators define Learning Outcomes that are comparable to those of the reference institutions and finish the module
descriptions. Kiron assesses, defines and develops Learning Outcomes based on the cognitive domain and processes of learning corresponding to the expected level of knowledge (Anderson & Krathwohl, 2001; Kennedy, 2006) for each subject of study. Furthermore, module content that was repeatedly imparted in reference institutions is implemented in our modules and workload is adjusted based on the finished module description.

Following their definition, Learning Outcomes are reviewed in a 3-step-process, firstly by an academic in the respective department, secondly by an academic of another department (to ensure comparability and the satisfaction of our common standards) and lastly by an external expert from the respective field of study that is acquired via the Kiron Expert Pool. This way, Kiron ensures module descriptions with defined and coherent Learning Outcomes based on scientific quality guidelines.

![Figure 8 - Process Flow Chart - "Defining Module Descriptions"

2.3 Allocating MOOCs to Modules
After defining the module descriptions, Kiron Study Track Coordinators match MOOCs to these modules based on learning outcomes and workload. Due to the nature of MOOCs, not every learning outcome can be matched to one course alone, more often, groups of MOOCs have to be combined in order to form specific Learning Outcomes. This combination and interweaving of MOOCs is depicted in the Learning Outcome Comparison Matrix (LOCM) (see 1.3 Transparency and Communication). Furthermore, Kiron Study Track Coordinators assess alternatives in terms of learning outcomes, contents, sessions, workload, language, prerequisites and difficulty level to create comparable alternatives. Finally, Kiron Study Track Coordinators collect modules with unfulfilled learning outcomes in a detailed document called “Gap List”. This is shared with partner institutions in order to eventually guide the production of MOOCs in joint collaboration.
2.4 MOOC Sessions Review
In order to secure up-to-date information on the learning platform “Kiron Campus”, we implemented a regular monthly process aimed at updating the infrastructure and informing students about changes. Kiron Study Track Coordinators check session status of implemented MOOCs and follow up with course providers in case courses are archived. If courses are cancelled completely and are not offered anymore, the process “Allocating MOOCs to Modules” is restarted. Students are informed about changes via email and through Kiron Forum. This way Kiron secures transparency, up-to-date information as well as prompt changes when courses are taken offline.

![Allocating MOOCs Diagram]

Figure 9 - Process Flow Charts - “Allocating MOOCs to Modules” & ”MOOC Session Review”

2.5 Producing Direct Academics Tutorials
Some Learning Outcomes cannot be matched with existing MOOCs due to their need for collaboration in small groups or simply because the appropriate MOOC has not been produced yet. Kiron implements live online tutorials, not only to support students in achieving their goals and to create a vibrant student community, but also to fill these gaps. In order to analyze which tutorials have to be prioritized, Curriculum Coordinators develop a tutorial needs-analysis based on the aforementioned gap-list. Kiron Direct Academics’ Coordinators search for volunteer tutors in our Competence Pool. These tutors have to be experts in their fields and be employed at a higher education institution.

### SUMMARY: Implementation of feedback and review-cycles
- while designing the core curricula, Kiron’s study track coordinators follow **multiple review steps** (including review by external partners within Kiron’s Competence Pool).
- allocated MOOCs are **reviewed regularly** (once per month) in order to maintain up-to-date information and ensure the stability of our academic services.
- MOOCs are **reviewed by students** (Course Evaluation) and **partner higher education institutions** (Matching Process) alike; feedback from both stakeholders’ influence Curriculum Development.
- * Direct Academics **tutorials are evaluated** and different pedagogical approaches and formats are tested in order to offer students a high-quality study experience.
3. Academic Partnerships Process

Kiron has established a collaboration process with higher education institutions that implements all stakeholders and follows the standard procedures of partner institutions. Kiron’s key account manager first works together with the point of contact within the partner institution to form a Memorandum of Understanding (see 1.2 Cooperation & Partnership), thereby setting the framework for cooperation. Kiron then shares the module catalogues of targeted study tracks with study program authorities for an initial quality check and to define appropriate next steps. Once the partner institution signals it is ready to form a Learning Agreement, Kiron then coordinates its academic program with the respective authorities at the partner institution, developing an Equivalence Analysis and matching proposal. This EA is then evaluated by the appropriate examination board before a Learning Agreement clarifying the recognition of modules is signed. Once the Learning Agreement is signed, the respective faculty asks its members responsible for the respective modules to critically assess the equivalence of the partner institution curriculum in comparison to the module catalogues of Kiron’s study track.

Kiron always commits to the quality standards set by our partner institutions, therefore students transferring to a higher education institution have to satisfy the standard university entrance qualifications.

![Figure 10 - Academic Partnership Process](image)

4. Transfer Process

Due to the fact that Kiron was established in 2015 and fundamentally refined its work in 2016, student transfers to higher education institutions were not undertaken in a structured way until the spring of 2017. In 2017, Kiron implemented a pilot process with a focus on Germany that has helped define and address the needs of students and partner institutions.

As a first step, Kiron identifies potential transfer candidates based on credits achieved and language level. These candidates are contacted in order to assess their willingness for transfer to a partner institution. Students prepared to transfer are then called individually to clarify the student’s role in the transfer process: While Kiron acts as a supporting institution within the transfer process, students are the process owners and have to prepare the application to the institutions themselves. Kiron collects information about the students in order to be able to offer them full support, including:
- current living status
- current language level and status (German, English, OnSet participation)
- transfer preferences (type of program, preferences and willingness to move)
- previous education
- document status
- asylum status and time living in Germany
- TestAS status (results, language, subject specific module)
- participation in Kiron programmes (Buddy, Mentoring, local groups)

This information is then documented in the internal database to allow for elaborate guidance and counseling. Urgent cases in terms of deadlines of specific higher education institutions are directly connected to Kiron’s Academic Partnership Key Account Manager to establish communication.

This pilot has enabled Kiron to support the first candidates transferring to higher education institutions at the beginning of winter term 2017 and will be developed in the future in order to scale the numbers of transfer students.
5. Referenced Works


*Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses*; Attachment to the Common structural guidelines of the Länder for the accreditation of Bachelor's and Master’s study courses (see above).


6. Kiron Publications
7. Appendix

Appendix 1: Kiron’s Quality Assurance Principles (summary)

**Implementation of International Standards**
Kiron is aiming to fulfill the same standards as higher education institutions in order to build trust in Kiron’s Academic concept and work. Fundamental guidelines for our work are the EHEA Tools (EAR 2015, ECTS Users’ Guide, EQF) as well as specifications on a national level (Common Structural Guidelines, Guidelines of the German Accreditation Board, DQR).

**Cooperation and Partnership**
Kiron establishes strong partnerships with higher education institutions in order to fulfill its role as intermediary to allow Kiron-students gliding transfers. Academic collaboration between Kiron and higher education institutions is based on Memoranda of Understanding and Learning Agreements. Furthermore, Kiron is acting as a “real-world laboratory”, enabling Kiron and its partners for joint research and evaluation of its services.

**Transparency and Communication**
Kiron established **innovative tools** to structure and to facilitate communication with partner institutions based on recommendations in the European Recognition Manual. Due to the fact that Kiron does not control the learning materials used in its MOOCs but bases its work on available open educational resources, **transparency is a major pillar of Kiron’s work**. This transparency is created by elaborate **Equivalence Analyses** and Kiron MOOklets.

**Constant Development**
Kiron bases its work on the **plan-do-check-act principle**, implementing **feedback** from both stakeholders (students and partner institutions) in order to fulfill its role as intermediary in best possible way. Changes and developments are **based on scientific research** and developed iteratively.

*Figure 11 - Summary of Kiron’s Quality Assurance Principles*
## Appendix 2: Implementation of ESG standards at Kiron

### Table 1 - Implementation of ESG standards in Kiron Study Tracks

<table>
<thead>
<tr>
<th>Definitions by ESG 2015, Part 1: “Standards and guidelines for internal quality assurance.”</th>
<th>Realization in Kiron Study Tracks</th>
</tr>
</thead>
</table>
| **Policy for quality assurance**  
Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders. | Kiron formulated a Quality Policy (see appendix 6: “Kiron Quality Policy”) that focuses on student success. Furthermore, this document about our Quality Assurance principles and processes connected to our Academic Model is designed to be shared and publicly discussed by partner institutions and experts alike. |
| **Design and approval of programmes**  
Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. | Kiron established clear processes for the design and review of study tracks (see Chapter 2: “Design and Maintenance of Kiron Study Tracks”). Due to the Academic Model of Kiron, the qualification goal of these study tracks is to allow students transfer to partner institutions with recognition of Kiron Credits. In order to achieve this goal, Kiron Study Tracks are developed based on a benchmarking process with programs of a variety of higher education institutions, securing the compliance to the EQF. |
| **Student-centered learning, teaching and assessment**  
Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach | Kiron Core Curricula are designed with a student-centered focus and define clear learning outcomes. Due to the fact that Kiron relies on Massive Open Online Courses, students are demanded to structure their learning processes actively. However, Kiron implements services that can be used to support this learning process (Direct Academics Tutorials, Prep Courses on online learning) |
| **Student admission, progression, recognition and certification**  
Institutions should consistently apply predefined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification. | Kiron implements clear guidelines for all phases of the student lifecycle. This information is made transparent by Kiron Navigator, a preceding platform that explains the Kiron Model to potential students. Admission at Kiron is very open - potential students can register as long as they are able to provide a document verifying their status as refugees. Potential students are required to accomplish an onboarding process, informing them about the challenges of online learning and explaining the Kiron Model in detail. These tools - the Onboarding Process as well as the Kiron Navigator - manage expectations and give the ownership of the decision whether to study with Kiron or not the students. During their studies with Kiron, students can access the Student Handbook, explaining all services and processes needed for their studies with Kiron. The transfer process (see Chapter 4: “Transfer Process”) with students has been established and piloted in 2017. Open and constant communication |
is an important element of this process. Lessons Learned of this pilot will be implemented in the platform in the future in order to inform students about recognition and transfer processes early on.

Teaching staff
Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Since Kiron is using mostly MOOCs provided by third parties, influence on competence of teachers cannot be implemented directly. However, Kiron assesses the quality of these courses by defining institutional support for online learning as a quality standard in the Kiron MOOklets (see 1.3 Transparency and Communication) - this way, Kiron can ensure that the didactical approach in courses is adapted to the special circumstances of online learning. Kiron Direct Academic tutorials on the other hand are produced by Kiron itself. These courses are held by higher education institutions staff voluntarily, who receive an on boarding to be able to use the technical infrastructure and to be aware of the challenges of online learning. Kiron is planning to establish a program of tutor training to increase the quality of Direct Academics tutorials even more.

Learning resources and student support
Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

The MOOCs implemented in Kiron Core Curricula are free of cost and by establishing strong partnerships with MOOC providers, Kiron is also able to offer verified certificates for free. If courses are archived or not offered anymore, Kiron can react quickly based on an established process (see process “MOOC Sessions Review”) to constantly check and if applicable - update its study tracks. Kiron is also testing the implementation of study letters as part of its research and development project INTEGRAL² (see 1.2 Cooperation and Partnerships), providing additional learning materials to students that accompany and deepen the learning experience provided by MOOCs.

Information management
Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programmes and other activities.

Feedback on the effectiveness of Kiron’s study tracks is ensured by the feedback of partner institutions as well as student course evaluations alike. Furthermore, other services like the „Kiron Student Support Services“ or the „Kiron Campus“ learning platform are evaluated as well, in order to improve quality of Kiron’s services iteratively (see 1.4 Constant Development).

Public information
Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible.

Students can access information about Kiron’s services through Kiron Navigator as well as the Kiron Campus Platform and the Student Handbook. Kiron aims at using appropriate language when explaining its activities. Information about Kiron’s study tracks can be assessed online through Kiron’s webpage [http://www.kiron.ngo](http://www.kiron.ngo). Furthermore, Kiron is publishing reports on major achievements in projects on this webpage, too, following clear standards of full transparency. Outcomes of publicly funded projects are published under Creative Commons Licenses and shared with the interested public (see the project-webpage of...
<table>
<thead>
<tr>
<th>On-going monitoring and periodic review of programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cyclical external quality assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRAL² as an example: <a href="https://kiron.ngo/our-projects/INTEGRAL%C2%B2">https://kiron.ngo/our-projects/INTEGRAL²</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiron established processes that incorporate the goal of constant development in all its major areas and defined regular feedback and development as a core principle of Academic Quality Assurance (see 1.4 Constant Development). Our processes implement regular feedback and review-cycles: While designing the core curricula, Kiron's study track coordinators follow multiple review steps (also with external partners of Kiron's Competence Pool). Allocated MOOCs are reviewed regularly (once per month) in order to maintain up-to-date information as well as securing stability of our academic services. MOOCs are reviewed by students (<em>Course Evaluation</em>) and partner higher education institutions (<em>Matching Process</em>) alike; feedback from both stakeholders' influence Curriculum Development. Direct Academics tutorials are evaluated and different didactical approaches and formats are tested in order to offer students a high-quality study experience.</td>
</tr>
</tbody>
</table>

| Kiron did not yet establish forms of external quality assurance; however, it plans on implementing different elements in these regards: Kiron Study Tracks are planned to be certified by an accreditation agency by 2019. This certification process states the equivalence to higher education institution programs. A first pilot will be conducted in 2017 already to adjust documentation and development. Kiron as an organization is aiming to certify as an educational provider based on DIN EN ISO 29990 in 2018. Furthermore, Kiron is aiming at certifying its Quality Management system by 2018. |

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Appendix 3: Structure of Kiron Module Descriptions

Kiron is displaying its Core Curricula in Module Catalogues in a concise and user-friendly way. The information provided so far corresponds to the standards listed as “Information on individual educational components” in the ECTS User’s Guide (7.1, p. 57). Kiron designed its tabular Module Catalogues according to the following guiding questions:

- What is this module? (Module name)
- What do I learn in this module? (Module content, Teaching methods and Learning Outcomes)
- What do I have to do to succeed? (Courses, Credits and Examination)
- What preliminary knowledge is this module based on? (Prerequisites)

<table>
<thead>
<tr>
<th>Module Name</th>
<th>Financial &amp; Management Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Content</td>
<td>This module introduces students to the practices of financial and management accounting. While financial accounting is about a rule-governed reporting system that represents a company externally, management accounting focuses on the internal use of cost and revenue information to guide decision-making. Financial accounting includes the compilation and analysis of financial statements, determination of the value of a firm, and evaluation of a firm and its competitors. Managerial Accounting examines the effects of cost, price and profit on management decision-making, with particular attention to the tools and methods managers use to make well-informed decisions.</td>
</tr>
<tr>
<td>Teaching Method</td>
<td>Video lectures, readings, exercises</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>After successfully completing this module, students will be able to: 1. interpret financial data 2. describe principles of double-entry book keeping 3. prepare financial statements 4. analyze accounting information for business decisions 5. solve business problems with accounting tools</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
</tr>
<tr>
<td>Workload</td>
<td>MOOCs</td>
</tr>
<tr>
<td>140 h</td>
<td>1. Introduction to Financial Accounting <a href="https://learn.saylor.org/course/bus103">https://learn.saylor.org/course/bus103</a></td>
</tr>
<tr>
<td>Credits</td>
<td>10 CP</td>
</tr>
<tr>
<td>Examination</td>
<td>Quizzes, assignments, exams</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
</tbody>
</table>

*Figure 12 - Exemplary Module Catalogue*
By following these steps, Kiron is satisfying the general guidelines as specified in the ECTS User’s Guide (p. 56) and as stated in the German Framework Guidelines, which are an attachment to the Common Structural Guidelines, 2010:

Table 2 - Comparison of standards at module level

<table>
<thead>
<tr>
<th>Requirements on module-level, as defined by Framework Guidelines, p. 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Modules are to be described in terms including the workload and the number of credits to be awarded (see point 2 - Explanations - for content and scope). The description of a module should contain at least (see Figure 12):</td>
</tr>
<tr>
<td><strong>A. Contents and target qualifications</strong></td>
</tr>
<tr>
<td>Kiron is combining the content of different MOOCs being connected to certain Learning Outcomes defined beforehand.</td>
</tr>
<tr>
<td><strong>B. Teaching formats</strong></td>
</tr>
<tr>
<td>Kiron is giving information about the teaching methods of MOOCs, widen the spectrum by combining them with Direct Academics-offerings.</td>
</tr>
<tr>
<td><strong>C. Admission requirements</strong></td>
</tr>
<tr>
<td>Since modules in Kiron Core Curricula are aligned and created with a student-perspective in mind, prerequisites are formulated when didactically needed.</td>
</tr>
<tr>
<td><strong>D. Usability</strong></td>
</tr>
<tr>
<td>This aspect will be specified as soon as Kiron has formed more Learning Agreements with partner institutions (see 1.2 Cooperation &amp; Partnerships). Their feedback concerning the recognizability of courses will contribute to Kiron’s module descriptions.</td>
</tr>
<tr>
<td><strong>E. Conditions for the award of credits</strong></td>
</tr>
<tr>
<td>Kiron is stating information about the examination-procedures in MOOCs.</td>
</tr>
<tr>
<td><strong>F. Credits and grades</strong></td>
</tr>
<tr>
<td>Kiron is not awarding grades. Kiron Core Curricula use the workload recommendations as defined in the ECTS Users’ Guide.</td>
</tr>
<tr>
<td><strong>G. Frequency at which modules are offered</strong></td>
</tr>
<tr>
<td>Most MOOCs used in Kiron Core Curricula are self-paced, granting sustainability. In terms of live courses, Kiron informs students about the starting dates via the learning platform &quot;Kiron Campus&quot;</td>
</tr>
<tr>
<td><strong>H. Workload</strong></td>
</tr>
<tr>
<td>Workload of MOOCs is stated according to the ECTS Users’ Guide.</td>
</tr>
<tr>
<td><strong>I. Duration</strong></td>
</tr>
<tr>
<td>Duration of modules are stated by providing students with the information about the workload.</td>
</tr>
</tbody>
</table>
Appendix 4: Kiron Transcript of Records

Kiron Transcript of Records are displaying:

- General Information about the Kiron student (student name, Kiron ID, Kiron Study Track, date of birth and place of birth) to allow higher education institutions to verify the identity of our students and compare it to MOOC certificates.

![Kiron Transcript of Records, part I](image1)

- They are listing all Kiron modules completed by students with all MOOCs included. Students are obliged to attach their certificates in order to allow higher education institutions to assess the Transcript of Records.

![Module List](image2)

**Module List**

[Mrs / Ms / Mr] [Name] [Middle Name(s)] [Family Name] has finished the following modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Module / MOOC name</th>
<th>CP/Workload</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE_InBu</td>
<td><strong>Introduction to Business</strong></td>
<td>4</td>
<td>xx.xx.xxxx</td>
</tr>
<tr>
<td></td>
<td><em>Introduction to Business Administration</em></td>
<td>100h</td>
<td>xx.xx.xxxx</td>
</tr>
<tr>
<td></td>
<td><em>(RWTH Aachen, Germany)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BE_Mark</td>
<td><strong>Marketing</strong></td>
<td>6</td>
<td>xx.xx.xxxx</td>
</tr>
<tr>
<td></td>
<td><em>Marketing1x: Introduction to Marketing</em></td>
<td>24h</td>
<td>xx.xx.xxxx</td>
</tr>
<tr>
<td></td>
<td><em>(University of British Columbia, USA)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Principles of Marketing</em></td>
<td>156h</td>
<td>xx.xx.xxxx</td>
</tr>
</tbody>
</table>

![Kiron Transcript of Records, part II](image3)
Furthermore, students can participate in MOOCs that are part of Kiron’s Prep Courses or participate in MOOCs based on individual interest or MOOCs that are part of yet unfinished modules. These courses are listed, too, in a separate section of the Transcript of Records.

**Additional MOOCs**

Furthermore, [Mrs / Ms / Mr] [Name] [Middle Name(s)] [Family Name] has finished the following courses, that are either part of unfinished modules, part of Preparation Studies or chosen due to personal interest.

<table>
<thead>
<tr>
<th>Module / MOOC name</th>
<th>Workload</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
<td>xx h</td>
<td>xx.xx.xxx</td>
</tr>
</tbody>
</table>

*Figure 15 - Kiron Transcript of Records, part III*

Finally, the Transcript of Records show the total amount of workload achieved and the respective Kiron Study Track Coordinator signs the Transcript of Records.

*Figure 16 - Kiron Transcript of Records, part IV*
Since different MOOC Platforms enable students to access their completed MOOCs in different ways, Kiron designed clear and animated guidelines supporting students to assess their certificates or producing screenshots that allow to verify the completion of the MOOCs listed in this Transcript of Records.
Appendix 5: Process Descriptions (shortened)

Kiron’s Academic Processes are collected and described in a coherent format as part of Kiron’s QM system. They are displayed in Kiron’s living QM handbook (based on a wiki-system). Excerpts of these process descriptions are collected in this appendix.

Process “Designing Study Tracks”

**Purpose**
*Identifying the main elements of a university comparable study track to define own recognizable Core Curricula.*

**Scope**
- Curriculum - Study Track Coordinators
- Curriculum - Direct Academics

**Important Terms**
*HEI: higher education institution*

1. **Input**
   Feasibility Study of new study tracks or strategic decision to introduce new study track.

2. **Procedure**
   a. **Collect and classify references**
      The Study Track Coordinator searches for reference study programs from different HEIs and collects them. He/She then selects at least five of them, representing different styles and levels of study.
   b. **Collect study regulations**
      The Study Track Coordinator collects study and examination regulations of the reference study programs.
   c. **Create Study Plan Draft**
      The Study Track Coordinator creates a Study Plan Google Sheet and fills in the info of relevant modules from first four semesters in a comparable way. Important information at this stage are: Module Name, Module semesters and Workload.
   d. **Structure Study Plan Draft**
      The Study Track Coordinator compares these modules in the Study Plan Draft and marks common modules as “compulsory” and less common modules as “potentially elective”.
   e. **Define Workload**
      The Study Track Coordinator Calculate average workloads for each marked module and suggest Kiron CP equivalents.

3. **Final Outcome**
Study plan draft with common modules, potential electives, average credit points and potential semesters.

**Process “Defining Module Descriptions”**

**Purpose**
*Specifying the content and learning outcome requirements of Kiron Core Curricula.*

**Scope**
- Curriculum - Study Track Coordinators
- Curriculum - Direct Academics

**Important Terms**
*HEI: higher education institution*

1. **Input**
   Approved new study track design.

2. **Procedure**
   a. **Collect references**
      The Study Track Coordinator collects module descriptions from the referenced and selected study programs from Process.
   b. **Design Module Draft**
      The Study Track Coordinator creates a new Module Description sheet and fills in the info of the identified modules.
   c. **Reference and define Learning Outcomes**
      The Study Track Coordinator lists common learning outcomes and module content and clusters it in common categories. Formulate own learning outcomes based on Kiron standards and Kennedy, 2006.
   d. **Reference and define Module Content**
      The Study Track Coordinator generates a list of contents needed based on the most common content requirements.
   e. **Estimate Workload**
      The Study Track Coordinator Calculate suggests workload suitable for the defined learning outcomes and content based on references.
   f. **Learning Outcome Review I - Department**
      Review the Learning Outcomes in the Department.
   g. **Learning Outcome Review II - Cross-Department**
      Review the Learning Outcomes in another Department to guarantee coherency throughout all Kiron study tracks.
   h. **Learning Outcome Review III - External**
      The Study Track Coordinator shares the Learning Outcomes with a person from the Competence Pool in the respective field of study.

3. **Final Outcome**
   Module Descriptions with defined and coherent Learning Outcomes based on the taxonomy of Anderson & Krathwohl, 2001.
Process “Allocating MOOCs to Modules”

**Purpose**
Identifying the study content and potential curriculum gaps.

**Scope**
- Curriculum - Study Track Coordinators
- Curriculum - Direct Academics

**Important Terms**
- MOOC: Massive Open Online Course
- LOCM: Learning Outcome Comparison Matrix

1. **Input**
   Study Track Draft with defined Learning Outcomes and Content.

2. **Procedure**
   a. **MOOC Allocation Sheet**
      The Study Track Coordinator creates a MOOC Allocation Sheet for the study track with module descriptions.
   b. **Create Learning Outcome Comparison Matrix**
      The Study Track Coordinator creates sheets for each Module Learning Outcome Comparison Matrix (LOCM) and fills in module learning outcomes.
   c. **MOOC Identification and Assessment**
      The Study Track Coordinator uses MOOC Aggregators and the Kiron Backend to search for relevant content through MOOC sources. He/She collects alternative MOOCs that are suitable to depict the Learning Outcomes needed for modules. He/She assesses the alternatives in terms of learning outcomes, contents, sessions, workload, language, prerequisites and difficulty level.
   d. **MOOC Selection**
      The Study Track Coordinator selects the most suitable MOOCs and fills in their Learning Outcomes in the LOCM.
   e. **Review**
      The Study Track Coordinator reviews the MOOC Allocation by using the LOCM and documents feedback.
   f. **Update Gap List**
      The Study Track Coordinator specifies curriculum gaps for MOOC Production and DA Tutorial Production activities

3. **Final Outcome**
   MOOC selection for Kiron Modules and Updated Gap List.

Process “MOOC Sessions Review”

**Purpose**
Providing up-to-date session information to the students and identifying potential gaps.
Scope
- Curriculum - Study Track Coordinators
- Curriculum - Direct Academics

Important Terms
MOOC: Massive Open Online Course
LOCM: Learning Outcome Comparison Matrix

1. Input
Regular process to update MOOC Sessions.

2. Procedure
   a. Gathering Information
      The Study Track Coordinator checks session status and dates for each MOOC in the Prep Semester and Core Curriculum.
   b. Update Curriculum Infrastructure
      The Study Track Coordinator updates dates in the MOOC Allocation Sheet and Curriculum Backend.
   c. Follow Up
      In case of an archived course, the Study Track Coordinator gets in touch with its producer to learn about future sessions. If there are no future sessions planned, the Study Track Coordinator runs the MOOC Allocation process for the module again.
   d. Student Information
      The Study Track Coordinator reports important changes to the students via email and the Forum.

3. Final Outcome
Updated information on Kiron Campus and updated MOOC Allocation Sheets.

Process “Planning Direct Academics Tutorials”

Purpose
Fulfilling learning objectives in the curriculum and supporting student understanding of MOOC and module content in interactive, synchronous formats.

Scope
- Curriculum - Study Track Coordinators
- Curriculum - Direct Academics

Important Terms
MOOC: Massive Open Online Course
LOCM: Learning Outcome Comparison Matrix

1. Input
Based on the respective Module Learning Outcomes, the Curriculum Gap List and/or on student success in modules, DA and Study Track Coordinators plan tutorials.

2. **Procedure**
   a. **Needs-Analysis**
      The Study Track Coordinators identify main needs in their curricula based on difficult MOOCs, gaps in learning outcomes, learning outcomes that demand collaboration of students and so forth. These needs are then structured in a coherent list showing tutorial potentials for every module.
   b. **Hiring Instructor**
      Direct Academics Coordinators specify instructor profile and advertise through Kiron Competence Pool. They handle recruitment and onboarding of tutorial instructors.
   c. **Advertising and Organization**
      Direct Academics Coordinators promote tutorials on Campus and through emails and forums. They handle student recruitment in tutorials and set up relevant platforms needed to run the tutorial, f.e. Google Classroom, Hangout, Forum, Slack.
   d. **Gathering Feedback and analyze data**
      Direct Academics Coordinators conduct feedback-sessions with participants and instructors in order to analyze course design and infrastructure. Lessons Learned are documented and implemented in next tutorials.

3. **Final Outcome**
   Tutorials are implemented and used by students.
Appendix 6: Kiron Quality Policy

Kiron Open Higher Education (gGmbH) is a non-profit organization founded in 2015. Our vision at Kiron is a world in which everyone has an equal chance to access and succeed in higher education. Our mission is to enable access to higher education and successful learning for refugees through digital solutions.

As part of an innovative educational model Kiron offers coherent core curricula consisting of MOOCs (Massive Open Online Courses) from partner platforms like Coursera, edX and Saylor Academy. Thus, refugees can start studying regardless of their status - courses are completely free of charge for our students and all accessible via our learning platform Kiron Campus. Kiron’s didactical model is based on a concept called "Blended Learning 2.0": Our study tracks combine these asynchronous open online courses with synchronous and complementary live online tutorials provided by Kiron Direct Academics. We aim at supporting our students to transfer to a partner institution, getting Kiron courses recognized and to finish their Bachelor Degree at these institutions regularly.

Kiron’s focus lies on our students and their goals and needs. We work with national and international partner institutions to lower barriers into traditional Higher Education and increase the chances for integrating refugees socially and economically into societies.

To assure this transfer sustainably and to secure trust with our students and partners, Quality at Kiron means:

1. Our innovative educational model caters the needs of our students
2. We communicate transparently what we can and will provide
3. We establish an engaging business culture based on our Kironista Principles

High Standard Educational Model

The Kiron Educational Model combines our innovative academic model with a pedagogical approach that caters the needs of our students from very diverse backgrounds all over the world. It is based on 10 principles that guide our work.

Our Educational Model

1. is competency-based and outcome-oriented
2. provides a study experience focusing on our learners’ needs
3. encourages student engagement, participation and ownership
4. emphasizes the importance of diversity of people and thought
5. sees both intrinsic and extrinsic motivation as key for successful learning
6. combines recognized educational standards with innovative educational approaches
7. supports the recognition of prior learning within a variety of national educational systems through transferable core curricula
8. is dynamic through the incremental innovation and improvement of digital solutions in education based on permanent quality assurance and profound research & development activities
9. balances scalability with personalization and localization
10. facilitates access to higher education from anywhere in the world

Transparency and Expectation Management

Quality at Kiron is open communication and expectation management. For our students, this means, we do no harm and clearly communicate what Kiron can and will provide. Best Quality means working on avoiding mistakes. Therefore, we ask experts in each field to know our capabilities and boundaries and raise realistic expectations with all stakeholders. When
working with stakeholders or partner institutions, Kiron is transparent about its strategy and interests, investing resources in projects connected to its vision, mission and strategic goals only.

**Living the Kironista Principles**

Kiron's organization balances flexibility and standardization, centralized and decentralized responsibilities and tasks taken by professionals and volunteers. Kiron lives an organizational culture which is based on our Kironista Principles, marked by conscious, transparent and respectful two-way communication, consequence in following our goals and an enriching intercultural experience. Kiron is a learning environment not only for its students but for its professionals as well: we enable the Kiron family to grow personally and professionally.
Imprint

This Handbook was made possible by funding of the German Federal Ministry of Education and Research and the Bertelsmann Foundation.

Responsible for content:
Hannes Niedermeier (Hannes.Niedermeier@kiron.ngo)
Kiron Open Higher Education gGmbH
Am Festungsgraben 1
10117 Berlin

Texts contributed by:
Sophia Burton, Milena Dietrich, Cornelia Gamst, Mehmet Çağrı Köse, Hannes Niedermeier, Florian Rampelt, Thomas Rieke, Ronny Röwert, Sanja Santor, Manuela Verduci, Dr. Thomas Winter

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Federal Ministry of Education and Research
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