SORAN UNIVERSITY

Announcement

English translation | First file

From: Directorate of Quality Assurance <qa@soran.edu.iq>
Date: Friday, 3 April, 2:20 PM

To: Hawkar, Hemn, Hemn, Mokhles, Sherwan, omar, Hewa, Ali, Peshawa, Chiya, Rebaz, Karwan, Ameerah, Star, Rebaz, Dlawar, H...

With respect to all our dear and valued academic colleagues,

We inform all respected assistant deans and heads of departments that they are required to attend this workshop, the details of which are attached.

With our regards,

Standard Three: Academic Programmes

First Workshop

Designing Outcomes-Based Education: From PEOs to MLOs

Participants

• Assistant deans

• Heads of departments

• Director of Quality Assurance

• Several members of the Quality Assurance Supervisory Committee

• Several academic staff members

Requirements

A laptop; Programme Educational Objectives (PEOs); Programme Learning Outcomes (PLOs); and Module Learning Outcomes (MLOs) (several coursebooks).

Date: Sunday, 5 April 2026

SORAN UNIVERSITY

Coordination and Required Action for the Basic Accreditation Criteria

English translation | Second file

4 messages

From: Jamal Ismail Kakrasul <jamal.kakrasul@soran.edu.iq>
Date: Wednesday, 8 April 2026, 12:29 PM

To: Sirwan Jabar Amin <sirwan.amin@soran.edu.iq>; Hersh Yousif Hamadameen <hersh.hamadameen@soran.edu.iq>; Dr Serwan Jabbar Amen <vp.scientific@soran.edu.iq>; Directorate of Quality Assurance <qa@soran.edu.iq>

Cc: Karmand Abdulla Hamad <karmand.hamad@soran.edu.iq>; ALO Committee <alo@soran.edu.iq>; Hiwa Hasan Kareem <hiwa.kareem@soran.edu.iq>

Greetings, respected Dr. Sirwan Zand, Vice President for Scientific Affairs,
Respected Dr. Hersh Hamadameen, Director of Quality Assurance,

Attached are the programme and presentation for the first workshop in the series devoted to accreditation Criteria 7, 8, 9 and 10, together with several files related to the process. The following points need to be taken into account:

1. The first workshop was held on Sunday, 5 April 2026. Its presentation is attached and needs to be shared with the respected heads of departments.

2. A Google Form has been prepared for the remaining workshops to obtain the views of the participating heads of departments on the first workshop and the plans for the other workshops, which will be conducted through coordination between the Quality Assurance Development Committee and the Institutional Accreditation Committee.

3. The Quality Assurance Development Committee needs to ensure that the necessary evidence for the accreditation criteria is available, particularly for Criteria 7, 8, 9 and 10, in accordance with the attached files.

Coordination and Required Action for the Basic Accreditation Criteria

4. In accordance with the bylaws of the Institutional Accreditation Committee, the Committee is responsible for assigning responsibility for specific accreditation criteria to designated units or teams; supporting the development of tactics and timelines for meeting the requirements in cooperation with the relevant units; developing an institutional understanding of accreditation standards through training, workshops and orientation programmes for evidence owners and staff involved in the process; informing University leadership about progress, challenges and obstacles in the accreditation process; establishing mechanisms for continuously monitoring compliance with accreditation standards; and ensuring that accreditation processes are aligned with the University’s quality assurance system, strategic planning objectives and institutional effectiveness framework.

5. Based on the content of point four, explaining the criteria, how to carry out the work and how to prepare its evidence is the responsibility of the Accreditation Committee. However, implementing the work and preparing the evidence in accordance with accreditation requirements is the responsibility of Quality Assurance.

6. Therefore, taking the above points into account, ongoing coordination is needed among the University’s units and relevant parties, particularly the Quality Assurance Development Committee, the Committee for Ensuring Implementation of the Strategic Plan, and the Accreditation Committee.

Google Form link

Many thanks,

Jamal Kakrasul, PhD, CE
Interim Dean, Faculty of Engineering
Chair of Institutional Accreditation Committee
Liaison Accreditation Officer
Soran University

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jamal.kakrasul@soran.edu.iq

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Purchases 18
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Promotions 9,655
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Labels

http://www.cic.gc.ca/eng...
Notes

18 of many

Directorate of Quality Assurance <qa@soran.edu.iq> Fri, Apr 3, 2:20 PM
to Hawkar, Hemn, Hemn, Mokhles, Sherwan, omar, Hewa, Ali, Peshawa, Chiya, Rebaz, Karwan, Ameerah, Star, Rebaz, Dlawar, H

It looks like this message is in Kurdish
Translate to English

ڕێز بۆ گشت مامۆستایانی نازیزی و خوشەویست
اری گشت یاریدەدەرانی ڕاگر و سەرۆك بەشە بەرێزەکان دەکەینەوە پێویستە ئامادەی ئەم وێرکشۆپە بن کەوا زانیاریەکان هاوپێچ کراوە
لەگەڵ ڕێزماندا .....

ستانداردی سێیەم: پڕۆگرامە نەکادیمییەکان

وێرکشۆپی یەکەم

Designing Outcomes-Based Education: From PEOs to MLOs: ناونیشان

ئامادەبووان - یاریدەدەرانی ڕاگر
سەرۆک بەشەکان
بەڕێوبەری دڵنیایی جۆری
چەند ئەندامێکی لیژنەی سەرپەرشتیکردنی دڵنیای جۆری
چەند مامۆستایەک

پێویستیەکان :

لایڤبۆب، ئامانجە پەروەردەییەکان (PEOs) ئاکامەکانی فێربوونی بەش (پڕۆگرامەکان) (PLOs)، ئاکامەکانی فێربوونی مۆدیولەکان (MLOs) (چەند کۆرسێوکێک).

ڕێکەوت : ٥ \ ٤ \ ٢٠٢٦ - یەک شەمە

Reply Reply all Forward New Share in chat

Jamal Ismail Kakrasul <jamal.kakrasul@soran.edu.iq>

هەماهەنگی و کاری پێویست بۆ پێوەرە بنەڕەتییەکانی متمانەبەخشین

4 messages

Jamal Ismail Kakrasul <jamal.kakrasul@soran.edu.iq> Wed, Apr 8, 2026 at 12:29 PM
To: Sirwan Jabar Amin <sirwan.amin@soran.edu.iq>, Hersh Yousif Hamadameen <hersh.hamadameen@soran.edu.iq>, Dr Serwan Jabbar Amen <vp.scientific@soran.edu.iq>, Directorate of Quality Assurance <qa@soran.edu.iq>
Cc: Karmand Abdulla Hamad <karmand.hamad@soran.edu.iq>, ALO Committee <alo@soran.edu.iq>, Hiwa Hasan Kareem <hiwa.kareem@soran.edu.iq>

سڵاو بەڕێز د. سیروان زهند، ی.س. زانکۆ بۆ کاروباری زانستی
بەڕێز دکتۆر هێڤرش حمدامین، بەڕێوەبەری دڵنیایی جۆری

هاوپێچ بەرنامە و پریزنتێیشنی وێرکشۆپی یەکەم لە زنجیرە وێرکشۆپەکانی تایبەت بە پێوەرەکانی ٧، ٨، ٩ ، ١٠ ی متمانەبەخشین، لەگەڵ چەند فایلی تایبەت بە پرۆسەکە. پێویستە ڕەچاوی ئەم خاڵانەی خوارەوە بکەین:

١- وێرکشۆپی یەکەم لە ڕۆژی یەک شەمە، ٢٠٢٦\٤\١٥ ، ئەنجامدراوە، پریزنتێیشنەکەی هاوپێچکراوە و پێویستە لەگەڵ سەرۆک بەشە بەڕێزەکان هاوبەشی پێ بکرێت.
٢- بۆ وێرکشۆپەکانی دیکە گۆگل فۆرمێک ئامادەکراوە، بۆ وەرگرتنی رای سەرۆک بەشە ئامادەبووەکان لە بارەی وێرکشۆپی یەکەم و پلانی وێرکشۆپەکانی دیکە کە بە هەماهەنگی لە نێوان لیژنەی پەرەپێدانی دڵنیایی جۆری و لیژنەی متمانەبەخشینی دامەزراوەی بەڕێوەدەچێت.
٣- لیژنەی پەرەپێدانی دڵنیایی جۆری پێویستە دڵنیای بدە لە بەردەستبوونی بەڵگەنامەکانی پێویستی پێوەرەکانی متمانەبەخشین بە تایبەت پێوەرەکانی ٧، ٨ ، ٩ ، ١٠، بەپێ فایلەکانی هاوپێچ.
٤- بەپێی بە پەیڕەوی لیژنەی متمانەبەخشینی دامەزراوەیی، لیژنە بە پرسیارە بەرانبەر بە سپاردنی بەرپرسیارێتی پێوەرە تایبەتەکانی متمانەبەخشین بە یەکەکان یان تیمە دیاریکراوەکان، پشتگیریکردن لە پەرەپێدانی تاکتیکی پرکردنەوەی پێویستییەکان و کاتەکانیان (timelines) بە هاوکاری لەگەڵ یەکە پەیوەندیدارەکان، پێشخستنی تێگەیشتنی دامەزراوەیی لە ستانداردەکانی متمانەبەخشین لە ڕێگەی ڕاهێنان، وۆرک شۆپ، و بەرنامەکانی ئاڕاستەکردن بۆ خاوەن بەڵگەکان و کارمەندانی بەشدار لە پرۆسەکەدا؛ ئاگادارکردنەوەی سەرکردایەتی زانکۆ لە پێشکەوتن و ئالنگارییەکان و بەربەستەکانی پرۆسەی متمانەبەخشین، دامەزراندنی میکانیزمەکانی چاودێریکردنی بەردەوامی پابەندبوون بە ستانداردەکانی متمانەبەخشین و دڵنیابوون لە هاوئاهەنگی پرۆسەکانی متمانەبەخشین لەگەڵ سیستەمی دڵنیایی جۆری زانکۆ، ئامانجەکانی پلاندانانی ستراتیژی، و چوارچێوەی کاریگەری دامەزراوەیی.
٥- پاڵپشت بە ناوەڕۆکی خاڵی چوارەم، ڕوونکردنەوەی پێوەرەکان و چۆنیەتی ئەنجامدان و ئامادەکردنی بەڵگەکانی کارکانی بەپرسیاریەتی لیژنەی متمانەبەخشینە. بەڵام، جێبەجێکردنی کارەکان و ئامادەکردنی بەڵگەکان بەپێی داخوازییەکانی متمانەبەخشینی کاری دڵنیایی جۆری.
٦- بۆیە بە ڕەچاوکردنی ناوەڕکی خاڵەکانی سەرەوە پێویستە هەماهەنگیەکی بەردەوام لە نێوان یەکەکان و لایەنە پەیوەندیدارەکانی زانکۆ و بە تایبەت لیژنەی پەرەپێدانی دڵنیایی جۆری و لیژنی دڵنیایی جێبەجێکردنی پلانی ستراتیژی و لیژنەی متمانەبەخشین هەبێت.

لینکی گۆگل فۆرم

زۆر سوپاس

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A Series of Workshop on Academic Program Develpment

FACILITATORs

Jamal Kakrasul
Karmand Hamad

2026

Series of Workshops

1. **Designing Outcomes-Based Education: From PEOs to CLOs**

2. **Mapping and Alignment**
   Mission, PEOs, PLOs, CLOs

3. **Assessment and Improvement Plan**

Each workshop includes a hands-on activity. Come ready to draft and reflect on your own program documents.

WORKSHOP 1

Designing Outcomes-Based Education

From PEOs to CLOs

A practical workshop on
PEOs, PLOs and CLOs

Workshop Agenda
Outcomes-Based Education

Date: April 05, 2026
Location: Pedagogy Hall
Time: 10:30 – 01:30

Opening - Purpose of the workshops 10:30 – 10:40

i. Introduction to Outcomes-Based Education 10:40 – 11:15

- What is Outcomes-Based Education?
- Why it matters (accreditation, quality assurance, employability)
- Key terminology: ILOs, PEOs, PLOs, CLOs

ii. Evidence Framework for Criteria 7 – 10

iii. Program Educational Objectives (PEOs) 11:15 – 12:05

- Advisory Board and PEOs
- Alignment PEOs with:
  - Mission & vision
  - Market needs
- Activity_1: Each department reviews or revises 3–5 PEOs

Break 12:05 – 12:30

v. Program Learning outcomes (PLOs) and Module Learning Outcomes (MLOs) 12:25 – 01:30

- Explain the role of PLOs and MLOs
- Writing PLOs Using Bloom's Taxonomy
- Samples on PLOs and PEOs vs PLOs
- Activity_2: Departments reviewing their PLOs

SECTION ONE

Introduction to Outcomes–Based Education

Understanding the philosophy, rationale, and language of OBE as a
foundation for everything that follows.

What is Outcomes–Based Education?

Definition: OBE is an approach to curriculum design where the intended learning outcomes are defined first, and all instruction, assessment, and content are aligned to achieve them.

Backward Design: Start with the end in mind. What should graduates know, do, and value?

Student–Centred: Shifts focus from what is taught to what is learned and demonstrated.

Continuous Improvement: Outcomes are regularly assessed and curricula improved based on evidence.

Traditional vs. OBE Approach

Traditional: Content-driven, what topics to cover, teacher-centred delivery

OBE: Outcome-driven, what graduates can demonstrate, evidence-based

Key Principle: "Clearly focus and organise everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience." – William Spady (1994)

Why OBE Matters

RATIONALE

ACCREDITATION

Local and **international** bodies require OBE frameworks. Documented outcomes are non-negotiable for institutional and program accreditation.

QUALITY ASSURANCE

OBE creates a measurable, transparent chain from mission to classroom. It enables universities to demonstrate and continuously improve educational quality.

EMPLOYABILITY

Graduates who meet clearly defined outcomes are more work-ready. Employers can verify competencies; students understand what they will achieve.

At Soran University, well-defined outcomes strengthen your program reviews, support accreditation process, and most importantly — improve student learning.

Key Terminology: The Outcomes Hierarchy

ILOs
Intended Learning Outcomes

Broad statements of what a student is expected to know, understand, and be able to do at the end of a learning experience.
The umbrella term.

PEOs
Programme Educational Objectives

Broad statements about the career and professional accomplishments graduates are expected to achieve 3–5 years after graduation.
Stakeholder-driven.

PLOs
Programme Learning Outcomes

Statements of what students should know and be able to do at the time of graduation. Directly support the PEOs. Often called Programme Outcomes (POs).

CLOs
Course Learning Outcomes

Specific, measurable statements describing what students will demonstrate upon completing a single course. Support and map to PLOs.

Hierarchy: Mission → PEOs → PLOs → CLOs | Each level derives from and supports the one above

Evidence Framework for Criteria 7–10

FC-7 : Advisory Board

FC-8 : PEOs, PLOs and MLOs

FC-9 : Mappings and Assessment Plan

FC-10 : 21st Century Skills

Evidence Framework for Criteria 7–10

FC-7: Advisory Boards and External Stakeholder Input

The institution has advisory boards made up of various stakeholders. These boards regularly review the educational objectives and provide professional and industry advice to improve the academic programs.

Evidence Framework for Criteria 7–10

FC-8: Academic Program Objectives and Learning Outcomes

Academic programs have clear educational objectives and student learning outcomes that align with the institution’s mission.

Each course within an academic program has defined learning outcomes.

Evidence Framework for Criteria 7–10

FC-9 : Student Learning Assessment and Continuous Improvement

Academic programs have assessment plans that clearly map program educational objectives (PEO) to student learning outcomes (SLO) and course learning outcomes (CLO).

These plans include a strategy for collecting data to evaluate course and student learning outcomes, supporting continuous improvement efforts.

Evidence Framework for Criteria 7–10

FC-10: Integration of 21st Century Skills in Academic Programs

Academic programs develop student learning outcomes that include 21st century skill development (for example in respect to innovative problem-solving, communication, professionalism, teamwork, experiential learning, and lifelong learning), in addition to other outcomes specific to the programs.

What Counts as Evidence?

Three Types of Evidence

Type	Description	Example
Documented	Written policies, plans	PEO document, curriculum map
Implemented	Proof of actual practice	Meeting minutes, course files
Measured	Results & data	CLO assessment results

If it is not documented, it does not exist for accreditation

What Counts as Evidence?

Examples

FC7–FC8 (Design & Outcomes)

- Program specifications
- PEO statements
- PLO/CLO lists
- Curriculum mapping matrix

FC9 (Assessment)

- Assessment plans
- Rubrics
- CLO achievement data
- Course reports

What Counts as Evidence?

Minimum Documentation Set

For each program:

- Program specification
- PEOs & PLOs
- Curriculum map
- Course files (CLOs, assessments)
- Assessment reports
- Improvement actions

What Counts as Evidence?

Compliance vs Effectiveness

Compliance (Minimum Level)
- Documents exist
- Forms are filled
- Requirements are met
- Example: CLOs written but never used

Effectiveness (KAAE Expectation)
- Processes are implemented
- Data is analyzed
- Decisions are made
- Improvements are documented

Example: CLO results analyzed → weak areas identified → teaching method changed → improvement observed

What Counts as Evidence?

WEAK Evidence Examples

- Copy-paste PLOs
- No meeting minutes
- No data analysis
- No link between CLOs and exams

STRONG Evidence

- Data-driven decisions
- Clear linkage (PEO → PLO → CLO → Assessment)
- Documented improvements

Dangerous Practice: We have documents, but we do NOT use them

SECTION TWO

Writing Effective Programme Educational Objectives

How to craft PEOs that are broad, future-focused, and meaningful
to all stakeholders.

Program Advisory Board & PEOs

What is an Advisory Board?

A group of external stakeholders who collaborate to provide strategic guidance, ensuring the program remains relevant to industry, society, and market needs.



Typical Members:

- Industry professionals
- Employers
- Alumni
- Government representatives
- Academic experts

Key Functions

✔ Provide feedback on curriculum
⚙ Recommend improvements
Align with industry trends
Support innovation

Advisory Board and PEOs

What Evidence is Required?

Weak Evidence

- Board exists only on paper
- No meetings
- No impact on PEOs

Strong Evidence

- Advisory Board membership list
- Meeting minutes
- Recommendations from board
- PEO revisions based on feedback

Golden Rule: No minutes = No evidence

Aligning PEOs with Mission, Vision & Market

Typical Process

1. Draft PEOs internally
2. Share with Advisory Board
3. Collect feedback
4. Revise PEOs
5. Approve and document

Continuous Role

- Periodic review (every 2–3 years)
- Updating based on market changes

Example Feedback

- **Graduates need stronger digital and AI skills**

Resulting PEO Revision

- **Graduates will succeed in engineering practice**

Revised

- **Graduates will apply modern digital tools and AI in engineering practice**

Characteristics of Good PEOs

- Broad & Future-Focused: PEOs describe what graduates will be doing 3–5 years post-graduation — not at the time of graduation.
  - Career roles and professional standing
  - Contributions to society and industry
  - Lifelong learning and leadership

- Stakeholder-Driven: Developed with input from faculty, students, alumni, employers, and professional bodies.

- Aspirational yet Achievable: Ambitious enough to inspire, realistic enough to measure progress toward.

- Aligned: Every PEO should be traceable back to the university mission and forward to at least one PLO.

- Limited in Number: Typically 3–5 PEOs per program. Quality over quantity.

GOOD EXAMPLE – ENGINEERING

Graduates will demonstrate technical competency in their engineering discipline and advance to senior engineering or leadership roles within five years of graduation.

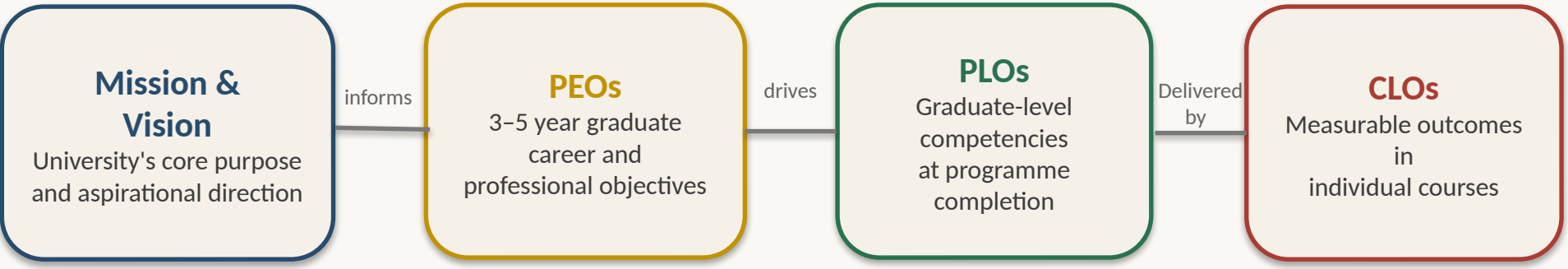
WEAK EXAMPLE – TOO NARROW

Graduates will be able to write C++ programs using object-oriented principles.

Rule of thumb: If it sounds like a CLO (course-level), it is too specific to be a PEO.

Aligning PEOs with Mission, Vision & Market

ALIGNMENT



Mission & Vision Alignment

- Review Soran University’s strategic priorities
- Map each PEO to at least one strategic goal
- Use an alignment matrix for documentation

Market Needs Alignment

- Consult employer advisory boards and alumni surveys
- Review regional and national labour market data
- Revisit PEOs every 3–5 years or after major market shifts

ACTIVITY

Drafting or Revising Your Program PEOs

Draft or critically revise 3–5 PEOs for your program.

01
List your current PEOs (if any)

02
Check: broad, future-focused, stakeholder-driven?

03
Revise or draft 3–5 PEOs

04
Map each to mission & market

SECTION THREE

Reviewing Programme Learning Outcomes

Translating PLOs into measurable, well–levelled PLOs using
Bloom's Taxonomy and action verbs.

Bad vs Good PLOs

Needs Improvement

- Students will understand leadership
- Students will know financial accounting principles.
- Students will gain knowledge of programming

Improved & Measurable

- Students will compare leadership styles and evaluate their effectiveness.
- Students will prepare and analyze basic financial statements (income statement, balance sheet, and cash flow statement) in accordance with GAAP.
- Students will write a functional Python program with loops and functions.

Species of Student Learning Outcomes

Student Learning at Different Levels

Course-level vs program-level vs institution-level

- Course Learning Outcomes (CLOs)
- Program Learning Outcomes (PLOs)
- Institutional Learning Outcomes (ILOs)

What Are Program Learning Outcomes (PLOs)?

- Define what students know and can do in a program at graduation
- Species of SLO at the program-level
- Must be measurable, observable, and student-focused
- Align with program objectives (PEOs)

PEOs to PLOs via Bloom's Taxonomy

FRAMEWORKS

Level	Cognitive Domain	Sample Measurable Verbs	PLO Example (Engineering)
6 — Create	Synthesis, design, construct	design, formulate, propose, develop	Design a sustainable structural system
5 — Evaluate	Judgement, critique, justify	assess, critique, justify, argue	Evaluate ethical implications
4 — Analyse	Breaking down, differentiating	analyse, compare, differentiate	Analyse complex problems
3 — Apply	Using knowledge, executing	apply, implement, solve, use	Apply mathematical tools
2 — Understand	Explaining, interpreting	explain, describe, summarise	Describe thermodynamics principles
1 — Remember	Recall, recognition	list, recall, identify, name	Identify engineering laws

Key Rule: Programme-level PLOs should target levels 3–6. Levels 1–2 suit early courses. Level 1–2 verbs are more appropriate for individual CLOs in early-year courses.

ACTIVITY

Reviewing Your Program Learning Outcomes

Using your drafted PEOs from the previous activity, examine and refine your PLOs.
Verify that each PLO uses a measurable verb, maps to a PEO, and is set at an appropriate Bloom's level.

01
List current PLOs (or draft new ones)

02
Identify the Bloom's level of each

03
Map each PLO to a PEO

04
Replace weak verbs with measurable ones

SECTION FOUR

Examining Sample Course Learning Outcomes

Writing CLOs that are SMART and clearly aligned to PLOs and programme goals.

CLOs: SMART Outcomes & PLO Alignment

CLO WRITING

CLO TO PLO RELATIONSHIP

- A single PLO is typically supported by multiple CLOs across different courses.
- Each course should contribute to at least 2–3 PLOs.
- A Curriculum Map documents which courses address which PLOs.
- **Example:** PLO: "Apply mathematical tools to solve engineering problems" is addressed by CLOs in Calculus I, Linear Algebra, and Numerical Methods.

SMART CRITERIA FOR CLOS

S

Specific

Clearly states the skill or knowledge. No ambiguity. Uses precise action verbs.

M

Measurable

Observable and assessable. Can be evidenced through an exam, project, or performance.

A

Attainable

Realistic given the level, duration, and resources of the course.

R

Relevant

Directly supports one or more PLOs. Contributes to the programme's overall goals.

T

Time-bound

Achieved by the end of the course (or a defined module / week).

SAMPLE SMART CLO

"By the end of the semester, students will be able to write a 1,000-word argumentative essay with a clear thesis, supported by at least three academic sources."