Testing an Open Education Resource Framework for Europe
**Project information**

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project acronym</td>
<td>OERtest</td>
</tr>
<tr>
<td>Project title</td>
<td>OERtest - Testing an Open Education Resource Frame for Europe</td>
</tr>
<tr>
<td>Project number</td>
<td>510718-LLP-1-2010-1-ES-ERASMUS-EVC</td>
</tr>
<tr>
<td>Sub-programme or KA</td>
<td>ERASMUS Virtual Campuses</td>
</tr>
<tr>
<td>Project website</td>
<td><a href="http://www.oer-europe.net/">http://www.oer-europe.net/</a></td>
</tr>
<tr>
<td>Reporting period: From</td>
<td>01/10/2010</td>
</tr>
<tr>
<td>Reporting period: To</td>
<td>30/09/2012</td>
</tr>
<tr>
<td>Report version</td>
<td>Final</td>
</tr>
<tr>
<td>Date of preparation</td>
<td>19/12/2012</td>
</tr>
<tr>
<td>Beneficiary organisation</td>
<td>University of Granada</td>
</tr>
<tr>
<td>Project coordinator</td>
<td>Rosana Montes Soldado</td>
</tr>
<tr>
<td>Project coordinator organisation</td>
<td>Universidad de Granada</td>
</tr>
<tr>
<td>Project coordinator telephone number</td>
<td>+34 958 241000 ext 20211 / +34 622023217</td>
</tr>
<tr>
<td>Project coordinator email address</td>
<td><a href="mailto:rosana@ugr.es">rosana@ugr.es</a></td>
</tr>
<tr>
<td>Project co-coordinator and author of this document</td>
<td>Anne-Christin Tannhäuser</td>
</tr>
</tbody>
</table>

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Executive Summary

Provision of Open Educational Resources is gaining increasing traction within Europe, with HEIs (Higher Education Institutions) across the continent beginning to offer a selection of, or entire courses online through their web portals, or through initiatives such as the Open Courseware Consortium. Yet Open Educational Practice is still mainly an ad-hoc activity, embarked upon as an adjunct to the public mission of a university, as a marketing initiative, or on the initiative of individual members of staff within a particular HEI.

The premise of OERtest is that thanks to reforms in HE in Europe designed to flexibilise learning pathways and brought about by the Bologna Process, the EHEA is in a unique position to experiment develop OER into a new form of provision which merges the traditions of recognition of non-formal learning and of distance provision.

The OERtest aimed to support the mainstreaming of Open Educational Resources (OERs) within Higher Education in Europe by testing the feasibility of using open educational resources as a mode of training provision. Our primary target audience are:

- Persons responsible for course offerings: who may promote the offering of OER-based courses within HEIs
- Quality Assurance departments who have the capacity to develop and enact ways of assessing OER Quality
- Faculty Boards and Senates who set rules on assessment, presence requirements etc
- Recognition experts - to bring the non-formal/informal learning perspective of OER use into perspective
- Teachers who create the course material and are likely to be responsible for adopting for use as OER

Project objectives were to:

- develop quality standards, assessment guidelines, financial models, curricular provisions and any other administrative requirements necessary to allow for HEIs within the EU to assess learning received exclusively through OER;
- assess the feasibility for European HEIs to offer assessment services for OER along the guidelines produced; and
- establish of a European network to promote and follow the development of OER and Open Educational Practices within the EHEA
- create a single portal for accessing Euro-centric OER content;

The consortium brought together 8 institutions from 5 countries, namely Spain, Italy, UK, Germany, and Belgium. University partners include one of the oldest universities in the world, an open university and a UN institution, ensuring a variety of environments for testing. Partners cover all the necessary skills to bring a project of this ambition and complexity to a successful conclusion: experience with OER provision and design, institutional research capacity for the implementation of
research activities, project management expertise and commitment to process and product quality.

The partnership has engaged human resource capacity building among involved universities, i.e. local and international meetings of well-selected HEI experts were held to produce a set of core briefing papers on a) assessment methods, b) requirements and standards of resources c) credentialization, certification and recognition and c) inter-institutional collaboration. Based on those outcomes guidelines for the assessment of learning outcomes entirely through OERs has been produced. These combine a learning passport laying out the requirements for transparency and instructions how the passport will be compiled by an OER/OCW provider, the learner, the assessing/certifying institution.

Those guidelines have been tested on their feasibility based on a proper methodology combining interviews and focus groups with identified key individuals from partner HEIs. Outcomes of the subsequent analysis have been published; these combine 1) possible options how HEIs can to position themselves in system of “unbundled” learning with OER in the form of scenarios 2) the added value of the open learning recognition also with regards to their institution’s mission 3) feedback on the specific approach as suggested by our team 4) considerations on the economic feasibility of the approach and 5) projections on the impact of putting an OER-test like approach into practice on universities and different type of learners.

Through conference participation, dedicated webinars and targeted newsletters our partnership ensured a wide access to major research results. Related initiatives have been involved, also through the organisation of collaborative workshops.

OERtest furthermore provided strategic support to other OER initiatives e.g. by translating main research results into an online advocacy package which will help to persuade institutions to mainstream OER provision and lays out the framework towards OER-based learning assessment and credentialisation. In line with these activities the consortium has started to establish a network of higher education institutions, relevant networks and related initiatives which are committed to open educational resources and will build on the validated guidelines in the future.

Working towards a long-term impact of our project products national and European policy makers as well as institutional decision-makers, OERtest authored evidence-based recommendations for policy. The OERtest team is proud to announce that upon project activities the importance of mechanisms for the assessment and certification of learning outcomes achieved through OER has been reflected in the UNESCO Paris Declaration 2012.

Last but not least a shared OER/OCW repository has been launched, making materials accessible which (too a large extend) comply with the standards and requirements of the guidelines. The online portal contains almost 900 hours of OER-based work load.

All in all, OERtest has created a significant evidence base of the potential of Open Educational Resources to contribute to the mission of HEIs from which we will see the ultimate target groups of the project (lifelong learners and the general public) benefit by gaining by free access to knowledge and the opportunity to have OER-based learning outcomes recognised.
Table of Contents

1. PROJECT OBJECTIVES .................................................................................... 6
2. PROJECT APPROACH ...................................................................................... 7
3. PROJECT OUTCOMES & RESULTS ................................................................ 9
4. PARTNERSHIPS .............................................................................................. 14
5. PLANS FOR THE FUTURE .............................................................................. 15
6. CONTRIBUTION TO EU POLICIES .................................................................. 17

Table of Figures

FIGURE 1: OERTEST APPROACH .......................................................................... 7

FIGURE 2: 2ND EXPERT MEETING DURING EIF 2012. ERROR! BOOKMARK NOT DEFINED.

FIGURE 3: 1ST EXPERT MEETING AT UNU 2011 ........ ERROR! BOOKMARK NOT DEFINED.

FIGURE 4: LEARNING PASSPORT ....................................................................... 10
1. **Project Objectives**

The project aim was to support the mainstreaming of Open Educational Resources (OERs) within Higher Education in Europe. Throughout the project the consortium was guided by the following vision and related questions:

OERtest has explored how to create new learning pathways through OERs for

- **HEIs own students**: How can we certify our own students’ learning through OERs offered by our own universities, e.g. as “supplementary credits”?
- **Students of other universities especially those from Europe**: How can we open our certification of learning through the use of OERs to students from other universities?
- **Non-traditional students & working adults**: How can we offer certification of learning outcomes acquired through the use of OERs to non-working adults and to working professionals and in doing so facilitate their continuing professional development?

The primary objective of the project was to test the feasibility of using open educational resources as a mode of training provision. More specifically OERtest aimed to:

- Propose a set of guidelines for the offering of OER and associated assessment services by institutions, including:
  - Assessment guidelines (how to assess work done exclusively through Open Educational Practice)
  - Quality standards
  - Verification of workload
  - Award criteria, and associated mapping to ECTS equivalencies
- Examine the feasibility of enacting such a framework, through a programme of pilots
- Examine the potential of such a framework to meet the current challenges of HEIs, namely the massification of education, recognising the HEIs role within a wider society and the necessity of providing continuing education, refocusing educational provision increasingly towards technology, and ensuring equity in access, progress as well as completion.
- Provide for the establishment of such a framework\(^1\) in HEIs throughout Europe, through the creation of:
  - A set of recommendations and implementation guidelines for HEIs
  - A semi-formal network of institutions to carry forward this work beyond the project

\(^1\) This objective is subject to any limitations identified by the feasibility study
2. Project Approach

The OERtest approach to achieve the above objectives can be visualised as follows:

**Preparation and recruitment of experts**
OERtest organised initial recruitment meetings with internal experts/key university staff of partner universities with expertise in quality assurance, credit transfers and recognition of prior learning, curriculum development, institutional aspects such as strategy development and HEI financing and open educational resources.

**Capacity building and developing a common understanding**
Through two international workshops with a multi-institutional team of experts and desk research with appropriate references to relevant examples, the OERtest team produced four thematic briefing papers as initial overview on the topics.

**Authoring guidelines for open learning recognition**
Based on the four thematic papers the consortium suggested a shared framework for the recognition and certification of learning based on OER^2^.

---

^2^ The project application refers to „Regulatory Framework for OER Assessment“ - during the first months of the project in was decided to produce a framework in the form of guidelines without conveying a legal overtone.
Testing the feasibility of the OERtest guidelines

As a next step OERtest explored the feasibility of using the guidelines and putting open learning recognition into practice through interviews and focus groups in our partner HEIs.

Making results accessible and building sustainability

Having gained knowledge and insights through previous steps, measures were taken to ensure visibility to our target group continuity. OERtest formulated recommendations to policy on how to make support further mainstreaming of OERs and support open learning recognition. Furthermore, results were translated into an online presence to support similar initiatives making a point for open learning recognition to their network and respective decision-makers. Designed to convince and promote in a visually stimulating manner, this advocacy packages gives a quick overview on the most important messages and results of the projects.
The project team ensured a wide research out through a combination of newsletters to dedicated channels, conference presentations, OERtest workshops and webinars, the use of social media (Twitter, Facebook, Scoop.it) and a constantly updated website.

Stimulated by the participation in the development and testing of the guidelines, experts from partners HEIs and their senior management were invited to join forces towards open learning recognition and to build a sustainable collaboration and knowledge exchange on the matter – also making use of the guidelines and results produced by the project consortium. Also current OER initiatives (mainly) in Europe and university networks were reached through dedicated invitations to webinars and a task force face-to-face meeting.

Evaluation strategy throughout the project

The evaluation and quality plan adopted and implemented early during the project’s life cycle contained three strands of activities:

a) an internal evaluation directed towards the formative and summative internal evaluation of the project mainly realised through post-meeting questionnaires to the partnership and a quality review procedure of project results;

b) an impact auditing directed towards the assessment of the project and interim project results through stakeholders after year one and continued in year 2; and

c) a bi-annual evaluation directed towards work package leaders checking the status of on-going tasks and project results.
3. Project Outcomes & Results

*Recruitment meetings and meetings with an international expert group*

OERtest encouraged 14 experts with the above stated profiles from the University of Granada (ES), Fundació per la Universitat Oberta de Catalunya (ES), the University of Edinburgh (UK), Università di Bologna (IT) and the United Nations University (DE) to join our team. A first international meeting was held 6-7th June 2011 in Bonn hosted by the United Nation University. Outcomes of the meeting laid the groundwork to produce the set of briefing papers (see below). The second meeting was held 12-13 September in Oeiras, near Lisbon, in the framework of the EFQUEL Innovation Forum 2011. Discussions allowed the partnership to produce guidelines to assess learning entirely through OERs among the partner universities (see below).

More about the two meetings can be found on our website:
- http://www.oer-europe.net/node/74
- http://www.oer-europe.net/node/24

*Figure 2: 1st Expert Meeting at UNU 2011*

*Figure 3: 2nd Expert Meeting during EIF 2012*

**Briefing Papers on Core Topics**

These papers were among the main outcomes of the first year of project activities. In five sections the document presents:

- The “OER learner scenarios” illustrates possible examples for requesting an OER based assessment.
- A review of the assessment methods in literature and a current HEI practice
- A set of requirements for OERs and a suggestion how to assure quality
- A review of different quality assurance and credit recognition mechanisms in the participating universities
- An overview on the current state of inter-institutional collaboration in European Higher Education Institutions with cases and examples of good practices mainly from the field of virtual mobility.

Although this result was originally intended to inform partners and experts only, OERtest made the full document public here: http://www.oer-europe.net/node/14
Guidelines to assess and certify learning based on OER

OERtest has produced a framework by which the assessment and recognition of learning using Open Educational Resources (OER) could take place in a systemised and quality-controlled manner. At the core of the document is the production of a learning passport. The passport sets standards on the information which different actors in an unbundled learning system are requested to provide in order to put open learning recognition into practice.

- Applied Quality Procedures
- Estimated Hours of Workload
- Learning Outcomes described (Knowledge, Skills, Competences)
- Learning activities required by the learner
- Certification options

- General personal information
- Period in which study occurred
- Information about the learning activities + evidence source (e.g. in form of a portfolio)

- Assessment Components
- Which learning outcomes were verified?
- Quality Control Procedures for Assessment
- Equivalence of certification within the institution
- Position of certification within qualification framework
- Grading scheme (pass/fail, numerical)

Figure 2: Learning Passport

The guidelines themselves give usage instructions how the different actors (HEIs, learners) assemble the respective information to create the necessary trust and transparency. The guidelines follow nine steps according to a process model of unbundled learning provision in which the OER design, assessment of learning and its recognition can be pursued by different actors.

The guidelines can be downloaded at http://www.oer-europe.net/guidelines

Is open learning recognition feasible with an OERtest approach? Answers from the OERtest project

The analysis of reports from partner HEIs, led to the following insights:

- University senior staff is generally open and positive to the concept of assessing and accrediting OER-based learning. They are aware of the value of OER/OCW and find the concept of open learning recognition in line with their institution’s mission.

- OER as requested by the learning passport are not systematically offered additional investment is needed to ensure compliance with the requirements. Much of the material of partner institutions is more loosely structures (OER but
not Open Course Ware). Information on assessment methods or learning outcomes are typically not included in the resource.

- A set of scenarios was validated enabling HEIs might to position themselves as an actor in system of "unbundled" learning. These scenarios are presented online here: [http://www.oer-europe.net/scenarios](http://www.oer-europe.net/scenarios).

It became clear that different institutions do have preferences for different roles according to their profiles and missions. However, collaborative agreements between universities in an ERASMUS-like approach turned out to be considered the most productive one.

All details can be found in the creative commons licensed OERtest publication. The book also contains chapters on economic feasibility and projections on the impact of putting an OER-test like approach into practice on universities and different type of learners.

You can download the publication at our website: [http://oer-europe.net/open_learning_recognition](http://oer-europe.net/open_learning_recognition)

The guidelines including the learning passport, feasibility study results and the scenarios, have been presented to a wide audience in year two of the project. We reached diverse target groups (HEI management, HEI lecturers, related OER initiatives, quality assurance experts, and international office staff) by presenting at 5 national and 10 international conferences and through the organisation of three well attended webinars. 7 interactive workshops were organised, not only to present, but also to discuss and further validated OERtest results. Some of the events were arranged in close collaboration with drivers of other OER initiatives, e.g. the projects OPAL, OpenScout, POERUP and OERu.

**Policy recommendations for open learning recognition**

The OERtest consortium is proud to say, that project activities led to the inclusion of our project focus into the UNESCO Paris Declaration 2012, which reads:

> “Support capacity building for the sustainable development of quality learning materials. Support institutions, train and motivate teachers and other personnel to produce and share high-quality, accessible educational resources, taking into account local needs and the full diversity of learners. Promote quality assurance and peer review of OER. Encourage the development of mechanisms for the assessment and certification of learning outcomes achieved through OER”

Our policy recommendations have been composed to show a vision of future OER development and suggest areas for political action. Project partners released 1) a set of core recommendations regarding assessment and certification written in a concise

---

4 Website of OpenScout (Skill based scouting of open user-generated and community-improved content for management education and training): [http://www.openscout.net](http://www.openscout.net)
5 Website of the Policies for OER Uptake (POERUP) project: [http://www.poerup.info/](http://www.poerup.info/)
7 The document can be found here: [http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/Paris%20OER%20Declaration_01.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/Paris%20OER%20Declaration_01.pdf)
easy-to-read style and 2) a longer set of macro and micro recommendations which combine existing recommendations on OER (UNESCO, OECD, EFQUEL) and the ones above. In particular, OERtest proposes:

- Stimulate institutional and national partnerships for the purpose of building trust for credentialisation processes.
- Foster capacity building of HEIs for unbundled learning provision.
- Link OER services to existing instruments and adapt institutional processes for open learning.
- Promote research and pilots into alternative assessment methods suitable for learning outcomes achieved with little to no tutor intervention.
- Utilize the OERtest Learning Passport to enhance transparency of open learning.

The document has been circulated electronically to 300 institutional decision makers, and 50 EU policy makers.

The policy recommendations are accessible here: [http://oer-europe.net/policy_recommendations](http://oer-europe.net/policy_recommendations)

**Advocacy Package**

The aim of the advocacy package is to provide a tool for a wider OER adoption amongst institutions. More specifically it supports promoting the concept of recognizing learning based on OER and provide tools as developed by our project. The online package equips other OER initiatives (specifically those aiming at open learning recognition) with tool for their network: For their one-to-many dissemination but also for one-to-one contact with key actors in their institution – e.g. senior management, quality experts and HEI international offices - or at the policy-level. Hence, target groups can be reached through multipliers and their access to a tool to present benefits and services of OER and open learning recognition for HEIs, lifelong learners and society in general. It contains:

- A short overview on the perceived value of open learning recognition from HEI experts based on the feasibility study results.
- A visualisation on what role a HEI could play in order to contribute to open learning recognition including two videos explaining the scenarios.
- The developed learning passport as a transparency tool to support open learning recognition and certification.
- Guidelines on how to put the learning passport into practice (for download).
- The OERtest core recommendations to policy-makers

Recommended further reading and information for those individuals and institutions who are getting started with OER/OpenCourseWare and for those already deploying OER

The online tool is accessible online via the following URL: [http://oer-europe.net/advocacy_pack](http://oer-europe.net/advocacy_pack)

The advocacy package and the publication in form of a book provide a significant evidence base and analysis as to the potential of Open Educational Resources to contribute towards the mission of HEIs.
OER Clearing house

The clearinghouse is a web-portal which is populated with OER/OCW from partner institutions. It has been designed based on the OERtest guidelines and the content has been chosen after a determining compliant OER/OCW at partner institutions. Learners can currently access 890 hours of course work based on open material.

The portal can be found here: http://www.oer-europe.net/clearinghouse

Besides these public outcomes, a set of internal documents has been elaborated in order to realise the ambitious goals of the project consortium, namely plans on project dissemination, sustainability as well as on quality and evaluation. Furthermore, research activities and operational steps were guided by a methodological handbook.
4. Partnerships

The Consortium brought together institutions which are all highly ranked in league tables, including one of the oldest universities in the world, an open university and a UN institution, ensuring a variety of environments for testing. The combination of partners covers all the necessary skills to bring a project of this ambition and complexity to a successful conclusion:

- Experience and vested interest in the subject matter - all institutions are active in the field of provision or design of Open Education Resources, and have identified them as part of their strategy.

- Institutional Research capacity - the consortium has a good complement of researchers experienced in curriculum design, pilot testing, meeting animation, university governance and policy impact analysis, giving the consortium all required skills to complete its mandate. In addition, the higher education institutions have the capacity and commitment to implement the feasibility study.

- Project management expertise - between them, the partners have literally managed hundreds of multi-national research/policy projects and thus bring together a high element of expertise in project management, which will contribute significantly to being able to achieve the objectives in time and on target.

- Commitment to process and product quality - a specific partner has quality assurance as their sole responsibility to ensure objectivity of assessment. In addition partners have built risk management and quality controls into every aspect of the project and its' deliverables.

University of Granada
Scienter
Open University of Catalonia
University of Edinburgh
University of Bologna
United Nations University
EFQUEL
University Duisburg-Essen
5. Plans for the Future

OERtest partners future activities can be described along to different strands.

Continuing promotion of major research results

The book on Open Learning Recognition will be promoted further by all partners - both digitally and in print. For the latter, partners are equipped with hard copies to be handed-out during events and meetings with key actors and user groups.

The advocacy package will be further circulated; mainly through social media. The package is intended to both give a quick overview on the most important messages and results of the projects, but also to provide some further reading/information. Hence the package was designed for both those who are just exploring the road of the open learning certification, but also OER enthusiasts. It was designed as an online tool with easy navigation and media content as screencasts and flash animations; hence we expect continuing interest and online visits.

The advocacy package will further circulated through UNU channels reaching in particular headquarters and all the 16 institutes spread in the world. It will also be used for further capacity building within UNU, existing e-learning communities and the networks linked to UNU, e.g. through UNU EHS8 organized research colloquia.

While agendas are being set for 2013 while this document is being composed, UNU works towards presenting main OERtest outcomes using the advocacy package during the next meeting of the UNELearn group (an Inter UN agency community) by mid next year. A meeting with head of departments and directors of the UNU institutes on the soon to be launched Joint Master Degree at UNU EHS will include a discussion group on the OERtest approach and tools.

EFQUEL is hosting the core policy recommendation on its website and will continue to promote them to European and national actors.

UGR is developing a coalition for Andalusian universities to extend the Andalusian Virtual Campus (Campus Andaluz Virtual http://www.campusandaluzvirtual.es) creating a MOOC platform with credentialization support offered to any of the ten universities.

A Task Force on open learning recognition

A group of institutions and networks will continue to collaborate with the aim of

- Giving mutual support and organizing knowledge exchange to further mainstream Open Educational Resources specifically by assessing and certifying learning based on OER.
- Raising awareness amongst institution on the necessary conditions for full adoptions of assessment and recognition practice.

The action plan for 2013 has the following objectives:

8 United Nations University, Institute for Environment and Human Security
• the establishment of a more formalised cooperation structure.
• the identification of key trends in OER Credentialisation.
• the dissemination of latest developments highlighted by the task force to the wider OER Community.
• the provision of a platform for discussion amongst major players on the OER landscape.

These objectives will be supported by specific activities throughout the year, and will be led by EFQUEL which, thanks to its status as a membership organisation, has set up an internal structure to support the initiative through its Special Interest Group on OER, which will run the activities. Specific tasks will comprise the organisation of further webinars and meetings (online/face-to-face) in order to make use of the validated guidelines and to exchange experience on institutional experiments with trialling assessment and recognition of learning based on OER. A core meeting on OER Credentialisation will take place during the EFQUEL Innovation Forum 2013.

The task force is open to new partners and interest can be indicated here:

http://www.oer-europe.net/taskforce
6. Contribution to EU policies

OERtest project activities address two general life-long learning objectives:

*To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States (LLP-Obj c)*

The project examined the potential of Open Education Resources, to help contribute towards improving quality, attractiveness and accessibility, particularly through analysing the feasibility of assessing/accrediting learning that has taken place based on OER.

*To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning (LLP-Obj h)*

By considering the feasibility and effects of mainstreaming OER usage within Higher Education, the project provided for sustainable, constant innovation within the higher education. Apart from OER-inspired practice, a system structured around self-directed learning through OER can give an unprecedented amount of flexibility, which in turn can lead to new combinations of knowledge, skills and competences.

Also our project contributed to the following specific ERASMUS objectives:

*To support the achievement of a European Area of Higher Education (ERA-SpObj-a)*

Open Education Resources are by their nature cross-border, due to the fact that they are offered online. The techniques adopted in the project are uniquely suited to the European Higher Education Area; that they are designed to sit within European guidelines on recognition and transferability of qualifications.

*To reinforce the contribution of higher education and advanced vocational education to process of innovation (ERA-SpObj-b)*

By offering the knowledge-base and teaching processes of HEIs freely available online, the knowledge-base of the society whole increases, as does the potential to transform such knowledge through a process of innovation.

*Providing open educational resources (ERA-MulPrj-VC-prj2)*

OERtest has been specifically designed to support the mainstreaming of OER within Higher Education. By testing the feasibility of assessing credit obtained solely through self-motivated study using OER, all aspects of interaction between OER and the structures of a Higher Education institutions is be examined. Thus, the project brought together quality assurance departments, regulatory bodies, recognition experts, curriculum designers and teachers to each assess how OER could be mainstreamed into traditional Higher Education.