

The two year funded **EMQT** project (2009-2011)

Erasmus **M**obility **Q**uality **T**ools



coordinated by the **University of Padova**, Italy
in close cooperation with
University of Bologna, Italy
University of Deusto, Bilbao, Spain

Background & starting points

- Bologna Process Summits and EU policies regarding numerical targets in exchange mobility: **“mobility is at the heart of the Bologna Process”**
- Widespread (feeling of) difficulties in recognition issues and suggestion for a HEI’s self-certification procedure (*Julia González, Nancy, november 2008*)
- Role and weight of Coimbra Group Universities in exchange mobility (they “see” almost one fifth of whole Erasmus students’ mobility)

rationale and methodology

- EMQT project focuses on promoting quality of Erasmus mobility through the development of monitoring and self-certification tools for the benefit of HEIs.
- The EMQT overall delivery should be prepared by the partners' platform, through common debate, reflection and search for agreement on procedures and indicators, within six lines of action, which cover the main aspects of Erasmus Mobility.
- The project is complementary to the **IMPI project**

6 lines of action → 6 Task Forces → 6 chairs

- a) General organizational models within HEIs (**CHE Consult**);
- b) Language issues (**Granada**);
- c) Information and orientation (**Thessaloniki**);
- d) Students' performances and recognition (**Bologna**);
- e) Reception of host students (**Graz**);
- f) e-Coaching or ICT mobility tools (**Leuven**).

20 +2 partners, 12 countries

15 Universities (mostly Coimbra Group and/or Utrecht Network):

Padova, Bologna, Deusto, Aarhus, Bristol, Charitè Berlin, Graz, Granada, K. U. Leuven, Leipzig, Paris XI, Iași, Jena, Thessaloniki, Åbo;

3 Associations:

ESN-European Student Network, Brussels;
EUROPACE, Heverlee (BE);
Coimbra Group Office, Brussels.

1 National Agency:

ANECA, Madrid;

1 Private counseling partner:

CHE Consult, Gütersloh (DE)

2 Associated Partner Universities:

Trinity College Dublin, Turku University

EMQT Project

Project coordination

University of Padova, in close cooperation with

University of Bologna

University of Deusto

Methodological partner

CHE Consult



Main foreseen outputs (from the application)

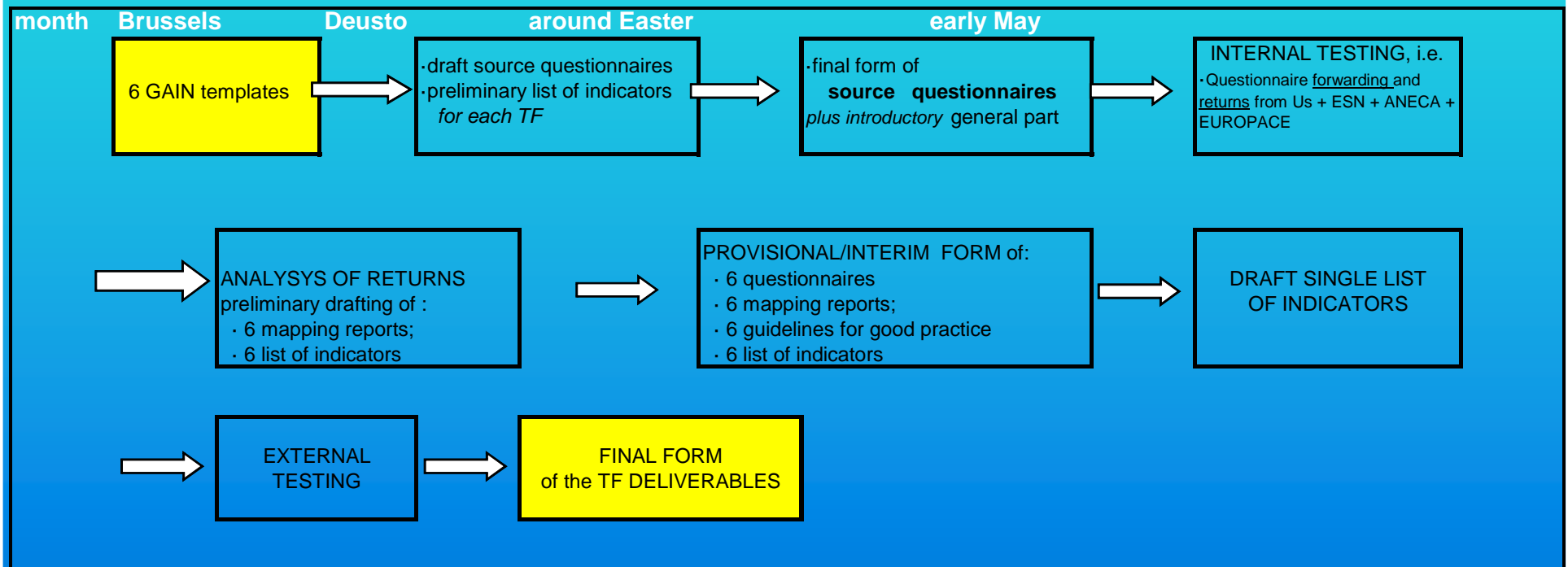
- “**Guidelines for good practice in Erasmus Mobility**, including a general mapping report, based on Guidelines and mapping reports from each TF.”
- “**Quality Tools’ Box**, describing **key-indicators** and relative weights, possible Quality Patterns, Minimal Standards identification, **Positioning Scale**, guidelines to improve positioning of a concerned HEI, mechanisms and procedures of **institutional accountability** (e.g. self-certification) and of **external validation/assessment**.”

Workplan

- **June 2009**
- **October 2009**
- **Months 2 till 19**
- **Months 18 till 24**
- application approved by EC (EACEA)
- Project starts
- Task Forces activities
- Development of the Quality Tool Box

Dissemination & Quality Assurance activities are also envisaged, according to the Call on structural networks

Task forces' activities



METHODOLOGY - 1

The G.A.IN. sequences

Goals - Actions - INdicators

EMQT identifies:

- 9 major **G**oals, among which each HEI makes a choice, when committing itself in the Erasmus programme;
- **A**ctions through which HEIs pursue one or more of the chosen Goals;
- **I**Ndicators conveying information on the efficacy of one or more actions

NB actions & indicators are identified by TFs

Institutional Goals that might be pursued by implementing ERASMUS

Institutional Dimension

I1 Open doors to other kinds of mobility and cooperation

I2 Boost reputation and increase visibility of the HEI through Erasmus

I3 Enrich the institution's teaching offer and services by international mobility

1. The availability of course units taught at the visited Erasmus HEI and aimed at Erasmus students as well as the lectures provided by Erasmus guest teachers enrich the teaching offer of the home HEI.

2. The exchange of staff as a part of Erasmus – mobility of academic as well as non-academic staff – may lead to improvement in students' services through comparisons and exchange of quality procedures and standards.

I4 Achieve institutional awareness of intercultural diversity

Students' Dimension (in/out)

S1 Allow every student an Erasmus mobility according to his/her needs

S2 Achieve transversal competencies and awareness of intercultural diversity (links also to society)

S3 Ensuring the most successful stay with emphasis on academic achievement

A successful stay includes experiences of individual growth on an academic and personal level as well as full recognition at home of studies taken abroad according to the approved learning agreement.

Social Dimension

So1 Building awareness of European citizenship

So2 Foster interaction between HEIs and non-HEIs organisations as well as the civil society

example of a G.A.IN. Sequence – 1

Actions related to Goals

(from the TF “Organisational Models”)

Actions	I1	I2	I3	I4	S1	S2	S3	So1	So2
TFa A1: Provide an institutional backbone for ERASMUS mobility	X	X	X	X	X	X	X	X	X
TFa A2: Tune the organisational structure to your strategic goals in ERASMUS	X	X	X	X	X		X	X	X
TFa A3: Support staff mobility through TS and STA activities	X	X	X	X	X		X		
TFa A4: Promote intercultural training courses for academic and non-academic staff	X	X	X	X	X	X	X	X	
TFa A5: Stimulate companies to provide top-up grants for incoming ERASMUS students	X	X		X	X	X	X	X	X
TFa A6: ERASMUS top-up Grant system with additional funding for outstanding but economically challenged outgoing students	X	X	X	X	X	X	X	X	
TFa A7: Establish (a) Service Learning module(s) based on ERASMUS study or placement	X	X	X	X	X	X		X	X

example of a G.A.IN. Sequence – 1

Indicators related to Actions

(from the TF “Organisational Models”)

Indicators	A 1	A 2	A 3	A 4	A 5	A 6	A 7
<p>TFa I1:Composite Indicator:</p> <p>Do you have an organisational structure for ERASMUS?</p> <p>Do you have an ERASMUS office (independent or as part of an IRO)?</p> <p>Do you have mobility made explicit in your mission statement?</p> <p>Do you have a strategy on ERASMUS ?</p> <p>Do you provide incentives for staff to get involved?</p> <p>Do you have a quality management system for ERASMUS?</p> <p>Do you have (a) scheme(s) to support ERASMUS students with special needs (e.g. disabled, study with child, etc.)?</p> <p>Development Indicator:</p> <p>-Do you set corridors for growth in respective indicators? If yes, how?</p> <p>- Do you adjust corridors according to actual indicator development; if yes, how?</p>	X	X	X	X	X	X	X
TFa I2: Staff in the IRO in relation to the number of ERASMUS incoming and outgoing students	X	X					
TFa I3: % of ERASMUS Students (incoming) involved in TFa A5					X		
TFa I4: % of ERASMUS Students (incoming) involved in TFa A7							X

Types of Indicators

- Type 1: numerical data
 - Example: % of students, number of bilateral agreements
- Type 2: yes/no indicator
 - Example: existence of an ERASMUS incoming student office
- Type 3: composite indicator
 - Usually a combination of yes/no indicators
 - Example: Which of the following structures are in place:
 - ERASMUS student office (yes/no)
 - ERASMUS student union (yes/no)
 - Placement office (yes/no)
 - Career office (yes/no)
 - ...

METHODOLOGY - 2

- Drafting of a **source questionnaire** aimed at mapping the process and highlighting the best practices and the most significant indicators
- Forwarding of questionnaire within the network (**internal testing**)
- Mapping, Guidelines & List of Indicators
- The List of Indicators will be forwarded to 150 external partners (**external testing**)

Example for the Questionnaire

Example:

- Action: “run orientation events“
- Indicator: % of ERASMUS students participating in orientation events

Question: *Do you run orientation events?*

If yes:

„What is the % of ERASMUS students participating in orientation events?“

„Please describe how you do it“

„Why do you do it?“

„What are the 2 major advantages and/or disadvantages of thies procedure from your perspective?“

If no:

„Why do you not do it?“

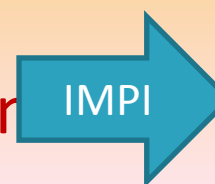
These are standard questions for all actions with a „yes“.

METHODOLOGY – 3

“QTB - Quality Tools’ Box”

Based on results obtained, a QTB is “built” which is able to describe:

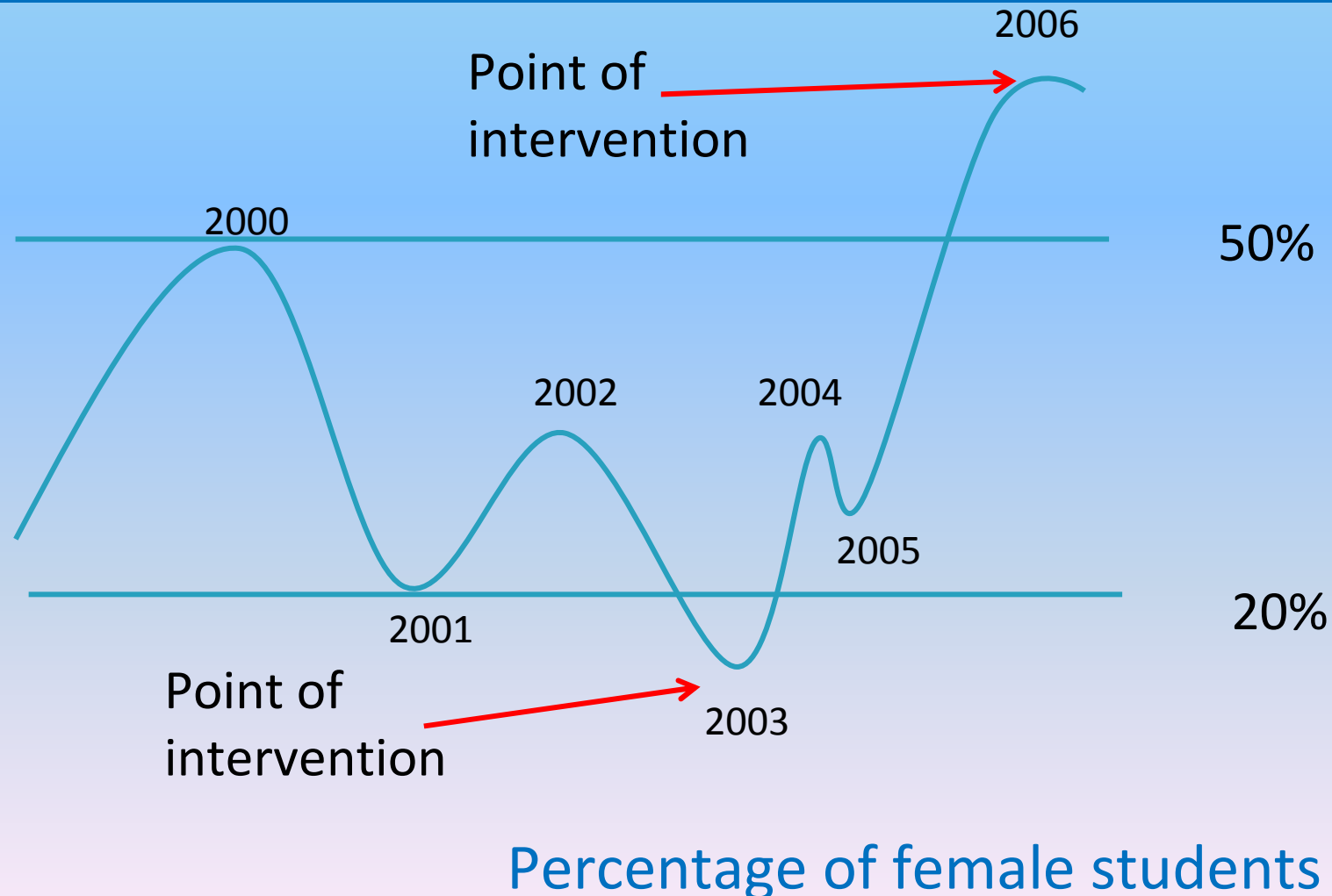
- Key indicators & their relevance
- possible Quality Patterns
- Identification of Minimum Standards
- Positioning scales with respect to indicators
- Guidelines to improve HEIs’ positioning
- Mechanisms & procedures of institutional “accountability” (ie. self-certification) and for external validation/evaluation



example of a tool for positioning improvement

corridors of results

(results are shown by indicators)



METHODOLOGY - 4

- **Internal monitoring and evaluation strategy**
- **Final “Validation conference” with:**
 - experts from LLP Agencies and Quality Agencies,
 - Bologna Experts
 - representatives from EUA & ESU & ...
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