DELIVERABLE 3.2

READY TO USE TEMPLATES

WP3 – INTERNATIONAL MOBILITY TOOLKIT

WP Leader: UNIBO-UP

Target groups: teaching staff, administrative staff

Dissemination level: department/faculty, regional, national

WP 3: ICMED INTERNATIONAL MOBILITY TOOLKIT

DELIVERABLE 3.2

INTRODUCTION

The *International Mobility Toolkit,* produced as an outcome of the ICMED project, provides universities with comprehensive advice and guidance to effectively participate in and manage Erasmus+ KA107 International Credit Mobility (ICM) projects.

Included in the toolkit are example documents, templates and models, which have been developed by experienced practitioners at EU universities to facilitate the participation of partner country HEIs (PC HEIs) in Erasmus+ KA107

The various componentsof the toolkit support the day-to-day implementation of ICM projects as well as providing a framework of general principles which could be transferable to other types of exchange mobility schemes.

The components of the toolkit are detailed below:

➢ **Deliverable 3.2.a:**

CALL FOR APPLICATIONS TEMPLATE: INFO SHEET FOR PROMOTING PARTNER COUNTRY UNIVERSITIES TO PROGRAMME COUNTRY UNIVERSITIES

Interest and participation in ICM has increased year on year and, with a limited budget available, competition among participating HEIs has grown.

Only Programme Country HEIs (PG HEIs) are eligible to submit applications for ICM funding however, the contribution of the PC HEI is crucial in the application process, with PC HEIs required to submit comprehensive information about themselves and their internationalisation strategies. The more specific the information is and the more detail provided on the objectives of the partnership, the higher the chance of a successful application.

It is therefore recommended that PC HEIs prepare information about their institution in advance when looking to partner with a PG HEI.

The Info Sheet should contain a brief yet focused overview of the HEI. This can then be distributed to the International Offices of PG HEIs during a search for partners.

Details in the Info Sheet should be current, precise, relevant and explaining the reason for interest in a partnership in ICM.

> **Deliverable 3.2.b:**

GUIDELINES FOR INTERNATIONAL RELATIONS OFFICES FOR THE MANAGEMENT OF ICM MOBILITY EXCHANGES

ICM was launched in 2014 and in the years since, participating universities have been able to gain practical experience in managing ICM projects.

The Erasmus+ Programme Guide details the general framework of the action and additional guidelines, manuals and recommendations have been provided by EACEA and National Agencies to support the effective implementation of exchanges[1].

These documents are helpful in many respects, however, additional tools are usually required for daily management of the exchanges and the various phases of the project. The guidelines produced by ICMED intend to support ICM managers with the daily implementation, providing detailed steps and explaining tasks and actions so that participating HEIs have an advance overview of requirements for managing mobility exchanges.

> **Deliverable 3.2.c:**

TEMPLATE FOR INSTITUTIONAL WEBPAGES ABOUT ICM PROJECT FOR INCOMING AND OUTGOING ICM PARTICIPANTS

It is important for HEIs to provide easily accessible information on the mobility opportunities that they offer, and this is usually done through the HEI's website.

The creation of a webpage dedicated to ICM is a useful tool to provide clear and up-to-date information to students and staff before, during and after exchange.

Web pages should be kept up to date and be available in both in the local official language of the institution and in French and/or English, depending on the location of your partner HEIs.

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[1] The main official supporting materials elaborated by the E+ programme to this regard are listed below:
- Erasmus+ International Credit Mobility - Handbook for Higher Education Institutions
https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-international-credit-mobility_en
- Inclusion of higher education students and staff with physical, mental or health related conditions
https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/erasmus-plus-recommendations-higher-education_en.pdf
- Erasmus+ Student Charter
https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/student-charter_en

The ICMED toolkit includes a user-friendly template showing the basic information that a dedicated webpage should include.

Acronyms and abbreviations:

HEI: Higher education institution

Home HEI: also sending HEI. Higher education institution where the participant in a mobility programme in enrolled or employed

Host HEI: also receiving HEI. Higher education institution where the participant in a mobility programme in carries out the study, teaching or training mobility activity

ICM: International Credit Mobility

IIA: Inter-institutional agreement

KA107: terminology for International Credit Mobility

PC HEI: Partner Country HEI –PC HEIs are located outside of Europe

PG HEI: Programme Country HEI –PG HEIs are based in one of Europe's member states.

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ICMED INTERNATIONAL MOBILITY TOOLKIT

DELIVERABLE 3.2.a

CALL FOR APPLICATIONS TEMPLATE: INFOSHEET FOR PROMOTING PARTNER COUNTRY UNIVERSITIES TO PROGRAMME COUNTRY UNIVERSITIES

University name	
Location-Address of the university	
Website of the university (possibly English/French session/page)	
Contact person for ICM management: Department/Office Name Email address Telephone number	
Description of the academic offer: Academic fields and/or courses at Undergraduate and/or Master level offered by the university Corresponding Language/s of tuition for each mentioned course or study programme	
International strategy of the university with focus on mobility exchange cooperation: Including priority academic fields and current countries of cooperation *note:* *-describe clearly the specific academic field your university would like to target for the proposed ICM cooperation and why* *-describe clearly the reason why you university would like to cooperate with a certain country and/or university*	

-describe the needs and strengths of your university in terms of academic offer and how this is relevant to the ICM project)	
Previous participation in Erasmus Mundus Action 2 and/or ICM projects. *Specify the projects and the number of incoming/outgoing students and staff exchanges*	
Special services dedicated to incoming students and staff *note: describe any services and offices at your university that provide support to incoming staff and students such as: visa application support, Learning Agreement approval, course catalogues, academic calendars, academic handbooks, accommodation services, language training etc*	

ICMED INTERNATIONAL MOBILITY TOOLKIT

DELIVERABLE 3.2.b

GUIDELINES FOR INTERNATIONAL RELATIONS OFFICES FOR THE MANAGEMENT OF ICM MOBILITY EXCHANGES

These guidelines are intended to:

- Identify the phases of ICM and procedures for effective and efficient participation in ICM projects.
- Provide an outline of procedures and practices that comply with the Erasmus+ programme.

These guidelines are not a strict set of rules but rather a set of general principles which should assist PC HEIs in identifying and implementing the most appropriate and effective processes for promotion, application, evaluation and selection.

IMPORTANT: any procedure adopted for the management of ICM has to comply with Erasmus+ programme rules and any regulations stipulated by the home and host institutions.

GENERAL PRINCIPLES

- ✓ Publicity
- ✓ Transparency
- ✓ Equity
- ✓ Full accessibility
- ✓ Inclusion
- ✓ Accountability
- ✓ Traceability

The application of these principles is essential and they are applicable to all phases of the project: promotion, application, evaluation, selection and mobilisation.

1 – PROMOTION AND APPLICATION

Main principles and practices:

- The Call for Applications is officially published and widely promoted to those who are eligible.
- The Call for Applications is accessible to all eligible candidates, and is published on-line on the website of the PC HEI
- Eligibility requirements are clearly specified in the framework of the Call for Applications (e.g. students must be registered on a relevant academic program at their Home HEI).
- Admission requirements (such as language, support letters etc) are agreed with the partner HEI in advance and are clearly specified in the framework of the Call for Applications.

- Application forms are collected and filed by the Home HEI and are accessible at any time in case of audit. The archive can be either digital or hard copy.
- The following documents should be the minimum required in an application dossier at each mobility level:

  For Undergraduate and Master students:
  1. Personal data: first name, last name, date of birth, place of birth, gender, e-mail, nationality, current study programme name and field of study.
  2. Transcript of Records (previous and current study records)
  3. Information pertaining to the mobility project , including:
     - motivation statement
     - A draft learning agreement List of subjects the student wish to take at the Host HEI (tentative learning agreement)

  The Home HEI should verify that the applicant meets the minimum requirements for the language of instruction, as established by the Host HEI.

  For PHD students:

  1. Personal data: first name, last name, date of birth, place of birth, gender, e-mail, nationality, current study programme name and field of study.
  2. Transcript of Records (previous and current study records)
  3. CV and List of Publications
  4. Information pertaining to the mobility project, including :
     - motivation statement
     - outline of the research activities, outcomes and objectives to be undertaken during the mobility as agreed with the prospective Host HEI Supervisor and, if relevant, a list of seminars the student wishes to attend at the Host HEI
  5. Support letter issued by the prospective supervisor at the Host HEI. In the support letter, the Supervisor should confirm his/her willingness to host the candidate and mentor them in the activities outlined in the research proposal. The support letter will also provide evidence of the applicant's language proficiency and it may also include information about the tentative mobility period.

  For Staff:

  1. Personal data: first name, last name, date of birth, place of birth, gender, e-mail, nationality, current position covered and field of study.
  2. CV (all staff) and list of publications (academic staff only)
  3. Information pertaining to the mobility project, including :
     - motivation statement
     - tentative work Plan
  4. Support letter issued by the prospective supervisor at the Host HEI. In the support letter, the supervisor will confirm their willingness to host the candidate and mentor them in the activities outlined in the work plan. The support letter will also give evidence of candidate language proficiency and it may possibly include information about the tentative mobility period.

2 – ACADEMIC EVALUATION and SELECTION

Main principles and practices:

- Selection is carried out according to criteria that is transparent, documented and publicly available. It should take into consideration the candidate's academic performance (previous studies, GPA, extra-curricular activities etc) and the quality of the application (motivation statement, draft learning agreement).
- The European Commission recommends that, as long as academic merit is equivalent, preference should be given to participants from disadvantaged socio-economic backgrounds.
- The board of assessors is officially nominated and publicly available. Assessors must have no conflict of interest in the process for personal, academic or economic reasons.
- At the end of the selection process, the Partner Country HEI should file and store the complete ranking of candidates who have applied for an ICM mobility, including those applicants who have been rejected.

3 – ANNOUNCEMENT AND PUBLICATION OF RESULTS

Main principles and practices:

- The Home HEI is usually responsible for informing candidates of the results of the selection process but.
- The results must be made public unless the national law of either HEI prevents sharing personal information. In the event of restrictions, codes or ID numbers can be used.
- Each candidate should have the right to know his/her own result and appeal against the selection decision in accordance with the local appeals procedure.

4 – NOMINATION and ACCEPTANCE

Main principles and practices:

- The Home HEI sends the list of nominated candidates to the Host HEI
- The list of nominated candidates is shared by the Home HEI according to the procedures and the deadlines previously agreed with the Host HEI.
- Each nominee receives a communication concerning the award of the grant from the Host HEI and is required to sign a "Grant Agreement" detailing regulations and the financial support and payment arrangements.
- Each nominee is to be registered in the Erasmus+ "Mobility Tool+" by the Host HEI. This is a formal requirement of the Erasmus+ programme. The PC HEI must provide all necessary information requested by the PG HEI to enable them to complete the registration.

ICMED INTERNATIONAL MOBILITY TOOLKIT

DELIVERABLE 3.2.c

TEMPLATE FOR INSTITUTIONAL WEBPAGES ABOUT ICM PROJECT FOR INCOMING AND OUTGOING ICM PARTICIPANTS

i) **Template for institutional webpage for OUTGOING ICM applicants/participants**

Contact details of the person responsible for ICM: • Name/s • Email address • Telephone • opening hours	
Description of E+ ICM programme *Focus on benefits for participants*	
List of available destinations and levels for outgoing mobility (Bachelor, Master, Phd, academic staff, administrative staff) and the corresponding Host University	
Description of the Call for application: • Deadline • List of documents to submit • List of requirements (language, average grade, level of study, academic field/Course of study) • How to submit the documents • Description of the selection procedure	
Information for the candidates who have been granted an E+ outgoing position: • Documents required before departure (Learning Agreement/Mobility Agreement for staff) • Documents required at the end of the mobility (ToR) • Description of the recognition process at the home university	
Instructions for approval of the Learning Agreement/Mobility Agreement for staff at the beginning of the mobility	
Instructions and procedure at the home university to obtain the recognition at the end of the mobility	

ii)   Template for institutional webpage for INCOMING ICM participants

Contact details of the person responsible for ICM • Name/s • Email address • Telephone • Opening hours	
Description of the academic calendar[1]: • terms/semesters duration, start/end date • start-end date of the classes • exams period • list of available courses open to exchange and related language of tuition	
Instructions for visa applications	
Instructions for accommodation search	
Information about additional **services** useful to incoming students/staff (examples): • Libraries • Canteens • Laboratories • Language and Culture training • Info Days for incoming students • Clubs	
(for student mobility) **Description of the credit and grade system[2]**	
(for student mobility) **Conversion Table of local grade system into ECTS credit and grade system[3]**	
(for student mobility) **Instructions for approval of the Learning Agreement (LA) at the beginning of the mobility[4]**	
Instructions to obtain the Transcript of Records at the end of the mobility	

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[1] Please refer to the official *ECTS Users' Guide* - Course Catalogue template for suggestions, tips, use of standard vocabulary. https://ec.europa.eu/education/ects/users-guide/course-catalogue_en.htm
[2] Even if your country/HEI does not apply the ECTS system, please refer to the official *ECTS Users' Guide* for a general understanding of the way the credit and grade system can be described to be easily understood by foreign students): http://ec.europa.eu/education/ects/users-guide/index_en.htm
Focus on Grade distribution: http://ec.europa.eu/education/ects/users-guide/grade-distribution_en.htm#ectsTop
[3] Please refer to the ECTS Users' Guide: http://ec.europa.eu/education/ects/users-guide/index_en.htm
Special focus on Credit Mobility: http://ec.europa.eu/education/ects/users-guide/mobility_en.htm#ectsTop
[4] For a general description of the LA in the E+ programme, please refer to: https://ec.europa.eu/programmes/erasmus-plus/resources/documents/applicants/learning-agreement_en

Course Catalogue

The Course Catalogue includes detailed, user-friendly and up-to-date information on the institution's learning environment that should be available to students before entering and throughout their studies to enable them to make the right choices and use their time most efficiently. The information concerns, for example, the qualifications offered, the learning, teaching and assessment procedures, the level of programmes, the individual educational components and the learning resources. The Course Catalogue should include the names of people to contact, with information about how, when and where to contact them.

The Course Catalogue should be published on the institution's website, indicating the course/subject titles in the national language (or regional language, if relevant) and in English, so that all interested parties can easily access it. It should be published sufficiently in advance for prospective students to make their choices.

The institution is free to decide the format of the Catalogue, as well as the sequencing of the information. However, following a common structure as set out below makes Course Catalogues more easily comparable and improves transparency. In any case, the Course Catalogue should include general information on the institution, its resources and services, as well as academic information on its programmes and individual educational components.

Recommended elements for the Course Catalogue

General information:

- name and address
- description of the institution (including type and status)
- academic authorities
- academic calendar
- list of programmes offered
- admission requirements, including language policy, and registration procedures
- arrangements for the recognition of credit mobility and prior learning (formal, informal and non-formal)
- ECTS credit allocation policy (institutional credit framework)
- arrangements for academic guidance

Resources and services:

- student affairs office
- accommodation/housing
- meals
- cost of living
- financial support for students
- medical facilities
- insurance
- facilities for students with disabilities and special needs
- learning facilities
- international mobility possibilities
- practical information for incoming mobile students

- language courses
- [work placement]() possibilities
- sports and leisure facilities
- student associations

Information on programmes:

- qualification awarded
- length of programme
- number of credits
- level of qualification according to the National Qualification Framework and the European Qualifications Framework
- field(s) of study (e.g. ISCED-F)
- specific admission requirements (if applicable)
- specific arrangements for recognition of prior learning (formal, non-formal and informal) (if applicable)
- qualification requirements and regulations, including graduation requirements (if applicable)
- profile of the programme (see [programme design]())
- programme [learning outcomes]()
- programme structure diagram with credits (60 ECTS per full-time equivalent academic year)
- mode of study (full-time/part-time/e-learning etc.)
- examination regulations and grading scale
- obligatory or optional [mobility windows]() (if applicable)
- [work placement]()(s) (if applicable)
- [work-based learning]()
- programme director or equivalent
- occupational profiles of graduates
- access to further studies

For [joint programmes](), *some additional elements are recommended:*

- information on the form of the diploma and Diploma Supplement (joint/double/multiple)
- members of consortium and their role
- mobility structure of the programme

Information on individual educational components:

- code
- title
- type (compulsory/optional)
- [cycle]() (short/first/second/third)
- year of study when the component is delivered (if applicable)
- semester/trimester when the component is delivered
- 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

Annex 2: ECTS Users' Guide – Grade distribution:

Grade distribution

Due to different cultural and academic traditions, European educational systems have developed not only different national grading scales but also different ways of using them within the same country, in different subject areas or institutions. While it is essential to acknowledge these differences, it is also important to make them transparent within the European Higher Education Area, so that grades awarded in all countries, subject areas or institutions can be properly understood and correctly compared.

Mobile students have the right to fair treatment and to transparency of their grades when credits are transferred from one institution to another, as access to further studies, grants or other benefits may depend on their level of performance. Transparency of performance levels is equally important for graduates applying for a job in their own or in another country.

To ensure transparent and coherent information on the performance of the individual student, each HEI should provide – in addition to their national/institutional grading scale and an explanation of the scale – a statistical distribution table of the passing grades awarded in the programme or field of study attended by the student ([grade distribution table](#)) showing how the grading scale is actually used in that programme. The grade distribution table was first introduced in the ECTS Users' Guide in 2009, as a replacement for the previous ECTS grading scales (A, B, C, D, E), which are not used anymore.

Even in cases when transferring the grades is not necessary in the local academic tradition of receiving institutions, calculating a [grade distribution table](#) will facilitate fair treatment of the incoming students on their return to the sending institution. It should be noted that it is also good practice to provide internal boards of examiners with detailed statistical data on examination grading in order to make the process more transparent and indicate any disparities which may indicate issues for further consideration.

Partners in joint [degree programmes](#) should agree in advance within their consortium how they will deal with grading and transfer of grades.

[Grade distribution tables](#) show how the existing national or institutional scale is being used in the institution – whether in open access or selective systems – and allow for comparison with the statistical distribution of grades in a parallel reference group of another institution. They represent the statistical distribution of positive grades (pass and above) awarded in each field of study in a specific institution. It is important to provide additional information on success rates at the same level of aggregation, but these should not be used for transfer.

[Grade distribution tables](#) have to be developed in a *standardised* format for reference groups of students enrolled in [degree programmes](#) belonging to the same field of studies. Such groups should be of reliable size in terms of number of students and number of years considered.

Calculating the grade distribution tables is a task that in many institutions will be undertaken at centralised level. The production of distribution tables should not cause undue difficulties in institutions as the required data are generally available in institutional information systems and the calculation of percentages is easily done with simple software. It only requires the following steps:

1. Identify the reference groups within your institution by using objective and transparent criteria which should be attached to the grade distribution tables produced. In the absence of methods based on comparable learning outcomes, it is recommended to use the ISCED-F classification which offers a standardised and hierarchical classification of fields of study. In order to have reference groups that are large enough for a statistically relevant comparison, it is recommended to use an ISCED code at the "narrow" or 'detailed' levels (UNESCO Institute for Statistics, 2014)
2. Calculate the absolute number of passing grades awarded to each reference group identified in at least the last two years. Remember that information on success rates may be provided in general terms but not in this calculation.
3. Calculate the grade distribution in terms of percentages of the passing grades awarded to the reference group and develop cumulative percentages. As a result, there will be a grade distribution table with percentages and cumulative percentages for each reference group identified.

The following is an illustrative example of a grading table:

Grades used in institution (from highest to lowest passing grade)*	Number of passing grades awarded to the reference group	Percentage of each grade with respect to the total passing grades awarded	Cumulative percentage of passing grades awarded
10	50	5%	5%
9	100	10%	15%
8	350	35%	50%
7	300	30%	80%
6	200	20%	100%

Total	1,000	100%	

4. * Grading systems/approaches may be established at national level.

5. When included in a student's Transcript of Records and Diploma Supplement, the table will facilitate the interpretation of each grade awarded and will not require any further calculation. The on-going European Grade Conversion System project (EGRACONS) is developing examples for the visual presentation of a grading table.

Annex 3: ECTS Users' Guide – Mobility and credit recognition:

ECTS for mobility and credit recognition

This section deals with credit transfer and recognition in general, which takes place both in degree mobility and credit mobility.

Successful learning mobility requires academic recognition and transfer of credits. Recognition of credits is the process through which an institution certifies that learning outcomes achieved and assessed in another institution satisfy the requirements of one of the programmes they offer.

Given the diversity of programmes and HEIs, it is unlikely that the credits and learning outcomes of a single educational componentin two different programmes will be identical. This is even more the case in recognising learning from other learning contexts (for example vocational education and training). An open and flexible approach to the recognition of credits obtained in another context, including learning mobility, is therefore recommended, based on compatibility of learning outcomes rather than equivalence of course contents. In practice, recognition means that the number of credits gained for compatible learning outcomes achieved in another context will replace the number of credits that are allocated for compatible learning outcomes at the awarding institution.

Institutions should make their recognition policies known and easily accessible.