



TRAINING IN EUROPE – November 2017 – AGENDA

Monday	Day 1
09:00 – 09:30	Bridge session Linking previous work with the day's sessions
09:30 – 10:30	Session 1: Overview of the training programme Description of training structure, content, materials and use of portfolio
10:30 – 11:00	<u>Train-storming 1</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
11:00 – 12:00	Session 2: Methods for recognition and transfer of credits and grades (EU) Lightning presentations UK / Italy / Poland / Hungary / Bulgaria
12:00 – 12:30	<u>Train-storming 2</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
12:30 – 13:30	(---lunch break---)
13:30 – 14:30	Session 3: Methods for recognition and transfer of credits and grades (PCI) Lightning presentations Kazakhstan / Kyrgyzstan / Uzbekistan / Russia
14:30 – 15:00	<u>Train-storming 3</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
15:00 – 16:00	Session 4: Methods for recognition and transfer of credits and grades (PCI) Lightning presentations Georgia / Azerbaijan / Mongolia / Tajikistan
16:00 – 16:30	<u>Train-storming 4</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
16:30 – 17:00	Wrap up session Focusing on the day's key training output
Notes:	
<ul style="list-style-type: none"> • Participants to be grouped according to their country. • Each institution to provide a 3-5 minute lightning presentation based on template provided by WP leader. • All participating institutions from each country must present. • Lightning presentations to focus solely on the systems currently used for recognition/transfer of credit/grades. • <u>Portfolio work</u> to focus on commonalities/differences of each partner with the methods presented by others. • Key output in the form of a map of commonalities/differences at national level. 	



Tuesday	Day 2
09:00 – 09:30	Bridge session Linking previous work with the day's sessions
09:30 – 10:30	Session 1: Bologna Qualifications Framework International transparency of curricula quality, recognition and alignment
10:30 – 11:00	<u>Train-storming 1</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
11:00 – 12:00	Session 2: European Credit Transfer and Accumulation System ECTS grading system, hours per credit point, learning load and tuning methodology
12:00 – 12:30	<u>Train-storming 2</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
12:30 – 13:30	(---lunch break---)
13:30 – 14:30	Session 3: Learning Outcome mapping The role of learning outcomes in curricula creation, course mapping and student mobility
14:30 – 15:00	<u>Train-storming 3</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
15:00 – 16:00	Session 4: Mobility agreements The process involving course mappings, student support, mobility logistics and documentation
16:00 – 16:30	<u>Train-storming 4</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
16:30 – 17:00	Wrap up session Focusing on the day's key training output
Notes:	
<ul style="list-style-type: none"> • Participants to be grouped according to their country. • Each session should be followed by discussions on institutional gaps. • Participants should work on identifying what practices are in place, as well as the missing ones. • <u>Portfolio work</u> to focus on identifying existing/missing processes in comparison to practices presented. • Key output in the form of a map of process gaps at institutional level. 	



Wednesday	Day 3
09:00 – 09:30	Bridge session Linking previous work with the day's sessions
09:30 – 10:30	Session 1: Mobility support Administration, student advice, procedures and documentation for mobility support
10:30 – 11:00	<u>Train-storming 1</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
11:00 – 12:00	Session 2: Credit transfer demonstration Description of the credit transfer process that is in place at Middlesex University
12:00 – 12:30	<u>Train-storming 2</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
12:30 – 13:30	(---lunch break---)
13:30 – 14:30	Session 3: Grade conversion demonstration Description of the grade conversion process that is in place at Middlesex University
14:30 – 15:00	<u>Train-storming 3</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
15:00 – 16:00	Session 4: Application workshop Using a case study participants will design procedures/processes covering the previous sessions
16:00 – 16:30	<u>Train-storming 4</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
16:30 – 17:00	Wrap up session Focusing on the day's key training output
Notes:	
<ul style="list-style-type: none"> • Participants to join random groups. • The first session will focus on administration and support mechanisms before, during and after student mobility. • Demonstrations will be based on scenarios replicating the processes currently in place at WP leading institution. • The application workshop requires participant groups demonstrating how they would apply procedures/processes. • Scenarios and case studies will be provided as working examples. • <u>Portfolio work</u> to focus on applying procedures/processes on own institutions. • Key output in the form of a reflective statement on actions needed to enable own institution to apply procedures/processes. 	



Thursday Day 4	
09:00 – 09:30	Bridge session Linking previous work with the day's sessions
09:30 – 10:30	Session 1: Identifying policy gaps Showcasing good practice in introducing a student mobility policy at institutional level
10:30 – 11:00	<u>Train-storming 1</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
11:00 – 12:00	Session 2: Policy making workshop Participants to agree the core elements of a student mobility policy for their institutions
12:00 – 12:30	<u>Train-storming 2</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
12:30 – 13:30	(---lunch break---)
13:30 – 14:30	Session 3: Identifying procedural gaps Showcasing good practice in designing procedures for implementing a student mobility policy
14:30 – 15:00	<u>Train-storming 3</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
15:00 – 16:00	Session 4: Procedure formation workshop Participants to form the necessary procedures supporting the student mobility policy
16:00 – 16:30	<u>Train-storming 4</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
16:30 – 17:00	Wrap up session Focusing on the day's key training output
Notes:	
<ul style="list-style-type: none"> • Participants to join cross-national groups to discuss gaps at institutional level. • Ideally each group should have representation from each of the participating countries. • The workshops will focus on establishing clear guidelines to be used for future trainings. • <u>Portfolio work</u> to focus on putting together an action plan for the creation of student mobility policy and train-the-trainer training procedures when participants return to their institutions. • Key output in the form of guidelines for policy-making and procedure formation. 	



Friday	Day 5
09:00 – 09:30	Bridge session Linking previous work with the day's sessions
09:30 – 10:30	Session 1: Trainee profiles (Train the Trainers) Criteria for filtering participants for future training sessions
10:30 – 11:00	<u>Train-storming 1</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
11:00 – 12:00	Session 2: Training needs analysis Classification of needs for different roles associated with mobility
12:00 – 12:30	<u>Train-storming 2</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
12:30 – 13:30	(---lunch break---)
13:30 – 14:30	Session 3: Training structure Adapting the training programme and integrating it to institutional policies and procedures
14:30 – 15:00	<u>Train-storming 3</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
15:00 – 16:00	Session 4: Training materials Adapting training content and customising use of scenarios for use at own institutions
16:00 – 16:30	<u>Train-storming 4</u> (facilitated reflective practice portfolio activity) / (---coffee break---) Participants will brainstorm in groups and fill in the corresponding portfolio sections
16:30 – 17:00	Wrap up session Focusing on the day's key training output
<p><u>Notes:</u></p> <ul style="list-style-type: none"> • Trainee profiling criteria should include classification of essential/desirable characteristics (e.g. language skills, decision-making responsibilities), role descriptors, skills, experience, and involvement to mobility activities. • Participants to be join again groups according to their country, ensuring harmonisation of future training at national level. • <u>Portfolio work</u> to focus on profiling trainees based on well-defined selection criteria, role responsibility and importance of role for future dissemination of the training aims. • Key output in the form of a training programme outline based on the four sessions. 	