Training for International Staff to Support High-Quality Student Mobility

Series of Online Seminars
December 10th, 17th and January 21st and 28th

fesc Framework for Erasmus Staff Competences

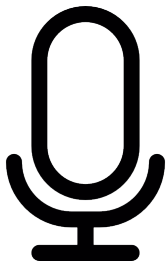Co-funded by the Erasmus+ Programme of the European Union
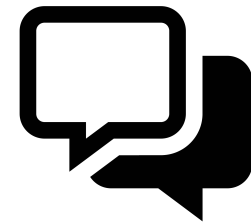
REGISTER BY

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DECEMBER

Before we start

This seminar is **recorded**

Write your questions in the **Q&A**

Write your comments in our **Chat**

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Framework for Erasmus Staff Competences

Training for International Staff to Support High-Quality Student Mobility

Online seminar #1 | Setting the Scene: Introducing a Framework for Erasmus Staff Competences – offering a tool to ensure the qualification of IRO staff
Date: 10.12.2020 | Time: 10:00-11:30 CET

Online seminar #2 | Learning fast: a transition from Change to Crisis Management
Date: 17.12.2020 | Time: 10:00-11:30 CET

Online seminar #3 | Reaching Out: How to communicate and perform effectively at work?
Date: 21.01.2021 | Time: 10:00-11:30 CET

Online seminar #4 | Getting On: Career development and soft skills
Date: 28.01.2020 | Time: 10:00-11:30 CET

About today

Setting the Scene: Introducing a Framework for Erasmus Staff Competences

Time	Session
10:00 10'	**Introduction and Warm Welcome** Christina Bohle, University of Marburg Viktoriya Terzieva, European University Foundation
10:10 30'	**The Mobility Journey: The perspective of students and collaboration ideas with IROs** Adessa Zadia, Erasmus Student Network
10:40 10'	**The Erasmus Language** An Van Laeken, Ghent Uinversity
10:50 30'	**Introducing the Framework of Erasmus Staff Competences** Els van der Werf, Hanze University of Applied Sciences
11:20 10'	**FAQ** Christina Bohle, University of Marburg Viktoriya Terzieva, European University Foundation

End of online seminar #1

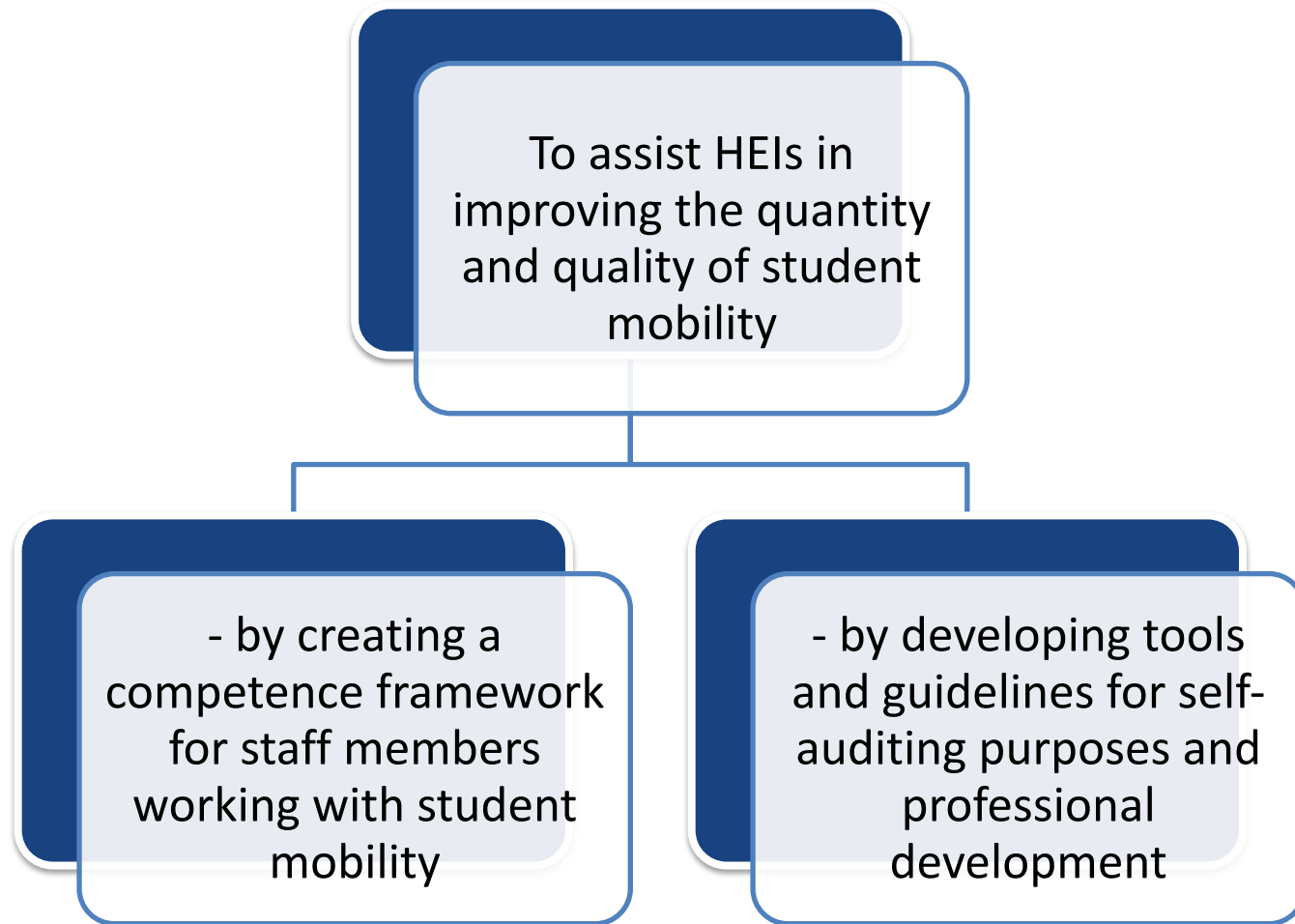**fesc** Framework for Erasmus Staff Competences

FESC

= Framework for Erasmus Staff Competences

EUROPEAN UNIVERSITY FOUNDATION

UNIVERSITY OF WARSAW

LATVIJAS UNIVERSITATE ANNO 1919

Hanzehogeschool Groningen
University of Applied Sciences

Philipps Universität Marburg

GHENT UNIVERSITY

Associated Partners

Saint Petersburg State University

UNICA Network of Universities from the Capitals of Europe

International Relations Offices Forum

European Network of Erasmus Coordinators in Political Science, International Relations, Public Administration and Management (ENEC)

https://fesc-project.eu

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Framework for Erasmus Staff Competences

Aim

To assist HEIs in improving the quantity and quality of student mobility

- by creating a competence framework for staff members working with student mobility

- by developing tools and guidelines for self-auditing purposes and professional development

fesc — Framework for Erasmus Staff Competences

Getting to know you (poll)

What is your position at your institution
(in the context of international student mobility)?

Are you:

- International Relations Office (central)
- Departmental Coordinator
- Staff at central administration office
- Teacher / Professor
- Staff Development/Career Service/HR
- other

Getting to know you (poll)

What are your expectations from this training?

- **Expectation 1**
  improve my communication skills to reach my target groups

- **Expectation 2**
  learn how to handle stress and crisis situations in project management

- **Expectation 3**
  learn how to adapt better to new, changing work requirements

- **Expectation 4**
  learn how to self-assess my skills and describe my tasks

- **Expectation 5**
  improve my career opportunities

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Framework for
Erasmus Staff
Competences

The Mobility Journey

The perspective of students and collaboration ideas with IROs

ESN
Erasmus Student Network

What is ESN?

ESN is the
key student volunteer organisation
in Europe.

ESN
Erasmus Student Network

ESN member
as of CNR Marmara 2020

www.esn.org

Countries of the
Erasmus Student Network

IS
FI
NO
SE
EE
LV
DK
LT
IE
BY
UK
NL
PL
BE
LU
DE
UA
CZ
SK
MD
FR
CH
AT
HU
RO
SI
HR
PT
BA
RS
ES
AL
BG
IT
GR
RU
GE
AZ
TR
CY
MT

15,000

520+

42

volunteers

national associations

countries

"Students Helping
Students"

1000+

350,000

Higher Education
Institutions

international
students

Mission

For the enrichment of society through international students.

Vision

By 2025, ESN will be the global network of the Erasmus Generation, committed to improving international education and providing self-development opportunities to two million young people, fostering intercultural understanding and creating positive change in society.

What do we do?

ESN works for the creation of a more mobile and flexible education environment by supporting and developing the student exchange from different levels and providing an intercultural experience also to those students who cannot access a period abroad ("internationalisation at home").

Causes of ESN

Education & Youth

Culture

Social Inclusion

Health & Well-being

Employability

Environmental sustainability

What do students need?

Before their mobility

Information provision

Guidance with the administration

Information for specific needs

Financial and logistics organisation

How does ESN help?

What do students need?

During their mobility

How can ESN help?
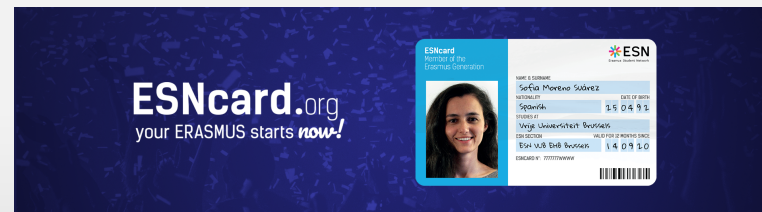
What do students need?

After their mobility

Recognition and valorisation of the mobility experience

Finalisation of the documentation process

Feedback provision for the mobility experience

Smooth re-integration

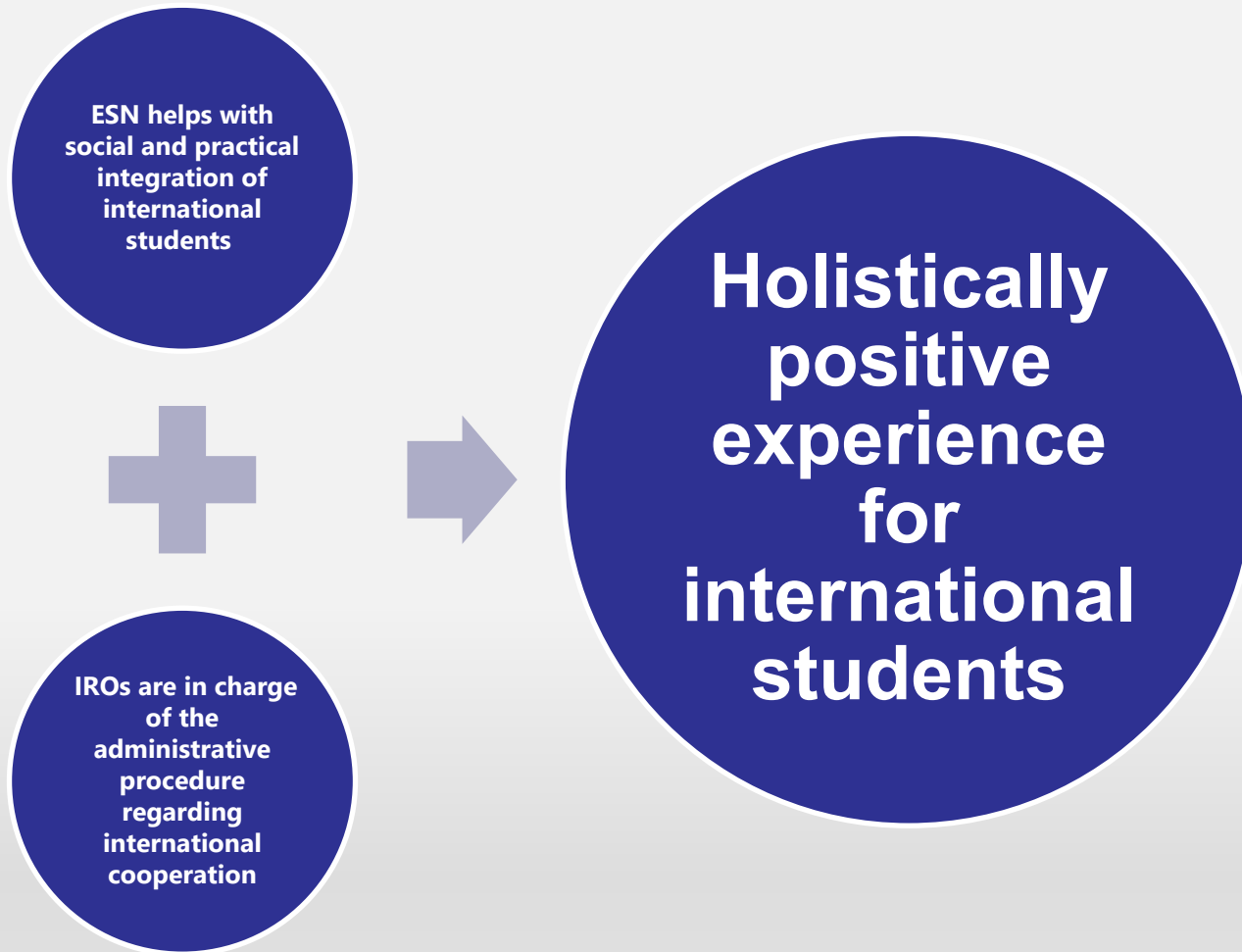Keeping in contact with an international environment

How does ESN help?

Post-Erasmus depression is hitting you hard?

Join a local ESN section and continue the adventure.

Cooperation with IROs

Significance and Best Practices

Your ideas are asked for!

In what ways can IROs and student organisations collaborate?

Activities that ESN does together with IROs

ESN
Erasmus Student Network

Service-oriented Activities

- Buddy services
- Accommodation assistance

Culture

- Cultural visits
- Local culture events
- Linguistic lessons

Promotion of Mobility

- Promoting Erasmus+ and other mobility programmes
- Creating promo materials
- Organising presentations together
- Assisting with the reintegration of returned students

adessa.zadia@esn.org

Culture & Education Policy Assistant | Adessa Zadia

What is relevant in student mobility?

Name elements that you see as relevant when defining the quality of student mobility.

ERASMUS LANGUAGE

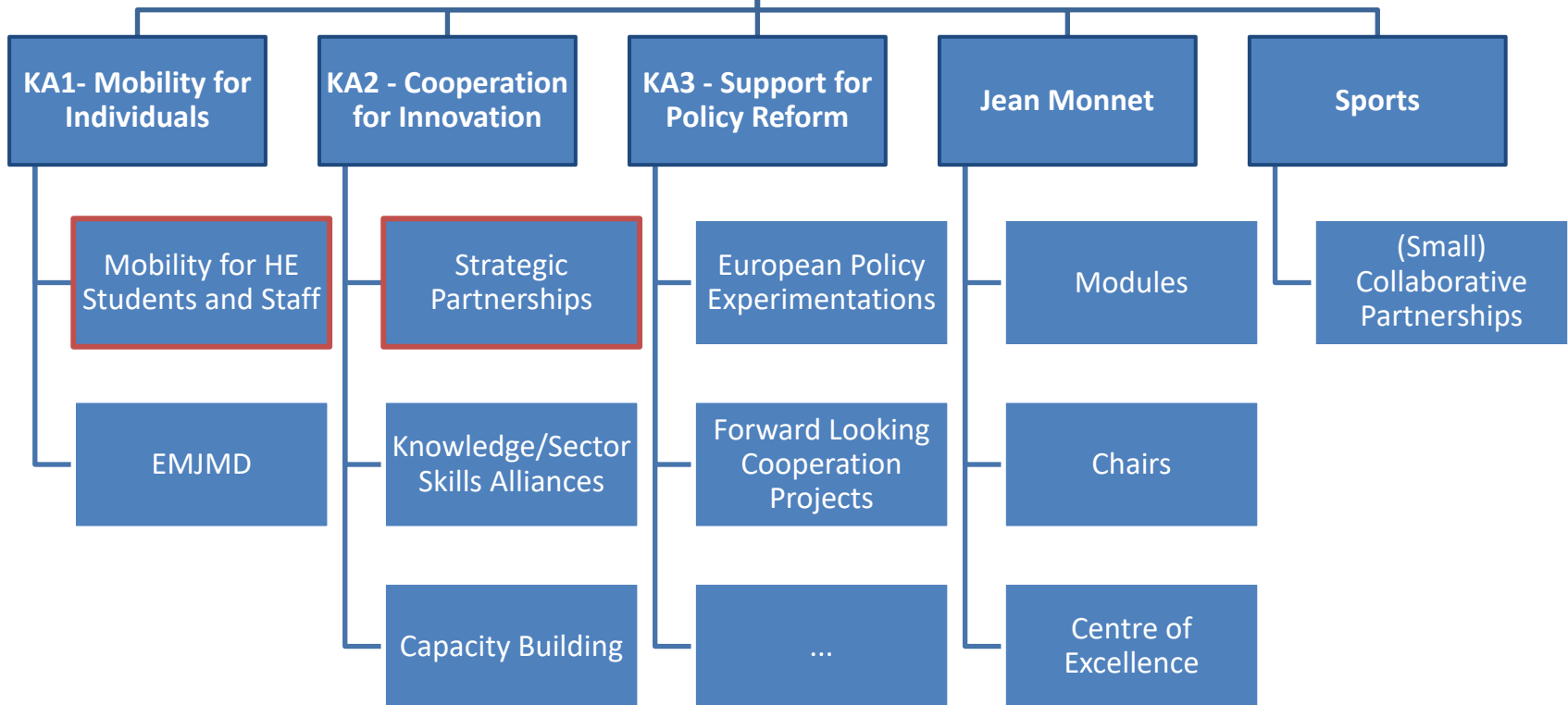An Overview of Frequently Used Terms and Abbreviations

Content

1. Why? For whom?
2. Erasmus+
3. A pop quiz
4. Abbreviations in Framework of FESC-project
5. Frequently Used Abbreviations/Terms

Why? For whom?

- New at the IRO?
- Raise awareness
- Helpful tool

Abbreviations in Framework of FESC-project

Abbreviation	Full Name
CEFR	Common European Framework of Reference for Languages
DS	Diploma Supplement
ECTS	European Credit Transfer and Accumulation System
EWP	Erasmus Without Paper
HE(I)	Higher Education (Institution)
OLA	Online Learning Agreement
ToR	Transcript of Records

Frequently Used Abbreviations/Terms (1)

Frequently Used Abbreviations/Terms (2)

Erasmus Language

1. **Abbreviations used in the framework of the FESC-project**

Abbreviation	Full Name
CEFR	Common European Framework of Reference for Languages A1-A2: Basis User B1-B2: Independent User C1-C2: Proficient User http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr
DS	Diploma Supplement An annex to the official qualification documentation, which is designed to provide more detailed information on the studies completed according to an agreed format which is internationally recognized a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder. https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-programme-guide-2020_en

The tools are availabe on the FESC-website: https://fesc-project.eu/

Introducing the Framework

Introducing the Framework

- Internationalisation and international mobility have become important elements in HEI strategies.

- An increasing number of staff members are involved.

- Due to increasing complexity of the tasks, the demands on competences of staff members have increased.

- Insufficient transparency about what competences staff members are supposed to have (when recruited) or develop (professional development).

- Professional development options that are available (if any) are fragmented, one-sided, not specifically relevant.

How is the framework structured?

- The framework sets off:
  - mobility-related tasks
  - infrastructural and cross-cutting tasks
  - tasks related to before/during/after mobility

- against competences
  - knowledge
  - skills
  - attitude

The framework - layout

Tasks / Competences	Knowledge		Skills				Attitude	
	Knowledge of (higher) education in a national and global context, in particular re. internationalisation	Knowledge of structures, strategies & procedures of the home institution, in particular re. Internationalisation	Intercultural Skills	Communication Skills	English Language Skills	Digital Skills	Responsiveness, pro-activity & flexibility	Confidence, empathy & openness
Policiy-related tasks								
Build up, support and maintain a network of partner institutions (and organisations/companies) including negotiating the content of collaboration agreements	Identify and interpret (developments in) the structure and situation of HE in Europe and beyond. Identify, interpret and apply information on mobility programmes (ECTS, relevant innovations etc).	Understand and interpret the (developments in the) home institution's structures, strategies & procedures (relating to educational policy, student affairs & services, quality assurance mechanisms, marketing & communication, financial policy). Recognize and interpret relevant legal issues that may influence international collaboration.	Anticipate and handle differences in cooperation models and customs at partner institutions. Handle variety in negotiation cultures and manage different expectations re. contents of collaboration agreements.	Communicate in writing and orally with partner institutions in a constructive and appropriate manner. Discuss and edit the content of agreements	C1	Use appropriate digital tools and technologies to collaborate, share data, information and digital content. Demonstrate awareness of cultural and generational diversity in digital environments.	Anticipate in an appropriate manner possible differences in perspectives and expectations of different stakeholders. Negotiate in an proactive, open minded and respective manner.	Act confidently and conscientiously, with a suitable degree of empathy and openness towards colleagues, students and other stakeholders. Be polite and show an emphatic attitude in disagreement situations.
Advise on, set up, and maintain the administration of collaboration agreements with partner institutions	Identify, interpret and apply information on mobility programmes (ECTS, relevant innovations etc.).	Understand and interpret the (developments in the) home institution's structures, strategies & procedures (relating to educational policy, student affairs & services, quality assurance mechanisms, marketing & communication, financial policy).	Anticipate and handle differences in cooperation models and customs at partner institutions.	Formulate clear advise on (the administration of) collaboration agreements.	B2	Articulate information needs on the administration of collaborative agreements. Organise, store and manage data and information in a structured digital environment.	Advise in a proactive manner.	Act confidently when dealing with the administration of collaboration agreements.

fesc **Framework for Erasmus Staff Competences**

How is the framework structured?

Skills

- Intercultural skills
- Communication skills
- Language skills > required level is expressed with CEFR levels
- Digital Skills > increasingly important in the new programme, because of the focus on virtual and blended mobility and Erasmus Without Paper

How is the framework structured?

Attitude

- Responsiveness, pro-activity, flexibility
- Confidence, empathy, openness

These are characteristics that are useful in many jobs, but of special importance when working in internationalisation.

Professional development in these areas may be indirect, e.g. in combination with intercultural awareness training.

The framework: digital

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Framework

Click on a category to view all its associated Tasks, or click on a Task to view it on an individual page.
For more detailed instructions, visit **this page**.

Policy related tasks

Build up, support and maintain a network of partner institutions (and organisations/companies) including negotiating the content of collaboration agreements

Advise on, set up, and maintain the administration of collaboration agreements with partner institutions

Apply for/ manage/report (mobility) funding at institutional level

Advise on, set up, and maintain an administrative system that includes mobility flows (student registration system, DS, ToR)

Initiate and ensure institutional compliance with ECTS

Initiate and support curriculum reform for the purpose of mobility (mobility windows, exchange programmes, etc.)

Manage, support, and advise on international collaborative study programmes (e.g. Erasmus Mundus, joint programmes)

Student related tasks - before mobility

Raise awareness about the institutional internationalisat-ion strategy and (mobility) opportunities

Advise students about international mobility as part of study programme and/or personal learning pathway

Inform students about study abroad opportunities and relevance (where, when, etc.)

Framework / Policy related tasks / Advise on, set up, and maintain the administration of collaboration agreements with partner institutions

Advise on, set up, and maintain the administration of collaboration agreements with partner institutions

Category: Policy related tasks

Knowledge

Knowledge of (higher) education in a national and global context, in particular re. internationalisation
Identify, interpret and apply information on mobility programmes (ECTS, relevant innovations etc.).

Knowledge of structures, strategies & procedures of the home institution, in particular re. Internationalisation
Understand and interpret the (developments in the) home institution's structures, strategies & procedures (relating to educational policy, student affairs & services, quality assurance mechanisms, marketing & communication, financial policy).

Skills

Intercultural skills
Anticipate and handle differences in cooperation models and customs at partner institutions.

Communication skills
Formulate clear advise on (the administration of) collaboration agreements.

English language skills
B2

Digital skills
Articulate information needs on the administration of collaborative agreements.
Organise, store and manage data and information in a structured digital environment.

Attitude

Responsiveness, pro-activity & flexibility
Advise in a proactive manner.

Confidence, empathy & openness
Act confidently when dealing with the administration of collaboration agreements.

Function of the framework

- To offer a frame of reference / a shared language to come to an agreement about competence development in the framework of HRM cycle > aimed at mutual commitment.

- To improve the quality of international mobility processes.

- To contribute to the emancipation of the work in international relations.

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Function of the framework

The framework can be used:

- In the recruitment of new staff members > involvement of HR offices is crucial
- In the assessment of staff members >
    - job appraisal / evaluation
    - facilitating and planning professional development
- In the self-assessment of staff members
    - professional development and career planning

fesc Framework for Erasmus Staff Competences

How can you use the framework?

As an **International Office manager**

- To draft job profiles > the framework invites you to pay attention to all aspects: knowledge, skills, and attitude.
- To discuss professional development with your IO staff > it can be a frame of reference that both parties agree on.

As **someone in HR or professional development**

- To plan the professional development strategies and opportunities for your personnel.

How can you use the framework?

As an **International Office staff member**

- To discuss professional development needs/wishes with your manager > it can be a frame of reference that both parties agree on.

- To test your own competence level > self-assessment tools based on the framework will be made available in the Guidelines (to be published on the FESC website).

- To help you give a good description of your job and competences > can be useful when writing your CV and/or applying for another job.

How can you use the framework?

The framework can be found on: https://fesc-project.eu/framework

There are various formats:

- Table view
- Grouped table view
- Grouped list view
- Instructions for the digital framework

What do you think?

How can you improve your work environment based on what you learned today?

Thank you for joining us!

fesc — Framework for Erasmus Staff Competences

contact@fesc-project.eu

https://fesc-project.eu