Welcome to session 3658

ENABLING STAFF COMPETENCES TO SUPPORT HIGH-QUALITY ERASMUS STUDENT MOBILITY

Thursday, 26 September, 15:30 - 16:30 hrs

What is this session about?

- Introducing the **FESC project**

- Getting to know you

- Presenting the (draft) framework

- What are your needs re professional development?

Introducing the FESC project

FESC

= Framework for Erasmus+ Staff Competencies

- Erasmus KA2 (Strategic Partnership) project
- October 2018 – December 2020

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Introducing the FESC project

Partners

Philipps-Universität Marburg (DE) – coordinator

Ghent University (BE)

University of Warsaw (PL)

University of Latvia (LV)

Hanze University of Applied Sciences (NL)

European University Foundation

Introducing the FESC project

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.

Getting to know you

Questions to the audience: show of hands?

Are you working in the field of student mobility (Incoming / Outgoing)?

Are you:

- International Relations Office (central)
- Departmental Coordinator
- Staff at central administration office
- teacher / professor
- other

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Getting to know you

What tasks in the administration of student mobility are relevant in your position/daily work?

- Advising /individual support
- Negotiation and communication with partner institutions
- Application/selection process
- Nomination procedures
- Learning Agreement
- Academic Recognition
- Other

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Getting to know you

By which indicators is the success of international mobility programmes measured/evaluated at your institution?

- number of mobile students (credit-mobility; incoming and outgoing)

- number of degree-seeking international students (incoming)

- academic recognition (percentage of recognised ECTS credits)

- satisfaction of students (incoming and outgoing)

- evaluation of Erasmus KA1 projects by the NA

- implementation of ECHE principles (Erasmus Charter for Higher Education)

- visibility in ranking systems

- other

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Getting to know you

Which are according to your experience the most important skills of staff working with student mobility?

- Language skills, especially English

- Intercultural skills

- Digital skills

- Communication skills

- Social skills, such as flexibility, empathy, openness

Getting to know you

My university obliges me to improve my skills:

- Strongly agree

- Moderately agree

- Neither agree nor disagree

- Moderately disagree

- Strongly disagree

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Getting to know you

My university offers opportunities to improve relevant skills:

- Strongly agree

- Moderately agree

- Neither agree nor disagree

- Moderately disagree

- Strongly disagree

Introducing the FESC framework

Why is such a framework relevant?

- 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.

Introducing the FESC framework

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

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Introducing the FESC framework

Preview of the framework

Link to where participants can see the framework

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Introducing the FESC framework

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ERASMUS STAFF COMPETENCES FRAMEWORK (ESCF)

The ESCF outlines the competences which university staff members that have been assigned tasks in the implementation of student mobility programmes should have or develop. Although the Erasmus programme is the most important frame of reference for the ESCF, its relevance is broader and extends to other student mobility programmes.
The ESCF focuses on student mobility between higher education institutions. It does not focus explicitly on student mobility for traineeships, although the involvement of the world of work (in the form of companies and organisations) may be relevant for the completion of part(s) of a mobility programme with a partner university.

The staff competences have been described as 'can do statements' and should be read as follows: "The staff member who has task X (as listed in the vertical column) is able to …. (description of knowledge, skills, and attitude in the horizontal row).
The ESCF gives guidelines for proficiency of staff members in the English language. This is not to suggest that other languages, including the language of the home country, are not important. Where relevant, guidelines with regard to proficiency in other languages than English have been included under the heading Communication Skills.

The level of language skills has been defined with the use of the Common European Framework of Reference for Languages (CEFR). See: www.coe.int/en/web/common-european-framework-reference-languages/home.
For the description of the Digital Skills, The Digital Competence Framework for Citizens (2.0 and 2.1) has been used as a source of information and inspiration. See:
https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-20-digital-competence-framework-citizens-update-phase-1-conceptual-reference-model and
https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use .

The Erasmus Staff Competences Framework (ESCF) was developed in the framework of the Erasmus KA2 project FESC (Framework for Erasmus Staff Competences), which was made possible with financial support of the European Commission.

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Erasmus+ Programme
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fesc Framework for Erasmus Staff Competences

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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
Before mobility Infrastructural tasks								
Build up, support and maintain a network of partner institutions (and organisations/ companies)	identify and interpret (developments in) the structure and situation of HE in Europe and beyond; identify and interpret information on Erasmus and other mobility programmes.	understand and interpret the home institution's structures, strategies & procedures; recognize relevant legal issues that may influence international collaboration.	take into account differences in cooperation models, expectations and customs at (potential) partner institutions.	correspond in a proper manner with partner institutions.	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 of colleagues from partner institutions and respond to their wishes and needs.	act confidently with a suitable degree of empathy and openness towards colleagues from partner institutions.

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Before mobility Student-related tasks								
Raise awareness about the institutional internationalisat-ion strategy and (mobility) opportunities	identify and interpret (state-of-the-art) research and theoretical frameworks re. internationalisat-ion of the curriculum.	understand and interpret the home institution's structures, strategies & procedures, in particular those that relate to its educational policy and to student affairs and services.	manage interpretational differences about the institutional internationalisation strategy.	publish the institutional internationalisat-ion strategy and (mobility) opportunities.	B2	use appropriate digital tools and technologies to collaborate, share data, information and digital content.	anticipate in an appropriate manner possible differences in perspectives of colleagues and students.	act confidently with a suitable degree of empathy and openness towards colleagues and students
Advise students about international mobility as part of study programme and/or personal learning pathway	identify and interpret (state-of-the-art) research and theoretical frameworks re. internationalisat-ion of the curriculum.	understand and interpret the home institution's structures, strategies & procedures, in particular those that relate to its educational policy and to student affairs and services.	deal with (cultural) differences between students re. international mobility as part of their personal learning pathway.	give oral and written advice to students about international mobility as part of their study programme.	B2 with domestic students C1 with interna-tional students	use appropriate digital tools and technologies to collaborate, share data, information and digital content;	anticipate in an appropriate manner possible differences in perspectives and expectations of students and respond to their needs.	act confidently and persuasively, with a suitable degree of empathy and openness, towards colleagues and students
Inform students about study abroad opportunities and relevance	apply selected information on the Erasmus and	understand and interpret the home institution's structures, strategies &	deal with (cultural) differences between students re. their study	clarify in detail the study abroad opportunities	B2	use appropriate digital tools and technologies to collaborate, share data,	anticipate in an appropriate manner possible differences in perspectives and	act confidently and persuasively, with a suitable degree of

Introducing the FESC framework

Function of the framework

- 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

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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

- contribute to the emancipation of the work in international relations

- improve the quality of international mobility processes

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Testing of the framework

- the draft framework will be further developed and tested on the basis of
  - surveys among students and staff members
  - interviews with stakeholders in HEIs
- the possibilities of digitization will be investigated

What do you think?

Discussion questions

How could this framework help you/your university?

- grouping of tasks to 'standard' job descriptions?
- (concrete) suggestions for professional development programmes?
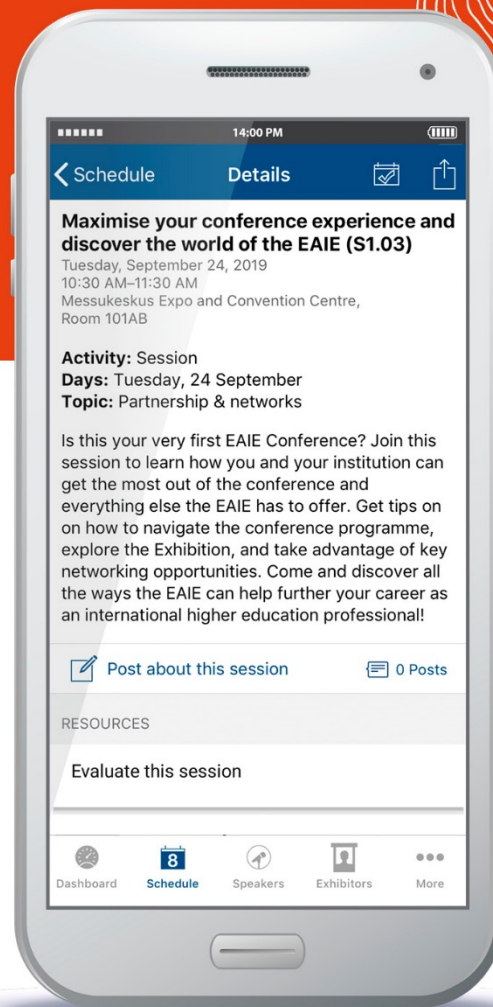
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Schedule   Details

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Tuesday, September 24, 2019
10:30 AM–11:30 AM
Messukeskus Expo and Convention Centre,
Room 101AB

Activity: Session
Days: Tuesday, 24 September
Topic: Partnership & networks

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