Erasmus+ KA3
Support to the implementation of European Higher Education Area reforms (2016-2018)
Introduction

Every year, the Education, Audiovisual and Culture Executive Agency (EACEA) publishes Compendia of all projects selected for funding under the annual Call for proposals of the Erasmus+ Programme. The present publication is dedicated to the projects awarded in 2016 under the centralised actions of the Key Action 3: Support to the Implementation of the European Higher Education Area (EHEA) Reforms.

The Compendia are part of the EACEA’s contribution to a better dissemination of information about ongoing projects and networking among project coordinators. In the Compendia you will find a short description of each project, the contact details of the beneficiary and coordinating organisations.

Please note the present Compendium reflects the state of projects at the end of the selection stage, which means that data such as duration, coordinators or contact details may change during the lifetime of the project. Please also note that project descriptions included in this Compendium are provided by the applicants at the application stage. For further updated information please use the indicated contact details.

The Commission supports Member States and the higher education sector to help implement the modernisation agenda through the EU process of the Open Method of Coordination, by taking special initiatives (Quality Assurance, ECTS, EQF, EIT etc.), through its active involvement in and support for the Bologna Process, and by supporting other initiatives (pilot projects, associations, networks etc.) through the Erasmus+ Programme, including by providing support for the implementation of EHEA Reforms.

Under the Erasmus+ Programme, this is the purpose of the Key Action 3: Support to the Implementation of EHEA Reforms, which has as a general objective to support the implementation of EHEA Reforms in Erasmus+ programme countries.

To this end, National Authorities for Higher Education are invited to commit in self-identified, demand driven activities based on the findings and gaps identified in the Bologna Process Implementation Report of 2015 for their respective countries and on the priority actions of the Yerevan Communiqué.

The expected impact is:

- stronger links between policy challenges and implementation of reforms;
- improved application of European tools in higher education, including synergies with tools in other sub-systems of education and training, enhancing quality, supporting mobility and internationalisation;
- increased capacity to support shift to student-centred learning in higher education institutions.

24 projects were selected under this Call. The compendium gives you a brief overview of the aims and objectives.
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Austria - „Pro.Mo.Austria+ // Promoting Mobility. Fostering EHEA Commitments in Austria“ is perceived as a follow-up project of Pro.Mo.Austria (2014-16). Austria intends to address the following topics and types of activities:

- Quality in Mobility and Recognition of Prior Learning will be priority issues to be tackled further in 2016-2018 – on a more practical level. Good practice examples and high-quality models shall be presented and discussed in a broader context.
- New topics and formats underline the innovation factor in 2016-18: Enhancing the quality and innovation of teaching and learning, accompanying measures to implement the national strategy on Social Dimension and respective EHEA priorities as set in the Europ. BFUG, a strategic PLA on the Lisbon Recognition Convention, and a national analysis on the efficiency of the Diploma Supplement.
- Due to the extremely productive feedback over the past 1.5 years, the overall monitoring of the Austrian project will be commissioned again to the Agency for Quality Assurance and Accreditation Austria (AQ Austria).

Transparency tools (ECTS, Learning Outcomes, Diploma Supplement and Qualification frameworks) will be recurring cross-sectional topics in the forthcoming PLA, on-site visits, seminars, and conferences.

Austria increases the renowned team of national experts on EHEA to eight people from the HEI sectors, including a student representative.

All activities planned (including web-based information, analyses, PLA, evaluations, publications and on-site visits) address national (or international) Higher Education Institutions, stakeholders of the Austrian HE system including students, and the Austrian BFUG. Due to the topics mentioned above, the activities will further focus on curriculum developers and teachers. Student support services and diversity management services shall be clearly invited to participate actively for the very first time.

Pro.Mo.Austria+ offers PLA in cooperation with other Erasmus+ countries, if relevant to our main topics and tasks.

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Maximum Grant Awarded 157.178,35
Approved Project budget 196.478,35
Belgium Flanders - Curriculum Design and quality assurance in HE

Higher education and research has a unique opportunity to provide learning and research for the future and help the world to address the rapidly unfolding social, cultural, economic, demographic and technological challenges of the 21st century.

Higher education all around the globe is facing considerable expectations from the society at large. Those expectations are evolving to imperatives: the imperative of internationalization, the imperative of employability, the imperative of global citizenship and democratic culture, the imperative to address the grand challenges, the imperative of sustainability, the imperative of providing inclusive learning, the imperative of community engagement …

In order to equip the graduates with right attributes those imperatives have to be translated into learning outcomes and integrated in the curricula. Facing those challenges entails strategic and innovative rethinking of traditional approaches to curriculum design and delivery to embed a clear focus on learning outcomes that develop the 21st century graduate attributes. The way a curriculum is designed and delivered is determining the relevance and the quality of the learning experience and the degree of engagement of the students. The objective should be that the learning experience of all students is of the highest quality level and that the curriculum could engage all students.

Furthermore the thinking about quality assurance is moving quickly. New systems and approaches are evolving. In Flanders we are now in a transition phase. We have the first round of institutional reviews including an assessment of the systems the institutions are developing for demonstrating the quality of the study programmes. An in depth evaluation of this system will be carried out by the end of 2017-beginning 2018. The outcomes of that evaluation will determine the new system. An international peer learning exercise could help us to design a robust and internationally accepted.

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Maximum Grant Awarded 55.000
Approved Project budget 81.025
Bulgaria - BG TEACHING INNOVATION TOOLS IN HIGHER EDUCATION

The project proposal is aimed to support the implementation of the first two of the main objectives of the Bologna reform outlined in the Yerevan Communication, i.e. 1) Enhancing the quality and relevance of learning and teaching and 2) Fostering the employability of graduates through their working lives. The project will address the following 2 important issues:

1. Improving teaching skills aimed to make teaching and learning more attractive and raise quality of higher education (HE);
2. Development of entrepreneurship mission of the Bulgarian HEIs using HEInnovate tool that was tested for a first time in BG in 2013.

The project will be implemented in partnership with 1) the Human Resources Development Centre (E+ NA), 2) the Bulgarian EQF NCP, and 3) team of 5 national Bologna experts.

The project will start and end with public awareness events with media. Study on the needs for improving teaching skills of Bulgarian academic staff will be followed by workshops aimed to in how to make teaching more attractive by using media and other attractive tools and education techniques. Study visit in Norway concerning good practices in the project area of impact is planned, too.

Teachers from leading universities from Bulgaria and another EU member state and Bulgarian Bologna experts will be invited to share experience with a focus on 1) in-depth lectures on how to design learning outcomes (LOs) in curricula and measuring LOs including practical tips, and 2) HEInnovate tool supporting entrepreneurship in HE will follow aimed to support student-centred learning, creativity and innovation in curricula by fostering entrepreneurship and the implementation of LO approach.

The focus on LOs of will upgrade the 2015 EQF NCP grant project and provide sustainability for further implementation if the Bulgarian Qualifications Framework. Compendium with best practices will be elaborated, published on paper and web and distributed. Analysis of project results will be elaborated.

Coordinator

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Maximum Grant Awarded 74.091,08
Approved Project budget 92.613,85
Croatia - Emphasis on developing and upgrading of competences for academic teaching

The current higher education policies at international and national level aim at improving quality and relevance of higher education. To ensure successful implementation of new initiatives it is necessary to support and upgrade the significant role of teaching staff within higher education institutions (senior academics and junior academics). Academics and their aptitudes in teaching are an essential factor for fruitful application of reforms in higher education such as those focusing on the use of learning outcomes, recognition of prior learning, employability and curriculum design, introduction of new IT technologies...

This project is focused on improving the quality of teaching and learning in Croatian higher education. Activities in the project are designed to have threefold impact: on academics, on higher education institutions and on the national policy in higher education.

The project will provide opportunities to raise awareness about importance of quality teaching and learning in higher education and to exchange views and best practices at national and international level. The awareness raising activities will involve policy makers and academics, but also management of higher education institutions (there are crucial for institutional development) and experts.

Teaching role of academics will be redefined and the national competence profile, as well as curriculum framework for teaching competences enhancement, will be produced. This will provide basis for further professional development of teaching staff in Croatian higher education. In order to create positive environment for academic to fulfil their teaching role policy documents will be produced with the aim to provide basis for informed decision making, improvement of legal framework and creation of sustainable framework for development of academic’s teaching role.

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Maximum Grant Awarded 155,395,71
Approved Project budget 194,414,75
Czech Republic - Quality Assurance in the Czech Republic

The project is focused on the quality assurance in the Czech Republic. Firstly, via the internal quality assurance systems of Czech HEIs, secondly, through the external evaluation of the National Accreditation Agency (NAA), and thirdly, by means of stimulating creation of centres supporting quality of education at the Czech HEIs.

Building on an international experience and expertise, the project team will prepare supportive manuals (handbooks), peer learning, workshops, training courses and conferences. The target groups will be equipped by up to date information and good practise from abroad and also from other HEIs in the Czech Republic. The project will support practical implementation of organizational settings and processes needed for and effective quality assurance systems (internal and external).

Centres promoting improvement of the pedagogical process’ quality will be created at three diverse faculties of Czech HEIs. In course of the project, selected staff of the participating faculties will be trained to be mentors of pedagogical competences for the other academics, the experiences of the faculties will be summarized in the Recommendations for other interested HEIs and continuously disseminated through seminars. After the completion of the project, participating centres will provide know-how to other interested HEIs.

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Maximum Grant Awarded 53.112
Approved Project budget 66.390
France – Recognition of prior learning and skills acquired by students through citizenship-related activities and other types of involvement

The recognition of prior learning and skills acquired by students through citizenship-related activities and other types of involvement means taking up a challenge for the academic staff in higher education. How to define extracurricular activities (ECA) learning outcomes, how to assess them and ensure their quality? How to translate them as ECTS? How to build them into a professional or academic learning path? In France, a bill on equality and citizenship due in 2017 expects HEIs to recognize the skills acquired by students in "voluntary, salaried and entrepreneurial work" through ECTS. This issue is also part and parcel of the European democratic project that aims at reinforcing citizenship. As such, it is therefore one of the pillars of the Bologna process which promotes students involvement and aims at ensuring they are considered as key stakeholders in the development of higher education. When considering the conditions for the practical implementation of ECA recognition, multifaceted questions arise and need analysing from the different stakeholders' viewpoints (students, teachers, employers, policy makers, Rectors). Translating ECA into ECTS means assessing skills and the coherence of learning paths that cannot be solely defined by their academic or professional curricula. This project aims at building a comprehensive framework of reflection that encompasses the ethical and practical issues raised by the promotion of students' personal activities. It shall offer the stakeholders input on the conditions that need to be met to overcome the resistance and ease a fair recognition of ECA.

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Approved Project budget 252.328,7
Germany - Support to EHEA reforms in Germany II

STEERING II is a project aiming to support the project Promoting Bologna in Germany, conducted by the German Academic Exchange Service (DAAD). The different national activities of this project – (conferences, seminars and peer learning activities) – will be supported by a team of 20 international experts whose assignments are being coordinated by the DAAD. Furthermore, the DAAD will carry out webinars together with the experts and offer the possibility for German higher education institutions (HEIs) to apply for a site visit of two experts. The thematic focus of all activities will be put on the specific tasks identified in the Bologna implementation report such as:

- implementation of a three-cycle structure in all faculties but especially in teacher training and legal education,
- enhancement of recognition by improving the interdependence of credits and learning outcomes,
- improvement of staff mobility by enhancing an international environment at the German HEIs by promoting the possibilities and benefits of administrative and technical staff mobility and
- advancement of quality assurance (QA) with a special emphasis on its international scope.

The project is designed to generate political discourse and the promotion of pragmatic concepts for the internationalisation of teacher training and legal education. It also seeks to substantively improve the extent and implicitness of automatic recognition of credits gained abroad. To achieve this, the activities aim at significantly improving the application of ECTS, especially in combination with concrete learning outcomes.

The activities on staff mobility are expected to result in an increased acknowledgement of the importance of staff mobility for professional development of staff members, as well as for the level of internationalization of HEIs. Last but not least the project’s peer learning initiatives in the area of QA will lead to a broader understanding of the importance of internationalisation in the context of QA.

Contractor

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Maximum Grant Awarded 59.004
Approved Project budget 126.854
Greece - Greece Exploring Advanced Recognition in higher education

GEAR (Greece Exploring Advanced Recognition in higher education), aims at tracking recognition processes of modules and incur simplifications in their conduction. Just like a gear gives speed, GEAR will endeavour to tackle obstacles in the intricate recognition processes, since recognition is a pre-condition for large-scale academic mobility and a complementary tool guaranteeing internationalisation.

While increased international has cross-fertilized higher education, challenges persist. With the 2012 Bucharest Communiqué and the 2015 Yerevan Communiqué Education Ministers committed to removing hindrances to recognition and to the corner stone of implementation of agreed structural reforms. Tools like the DS, the ECTS, learning outcomes and Quality Assurance are a prerequisite for mobility, joint programmes, bilateral agreements and Higher Education Institutions (HEIs) partnerships. However, non-implementation of these rudiments accounts for the lack of credibility of the EHEA even among its members. GEAR will gain an accurate perspective on the situation in Greece and assist in the improvement of recognition by engaging all relevant stakeholders, i.e. incoming and outgoing students, the administrative staff and the academic personnel. Ultimate beneficiary of a quality higher education system is of course the society. Often, the gap between policy and practice has hampered improvement. Frequently, despite an existing legislative framework, lengthy and time-consuming managerial processes at institutional level or multifaceted definitions of the same policy measure have held back from stirring change, acting as a deterrent for students and a barrier to their mobility. GEAR aspires to review national legislative context where necessary, spot down policy challenges through an exhaustive survey and strengthen the links between policy and implementation by means of six regional in-situ workshops with the view to enhancing recognition procedures concerning the modules.

Coordinator

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Maximum Grant Awarded 120.152
Approved Project budget 150.190
Hungary - Continuing EHEA Reforms in Hungary


**Emerging needs** identified based on these documents:

- Encouraging **structural reforms to reach mobility goals, better usage of Bologna tools**, 
- More successful cooperation projects are needed: **capacity building and regional cooperation**, 
- Identification of needs, **exchange of good practices, measures, networking, sharing** 
- **UBC**, employability and entrepreneurship, **HE better response to societal and economic needs**, 
- **ECTS and credit recognition vs. learning outcomes** is still an issue, sporadic existence of digital and innovative teaching methodology, student centred learning 
- Raising awareness on the Bologna objectives and tools needed, 
- **Social dimension - Implementing measures – collection and sharing of good practices.**

**Objectives based on Yerevan priorities and the planned activities** during the project:

1) **Enhancing the quality and relevance of learning and teaching:**

- 3 online or blended courses - shift to **student centred learning, rethinking ECTS and measuring students’ achievement and learning outcomes.** Methodology of teaching people with special needs…
- **Innovative teacher award and online database.**

2) **Making HE system more inclusive**

- **EHEA information classes for secondary school students** with extended content on EHEA and targeting underrepresented regions and groups 
- **Peer Review Activities on: Social dimension.** Graduate Tracking Systems and their effects on inclusion.

3) **Fostering the employability of graduates throughout their working lives**

- 3 University-Business Cooperation forums, Tempus Business Cafes 
- A large international conference on the **town and gown relations** 
- The **HEInnovate country review dissemination conference**
4) Further implementation of structural reforms: capacity building for cooperation, improvement of the usage of Bologna/EHEA tools

- International (regional) PLAs on the impacts of mobility windows and on ECTS and credit recognition in non-EU EHEA member countries
- Information seminar to facilitate the successful participation of Central European HEIs in Erasmus+ centralised actions and in the international dimension of the programme (EM joint degrees – joint accreditation, Capacity building in HE, Jean Monnet)
- Further development of the Bologna/EHEA information portal and blog,

Results: teachers in HEIs will be trained in innovative methodology, a database on innovative/digital methodology practices will be developed, a set of proven measures tackling SD will be created; 2 rounds of EHEA classes in schools, UBC, entrepreneurship and innovation will be tackled in conferences and PLAs, Bologna/EHEA tools and ECTS will be revised and discussed and seminars will be devoted to more successful access to EU grants.

Target groups: decision makers, stakeholders in the field of HE; university teachers open to new methods, HEI staff involved in curriculum development and, international relations; students in secondary schools; HEI leaders and staff responsible for inclusion, employers, staff of businesses, stakeholders from partner countries, local and regional partners of HEIs.

Expected outcomes and impact:

- Awareness raised on the Bologna process and better use of Bologna tools
- Effective and wide-range cooperation with the business sector, more dual education programmes, enhanced entrepreneurship and innovation potential at higher education institutions, precise definition of the third role of universities, better impact on regional societal and economic development, graduate profiles will be more relevant to employers.
- More successful cooperation programmes, better credit recognition with non-EU EHEA member countries, better use of ECTS and credit allocation to learning outcomes, more mobility windows embedded into the curricula, more joint programmes and joint degree programmes
- Measures for successful completion, mobility and employment of underrepresented groups, reduced drop-out rates in the long term, more services (counselling, mentoring, monitoring, etc.) at HEIs for underrepresented groups, more inclusive HEIs.
- More academic staff use competitive and student-centred teaching methods and flexible learning paths are offered to non-traditional learners, Innovative teaching methodology - good practices and good solutions are spread and disseminated.

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Maximum Grant Awarded 177,583,62
Approved Project budget 221,979,53
Iceland - Bologna Reform in Iceland II

The Bologna Reform in Iceland II (hereafter BORE II) sets out to follow-up on the accomplishments of the predecessor project BORE which will finalise in May 2016.

BORE II addresses two central themes which are central to the current Bologna process priorities:

1. Enhancing the quality and relevance of learning and teaching
2. Promoting the international dimension and mobility to expand competences, foster employability, and make higher education more inclusive.

In regards to enhancing the quality and relevance of learning and teaching the objective of BORE II is to firmly put in place in Iceland student-centred learning, in particular to ensure the practical application of the learning outcomes approach at programme level, and sustaining the outcomes of the first cycle of institutional quality reviews which finished in 2015. This objective will be achieved through different activities such as participation of students in institutional quality reviews and the development of instructional tools and an on-line platform on integrating ESG principles and learning outcomes in work at programme level.

Internationalisation of higher education is now seen as an essential ingredient in supporting the quality of the educational offer in addition to advancing personal development and ensure future employability of graduates. The objective of the priority will be achieved by focusing attention on removing barriers to mobility, particularly for underrepresented groups, firmly place mobility, especially work placements, in study programmes and ensure recognition of mobility using ECTS. Analysing what data is needed to examine the quality of learning offers and career progression and making it more readily available will support inclusion and strengthen the students’ voice in ensuring quality in Icelandic higher education.

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Maximum Grant Awarded 121.034,12
Approved Project budget 151.292,65
Ireland - Enhancing Mobility for Access Students Ireland

This project aims to improve the knowledge base and develop a practical toolkit for Universities and Institutes of Technology to develop and implement effective strategies to widen participation in mobility programmes amongst students from disadvantaged and under-represented backgrounds (da/ur). While this project focusses on target students, it will also have benefits for student mobility in general.

It directly responds to the Yerevan priorities:

- Fostering the employability of graduates throughout their working lives – by helping HEIs to widen participation in outward mobility so that the proven employability benefits impact upon the working lives of students from all backgrounds, including da/ur groups;
- Making our systems more inclusive – by enhancing understanding of the problems facing students from da/ur backgrounds when considering mobility opportunities, and helping HEIs to adapt their support services to overcome those problems. The objective is to identify and share effective practice in widening participation of da/ur students from disadvantaged backgrounds in outward student mobility.

The project will:

- analyse existing Irish data to gain an insight into patterns of outward student mobility;
- identify gaps in the data to inform data collection practice for all institutions;
- identify effective institutional practices in 2 HEIs in widening participation in outward mobility;
- identify barriers to student mobility in these HEIs;
- identify enablers to overcome these barriers;
- build on existing research on student engagement and graduate outcomes to identify the benefits to students of participation in mobility programmes;
- develop an internationally transferable toolkit to widen participation in outward mobility
- use the outcomes of the project to inform policy making in the area of outward mobility.

The project sets out to support EHEA in achieving, by 2020, a target of 20% of graduates having experienced a period abroad.

Contractor

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Maximum Grant Awarded 83,800,69
Approved Project budget 104,750,86
Italy - Consolidating Higher Education Experience of Reform in Italy II

The CHEER II project is aimed at developing a strong systemic synergy involving the widespread use of European transparency tools, the implementation of international policies in HEIs - both Universities and Art&Music Institutions (AFAM) - and the contributions of other national and international organizations concerned with HE.

Although the HE reform process is well under way in Italy, efforts are still needed to integrate its various aspects into one consistent and well-functioning learner-centred system at the institutional, national and international level. The experience made under the previous CHEER project provides a good basis for finalizing these efforts thanks to strong political support by the Ministry for Education, University and Research (MIUR), efficient management of the Conference of Italian University Rectors (CRUI, acting as Affiliated Entity to assist the MIUR in the implementation of the project and responsible for the project management) and close collaboration among the various experts.

This project focuses on four items, identified as the main challenges among those pointed out in the Bologna Implementation Report 2015: diploma supplement revision, programme description, international and joint programmes, mobility. Each item will be developed by a Working Group, composed of representatives of the main stakeholders of the HE system, who will develop concrete tools, and address both the HEIs and policy makers, thus supporting the system in accomplishing the priorities identified in the Yerevan Communiqué.

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Approved Project budget 355,273,17
Lithuania - DEVELOPMENT OF STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT WITHIN BOLOGNA LEARNING NETWORK

Lithuania has been successful in the implementation of a number of the EHEA structural reforms and Bologna tools. However, the development of student-centred learning (SCL) is often undermined by an insufficient transformation of academic practice at an institutional level. While shift in focus from teaching to learning is generally accepted as a mainstream policy development, the concept of a teacher as a ‘learning facilitator’ still needs to be cultivated at grass roots level. This can be achieved by spreading the best practice and engaging in peer learning in curriculum design, delivery and assessment practices. This project aims at structuring and amplifying peer learning and innovation at an institutional level by organising a network of quality managers. Particularly underdeveloped elements of SCL are definition of intended and assessment of achieved LOs. Therefore, the main focus of this project is the framework and instruments of LOs’ description and assessment practices as a key formative device in facilitating the achievement of learning goals.

Expected results:

1. A manual describing achieved LOs assessment framework;
2. Peer learning network of HE consultants established in the area of SCL;
3. Guidance in formative and cumulative assessment delivered to the main target groups.

Target groups:

1. Teaching and administrative staff of Lithuanian HEIs;
2. Students and student representatives active at institutional and national levels;
3. HE governance officers, experts of the Ministry and supporting agencies.

Impact envisaged:

1. Concept of SCL-oriented assessment practices embedded in HE in Lithuania;
2. More coherent and detailed understanding of processes and instruments of SCL implemented at quality management, expert and teaching practitioner levels;
3. Understanding of EHEA development priority areas strengthened at institutional level;
4. International peer learning in area of SCL among practitioners and experts amplified.

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Partners

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Maximum Grant Awarded 56.128
Approved Project budget 70.160
Malta - Consolidating Quality Assurance and Validation in Higher Education in Malta

The project ‘Consolidating Quality Assurance and Validation in Higher Education in Malta’ addresses the policy goal set for the EHEA for 2016-2018 of emphasising the implementation of the agreed structural reforms related to common quality assurance standards in higher education. It shall consolidate the progress achieved on implementing a Quality Assurance Framework in Malta, given the findings in the Bologna Implementation Report 2015, suggesting that further focus is needed in this area (EACEA 2015: 89-99). The project is directed at undertaking an external review of the existing External Quality Audit Manual of Procedures to be in line with the revised European Standards and Guidelines and seeks to expand it to include external quality assurance of programmes, overseas provision and online learning. This shall ensure that the NCFHE continues to contribute to the consolidation of robust national quality assurance mechanisms for the provision of Further and Higher education in/from Malta. To accomplish this, the support of international Bologna Experts and an international review to ensure a proper alignment with common quality assurance standards will be needed. As such, the project will improve the NCFHE’s capacity to conduct external quality assurance audits that are in line with these standards and the revised European Standards and Guidelines.

Throughout the project, the NCFHE will collaborate closely with quality assurance professionals of education providers to gather their feedback and update them on the revisions to the External Quality Audit Manual of Procedures. This is to ensure that Maltese education providers are well aware of and prepared for the demands of external quality assurance audits and professionals involved in external quality assurance are empowered to carry out their work in line with the revised European Standards and Guidelines, including external quality assurance of programmes, overseas provision and online learning.

Coordinator

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Maximum Grant Awarded 53,336.33
Approved Project budget 74,690.28
The Netherlands - Facilitating the Use of Bologna Tools for HEIs and Quality Assurance Agencies II

FaBoTo II stands for “Facilitating the use of Bologna Tools for HEIs and Quality Assurance Organisations II”. It is the continuation of FaBoTo I, a project targeted to offer support and counselling regarding the implementation of the main Bologna instruments to both Dutch HEIs and Quality Assurance Organisations.

Although the main elements of the Bologna agenda are implemented in The Netherlands, there are still items that require attention, especially in the field of transparency. This concerns the information on educational programmes; defining, assessing and demonstrating the achievement of learning outcomes and the use of the Diploma Supplement. Another important item is the cooperation of Dutch HEIs with education institutions in other countries, for the purpose of developing joint programmes.

The expected results of FaBoTo II are: a broad national Bologna network of representatives of HEIs, training sessions about the key Bologna tools. Furthermore, the project will continue the dialogue between different educational fields (HE and VET sector) and expand the contacts to the ICT providers for HE. Finally, FaBoTo II will also support the development of joint programmes by organizing a training seminar for Dutch HEIs and an international Peer learning meeting for HEIs and Quality Assurance organizations about the European Quality Approach for Joint programmes.

The impact of FaBoTo II is expected to be threefold: 1) accelerate the implementation of the European Approach for Quality Assurance of Joint Programmes by identifying good practice, challenges and solutions, 2) Dutch HEIs experience added value of joint programmes needed to lead a higher participation rate 3) Strengthened EHEA through the qualitative better implementation of Bologna tools in Dutch HEIs.

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Maximum Grant Awarded 158.669,87
Approved Project budget 198.337,34
Norway - From Input to Output in Recognition

Our aim is to create a more differentiated recognition model, which makes use of new tools such as learning outcomes and qualifications frameworks, leaving behind a homogeneous system with a strong focus on measurable input factors. The objective is to establish an up-to-date recognition practice that complies with the recommendations in both the Subsidiary Text to the Lisbon Convention on the use of qualifications frameworks in recognition and the European Area of Recognition Manual (the EAR Manual), as well as the suggestions made by the Pathfinder Group and the recommendations in the Yerevan Communiqué.

The expected results are as follows:

- The development of a new recognition model that introduces qualifications frameworks as a recognition tool.
- An evaluation of the possibility to introduce some form of automatic recognition or bilateral/multilateral agreements within the Nordic region or EHEA.

When implemented, NOKUT’s new practice is expected to have a positive impact on Norwegian HEIs’ admission and recognition practice, in line with the ESG Guidelines, which emphasizes the importance of fair recognition in the institutional practice. The results of the project may also affect other NORRIC and ENIC-NARIC offices and competent recognition authorities, by showing how qualifications frameworks can be used to make it easier to assess foreign qualifications.

Finally, applicants and employers – the primary users of NOKUT’s recognition document – would benefit from the results of this project. In other words, it will facilitate mobility and internationalization.

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Maximum Grant Awarded 77.274,2  
Approved Project budget 96.592,75
Poland - Reducing bureaucratic burdens related to the Polish Qualifications Framework

The project contributes to current joint efforts of the Polish government and stakeholders aiming at reducing bureaucratic burdens related to implementation of the Polish qualifications framework for higher education and external quality assurance process. The new rules and criteria of external quality assurance are to be focused to much larger extent on quality enhancement (rather than on control activities) and on supporting higher education institutions in developing quality culture. They will closely follow revised Standards and Guidelines for Quality Assurance in EHEA. The project will contribute to this agenda by supporting Polish Accreditation Committee (PAC) in organisation of workshops for PAC members and experts on application of new criteria.

The project also corresponds to the EHEA Ministers’ conclusion made during the Ministerial Conference in Yerevan that “implementation of the structural reforms is uneven and the tools are sometimes used incorrectly or in bureaucratic and superficial ways”. It is clear that the problem of bureaucratic burdens, which concerns first of all the academic staff, is relevant for the whole EHEA. Therefore the project consortium will organise in 2017 an international peer learning conference devoted to the problem of bureaucratic ways of implementation of structural reforms, i.a. qualifications framework and quality assurance systems and the ways it can be overcome. The conference will be addressed to governmental representatives, including policy-makers, and stakeholders from the EHEA countries.

Coordinator

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Approved Project budget 220.218
Romania - Tying the knots in Bologna implementation

The KnoBI project aims to tackle the poor implementation of three specific Bologna action lines in Romania: mobility (with a focus on staff mobility), the social dimension (with a focus on the implementation of the EHEA social dimension strategy) and graduate labour market integration (with a focus on tracking). These have been identified as weak points in the 2015 implementation report, in domestic policy reviews and have been flagged as priority areas in the Yerevan communique. Furthermore, the project will aim to improve reporting for the 2018 Bologna implementation report via activities dedicated to improving data collection.

The main target group for the project will include policy experts, institutional managers and administrators, social partners (e.g. students and employers) and the representatives of other national-level institutions involved in higher education governance.

The main tools deployed in the project will include up-to-date reviews of Bologna Process implementation, peer learning and workshop-based dissemination activities. The implementation of the project will be aided by the participation of six nominated Bologna experts in all major activities. These experts will take part in peer learning activities organized in countries which have excelled at the implementation of Bologna action lines and which have active partnerships with Romanian institutions. Furthermore, workshops and conferences will be attended by international Bologna experts, who will act as speakers and facilitators.

The expected outcomes of the project include a series of small-scale publications, institutional strategies on staff mobility, social dimension and graduate employability tracking. The Bologna experts are expected to establish a direct communication network so as to enable them in aiding universities in deepening implementation further. One major outcome will be the 2018 implementation report scorecard, filled in on the basis of an improved data collection system.

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Maximum Grant Awarded 123.864
Approved Project budget 154.830
Slovakia - Support for Implementation of Reform Tools in Slovak HE

In Yerevan in May 2015 it was concluded that the implementation of structural reforms in the higher education systems across the signatory countries is uneven, the tools are not always used correctly and continuing improvement of the higher education systems and greater involvement of academic communities are necessary to achieve the full potential of the EHEA. There were four policy goals set for the upcoming period, where two of them – enhancing the quality and relevance of learning and teaching, and fostering the employability of graduates – together with the implementation of key tools are especially relevant for the Slovak higher education.

Successful implementation of changes in the higher education system usually requires a good understanding of changes and implemented tools at the lowest level of the system – faculties and individual teachers, administrative staff at institutional level.

The aim of the “Support for Implementation of Reform Tools in Slovak HE - SIHE” project is to create opportunities for HEIs in Slovakia to consult relevant national and foreign experts and to communicate to national policy makers their experience with the reforms in three priority areas: a) quality assurance, b) proper use of ECTS and learning outcomes and c) student-centred learning. Obstacles for a proper implementation of these tools at institutional and system levels need to be identified.

The expected impact is:

- Updating internal quality assurance systems of Slovak HEIs, input for an adjustment of the external quality assurance system in conformity with ESG;
- Changes in the development of study programmes and graduates' profiles while taking into account students' needs and expectations, increasing the relevance of study programmes for the labour market, raising the attractiveness of HE;
- Gradual interlinkage with the NQF and the National Qualifications System, more transparent information on graduates for employers, easier recognition of studies/parts of studies.

Coordinator

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Maximum Grant Awarded 50.844,8
Approved Project budget 63.556
**Slovenia - EHEA SLOVENIA 2**

Project aims to continue to assist Slovene higher education (HE) system in implementing the Bologna objectives with a sustained contribution to the creation of the common EHEA. With the activities within the EHEA projects we try to implement a developmental approach, wherein a progressive strategic upgrading and policymaking issues of Slovenian HE system are highlighted. In the existing EHEA project, a national strategy for internationalisation was developed, which will include the aims on Internationalisation at Home (IaH), Internationalisation of Curriculum (IoC) and internationalized Learning Outcomes (Los) – the latter issues will be implemented with the new EHEA project. The emphasis of internationalisation efforts in Slovenia has traditionally been on mobility, which however involves only a small minority of students (3 %). The concept of Internationalisation at Home (IaH) is therefore very important for Slovene HE system, to bring intercultural elements and to develop intercultural competences to majority of students. These needs will be supported through trainings of Slovene (SI) HE staff and established a national expert group of IaH trainers to be able to support and guide Slovene HE staff on introduce the IaH concept in their curricula and learning outcomes.

We expect the new EHEA project to have positive impact on HE staff’s pedagogical competences, inclusion of intercultural and international dimension into curriculum (IaH, IoC) and competences on writing and assessing LOs. Meaningful LOs will provide clearer insight into the content of study programmes. Public discussions on new concept of Slovenian HE system and Act, as well as discussions and sharing cases of good practices on pedagogical excellence and professional development of teaching staff will lead to a higher quality of university teaching and learning, better pedagogical qualification of HE teachers and to modern approaches to teaching at the national level as well as internationally.

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Maximum Grant Awarded 101.271,65  
Approved Project budget 126.589,56
Spain - International Teaching & Learning for Employability and Citizenship

The rationale of the project come from the need to actively pursue the main goals settled in the Yerevan Communiqué, especially those on:

i. Enhancing the quality and relevance of learning and teaching
ii. Fostering the employability of graduates throughout their working lives

The context of the project is the increasing internationalisation of higher education in a globalizing world as emphasized in the new structure of the Bologna Follow Up Group setting an Advisory Group on Internationalization of the EHEA to promote regional dialogue with other regions of the world on mutually agreed topics such as graduate unemployment and quality of teaching and learning.

The expected results of the proposal will be to identify and propose measures:

- to overcome the existent difficulties at national and institutional level to develop quality in teaching and learning initiatives, supporting higher education institutions and staff in promoting pedagogical innovation in student-centred learning environments and in fully exploiting the potential benefits of digital technologies for learning and teaching.
- to provide clear criteria for institutions to foster employability in rapidly changing labour markets - characterized by technological developments, the emergence of new job profiles, and increasing opportunities for employment and self-employment.
- to inform the stakeholders and national authorities across and beyond Europe about the outcomes and recommendations from the project to enhance quality in teaching and learning and fostering employability, supporting its implementation across and beyond the EHEA

Two major international conferences will be organized by the Spanish Ministry of Education, Culture and Sport on the two self-selected priorities. The conferences are aimed mainly at opening policy dialogue between policy makers and representatives of the university world, within and beyond Europe.

Coordinator

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- ETUCE-CSEE
SERVICIO ESPANOL PARA LA INTERNACIONALIZACION DE LA EDUCACION

Maximum Grant Awarded 176.853,02
Approved Project budget 221.066,28
Sweden - The Academic Value of Mobility

A Long-Term Survey of the Swedish Economy highlights four trends in particular. This initiative consist of two actions related to two of the trends, internationalisation and demographic development, by proposing two initiatives focused on 1) Mobility for outbound students, and 2) Higher education in the face of increasing migration.

1) In Sweden 14% of the graduates the year 2013/14 had been mobile during their studies, which is below the target formulated in the Mobility strategy adopted in the Bucharest Communiqué. Two of the main obstacles to student mobility in Sweden identified in the Bologna Implementation Report 2015, are “curriculum/study organisation” and “lack of information and encouragement”.

The obstacle will be addressed in a project with the long term goal to increase the number of outgoing students, enhance quality in mobility and to reach new target groups. It will be done by building on experiences from previous contract period to highlight the academic value of mobility. The project will focus on two areas:

- how to integrate the mobility period in the curriculum planning, including formulation of intercultural/international learning outcomes in line with the overall LO.
- how to better integrate mobility guidance in regular study counselling.

The short term objective is to revise the recommendations developed during the previous period, disseminate them and evaluate the experiences from the pilots started in the previous period.

2) More than a million refugees crossed the borders into the EU in 2015, 163 000 of them applied for asylum in Sweden. To make use of their competences and to facilitate employment, we need to make our HE systems more inclusive. The objective is to share experiences on European level on methods for recognition of prior learning and how to include and provide better learning opportunities for refugees. A conference on these themes where practitioners, policy makers and stakeholders in the EHEA meet will be held.

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Approved Project budget 123.100
Turkey - Implementation and Sustainability of EHEA Reforms in Turkish Higher Education System

The Bologna Process was initiated in Turkish HEIs in 2001. Yet, affords and activities for Bologna reforms gained momentum after 2005. Among these were the reforms to set up a national system of QA, with a structure and function comparable to its transnational counterparts. Six project phases have been finalised so far in coordination with CoHE and NA. The National Bologna team contributed to each project phase by researches and activities. Achievements of the six Bologna Projects can be outlined as follows:

- Introduction of ECTS to be used initially for credit transfer
- Switching from the national contact-hour based credit system to ECTS in 2011
- Highest number of ECTS/DS Labels per country with compulsory DS issuing since 2005
- Preparation of ECTS Info Pack and its implementation
- Determination of HE qualifications and its implementation since 2010.

The Regulation of QA in HE and the Regulation on the Procedures and Principles Concerning the Implementation of TQF have been recently carried into effect. With the enactment of these two regulations, to set up a national QA and internalisation of the TQF-HE will be gathered speed. Despite these important steps, we still have a long way to go in order to fulfil the EHEA reforms.

Expected outcomes of this application are as follows:

- Self-certification of TQF-HE
- Linking ECTS credits with Los
- QA –internal and external- with student and international participation
- Internalisation of all Bologna action lines and achieving self-sufficiency in HEIs
- Recognition of prior learning (RPL) for equitable access to higher education as well as employability

This project will target management as well as academic and administrative staff of HEIs, students, and stakeholders. Internalisation of European higher education reforms in Turkey and structural transformation such as current higher education act and its harmonisation with EHEA will be hot topics. The goals of the Yerevan Communique will be pursued in the project.

Coordinator

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Maximum Grant Awarded 138.155,98
Approved Project budget 172.694,98
UK - Research pilot effective practice in widening participation of under-represented groups in outward student mobility

The project aims to develop a toolkit to support HEIs and FE Colleges building capacity to develop & implement effective strategies to increase participation in mobility programmes by students from disadvantaged/under-represented backgrounds (da/ur). It will:

- analyse national mobility data & statistics and build a picture of participation & the challenges faced by da/ur students
- support 4 institutions to conduct detailed analyses of participation of da/ur groups over a 3 year period (quantitative and qualitative analysis)
- analyse pre and post mobility performance of mobile students
- identify and assess the impact of initiatives and activities
- report on effective institutional practice; and produce a transferable toolkit consisting of practical advice and case studies to help HEIs develop effective strategies
- analyse data to ensure that UK HEIs are better placed to both monitor participation by student profile and to implement effective processes to widen participation.

The project will be managed by the UK NA and delivered by the UK Higher Education International Unit (IU). It will involve 1 HEI from each of England, Scotland and Wales experienced in widening participation and outward mobility programmes; an FE College to learn more about the impact of early engagement in mobility opportunities; and be complemented by a parallel Irish proposal, whose representatives will participate in the Steering Group and work with the IU to share expertise, research tools and findings.

The aim is to help achieve the EHEA target of 20% graduate mobility by identifying effective institutional practice to widen participation in mobility, and disseminate this across Europe. The toolkit should help achieve an increase for students from da/ur backgrounds. Annual data on students participating in outward mobility will be monitored beyond the project, to help challenge negative perceptions of freedom of movement/ raise awareness of opportunities beyond the UK.

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