

D6.3 STANDARD GUIDELINES FOR RUN-EU SAPs

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(Polytechnic of Cávado and Ave)

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Abbreviations

AIT	Athlone Institute of Technology
DPA	Data Privacy Agreement
ECTS	European Credit Transfer and Accumulation System
EIH	European Innovation Hubs
EQF	European Qualification Framework
ESG	European Standard Guidelines for Quality Assurance
EU	European Union
EZ-ID	European Zone for Interregional Development
FASA	Future and Advanced Skills Academy
FHV	Vorarlberg University of Applied Sciences
GDPR	General Data Protection Regulation
HAMK	Häme University of Applied Sciences
HE	Higher Education
HEI	Higher Education Institution
IPCA	Polytechnic of Cávado and Ave
IPL	Polytechnic of Leiria
ISCED	International Standard Classification of Education
LIT	Limerick Institute of Technology
LO	Learning Outcome(s)
NHL Stenden	NHL Stenden University of Applied Sciences
QA	Quality Assurance
SAB	Students Advisory Board
SAP	Short Advanced Programme
SAPc	SAP Joint Coordinating Team(s)
SDG	Sustainable Development Goals
SZE	Széchenyi István University
TUS	Technological University of the Shannon: Midlands Midwest
CU	Course Unit
WP	Work Package
WPcL	Work Package Co-leader
WPL	Work Package Leader
WP3	Future and Advanced Skills Academies (FASA)
WP8	Sustainability and Dissemination

1. Introduction

1.1 Aim of the Standard Guidelines for RUN-EU SAPs

The **Standard Guidelines for RUN-EU Short Advanced Programmes (SAPs)** present a set of standards and guidelines that need to be considered when designing, preparing, implementing, and managing SAPs. They also support the development of sustainable strategies which reinforce credibility of and accountability for RUN-EU activities and actions.

Engagement with the **Standard Guidelines for RUN-EU SAPs** allows RUN-EU to demonstrate quality and increase transparency, consequently helping to build mutual trust and better recognition of the SAPs academic and professional value within and outside the partnership.

The **Standard Guidelines for RUN-EU SAPs** have been gradually defined and fine-tuned along the joint development, preparation and delivery of the first SAPs. The difficulties encountered, experience gained and lessons learned with the 8 Pilot SAPs (4 SAPs performed in the blended/online format + 4 special SAPs called Challenges, that had only the physical week format) were captured and taken into account in the elaboration of what we wanted to be a more sound-based, hands-on and robust document.

They cannot be interpreted as standards for quality either. The key goal is to support and provide guidance to the **SAPs Joint Coordinating Teams (SAPc)** and respective Institutions in their challenging task, covering areas which are vital for the SAPs successful quality provision and learning environments. This is a work in progress document to be reviewed and updated whenever justified.

The term “student” used along the document should be interpreted as any learner/participant of a SAP.

The **Standard Guidelines for RUN-EU SAPs** are strongly aligned with **D6.1 RUN-EU SAPs Opportunities Report**, which provides complementary background information on RUN-EU SAPs *rationale*, context and objectives and on the methodology for identifying and proposing potential RUN-EU SAPs.

1.2 RUN-EU Short Advanced Programmes (SAPs)

1.2.1 Shared Definition

A shared and transparent definition of Short Advanced Programmes (SAPs) is fundamental to foster common understanding, further development and trust within RUN-EU.

- SAPs are transnational *curricula* focusing on the future advanced skills needs, enabling the promotion of flexible transnational mobility of students, innovative pedagogies and blended learning activities;
- SAPs are means to increase the effectiveness and flexibility of Higher Education (HE) and to provide upskilling and reskilling opportunities to the labour force;
- SAPs are designed to provide the learner with specific knowledge, skills or competences that respond to societal, personal, cultural or labour market needs;
- SAPs must have explicitly defined Learning Outcomes (LO) indexed at a Qualification Framework level, an indication of associated workload in ECTS credits, assessment methods and criteria, and be subject to quality assurance in line with the European Standard Guidelines for Quality Assurance (ESG);
- SAPs need to have commonly agreed standards and a clear definition regarding mode of delivery, duration, workload, LO, ECTS range, assessment process, validation, stackability, among others;
- There is the need to deeper explore how SAPs can be recognised for further studies and/or employment and, considering their strong association to the micro-credentials concept, how to incorporate them into larger credentials.

Building on this, RUN-EU will be using the following working definition, which will be continuously refined in the course of the project development:

“SAPs are short and small individual learning units based on transnational curricula focusing on the future advanced skills needs, enabling the promotion of flexible learning pathways, short-term international mobility, innovative pedagogies and blended learning.”

SAPs can be presented in diverse formats, have different typologies and be offered in multiple ways. This diversity and flexibility form part of their strength and allows for the development of rich, meaningful and competitive solutions.

1.2.2 Distinctive Features

SAPs must be considered as short and small learning units, ranging from 1 to 5/6 ECTS credits (1 ECTS has an average workload of 28 working hours). The typical duration of RUN-EU SAPs will range from 1 to 8 weeks, either on a part-time or full-time basis. The number of ECTS credits translates the workload effort. The duration represents the overall time frame (from the 1st to the last programmed days) and might not correspond to the entire duration of the delivery.

Transnational physical short-term mobility (from 1 to 2 weeks) is a compulsory component. Full online delivery can currently be considered because of exceptional circumstances (COVID-19).

SAPs should have a modular and flexible nature to allow individualised learning paths. SAPs can be a standalone, independent, adds-on unit or can be used or strategically foreseen as integrated, stackable, building blocks towards a course, programme or larger credential.

SAPs must have a collaborative nature and involve at least 2 RUN-EU International full-members. English is proposed as the standard working language for SAPs, but other languages may be used, notably for the SAPs focused on Culture & Language.

A wide range of target groups is envisaged: students from all cycles of studies, academic staff, staff, researchers, professionals, and life-long learners from regional and international stakeholders. SAPs main distinctive features are presented in Figure 1.

<p>SAPs Distinctive Features</p>	<ul style="list-style-type: none"> · Short and Small: from 1 to 5/6 ECTS credits · Duration: from 1 to 8 weeks (W) · Modular and Flexible nature (individualised learning paths) · Collaborative, Jointly Developed and International (at least 2 RUN-EU members) · Cross-disciplinary/Interdisciplinary knowledge · Targeted and specialized · All possible formats (blended learning and forms of delivery) · Physical short-term mobility as a compulsory component (1-2 W) · Innovative Pedagogies · Challenge /Problem /Hands on/X based learning approaches · Internal and External Students/Learners (from other regions within or outside EU; Full-time, Part-Time, any Level) · Partnership with Industry and Social/External Partners · Promote Multiculturalism and Multilingualism
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Figure 1: RUN-EU SAPs main Distinctive Features

1.2.3 Typologies

To provide a better understanding of the concept and illustrate what SAPs could mean, the following SAPs typologies have been identified:

- **Cutting-edge Topic** - incorporating the most recent results of the joint advanced research and innovation projects as well as emerging trends
- **Transversal Skills** – aimed at the development of future and advanced skills
- **Challenge Programme** - focused on Challenge/Project-based learning experiences. The SAPs planned for the annual Student Weeks/Student Advisory Boards (SAB) will fall under this category and will have a particular focus on the Sustainable Development Goals (SDG)
- **Open Undergraduate Module** and **Open Postgraduate Module** - building blocks of open undergraduate / postgraduate degrees (disassembled modules)
- **Local Culture & Language**
- Other options

In this initial phase, it has been agreed that we should be as flexible as possible in terms of typologies, leaving latitude to incorporate new trends and formats, without “losing character”.

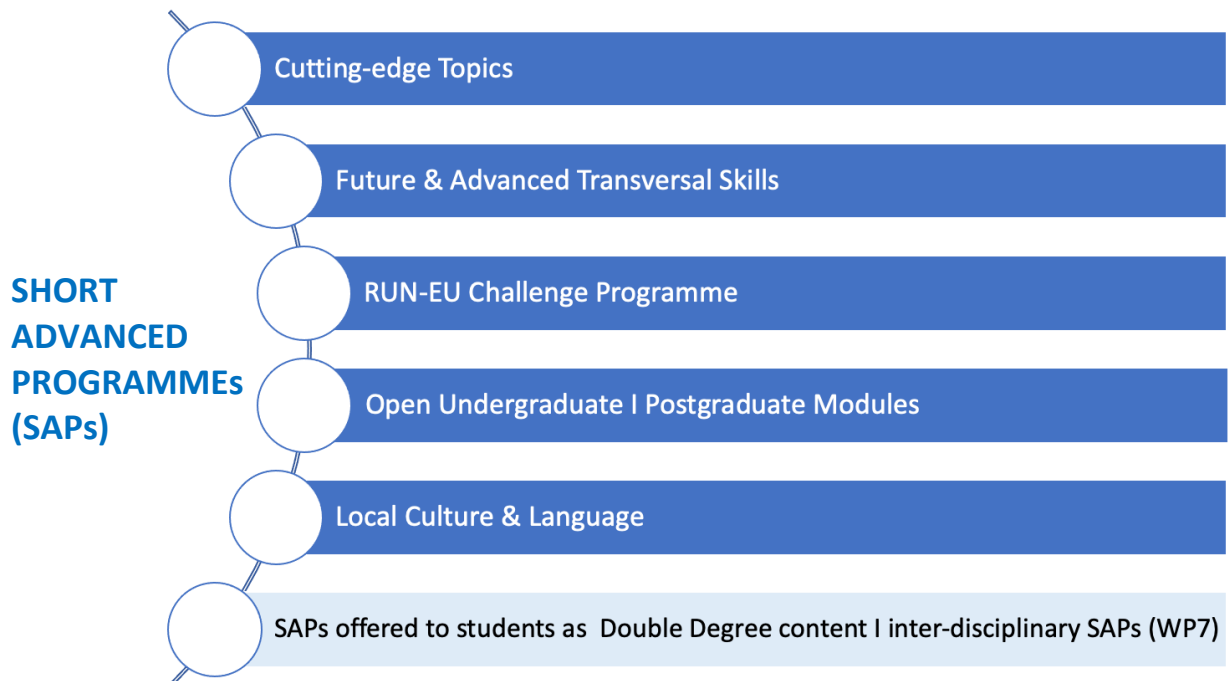


Figure 2: RUN-EU SAPs typologies and specific contexts

2. Design and Approval of the SAPs

2.1 Degree of Jointness

The development of any joint programme brings the international cooperation bar to a different level, which demands greater effort and needs to be nurtured, facilitated, and institutionally recognized.

The degree of jointness envisaged for the SAPs development and implementation relies on a: - Co-creation environment and attitude; - Balanced contribution in all phases; - Clear definition of roles, tasks and responsibilities; - Clear and shared decision-making; - Collaborative and communication platforms and channels (before, during and after the SAP) and - Careful preparation.

In addition to the Joint Coordination Team (SAPc), joint ownership *rationale*, joint application process, joint selection procedure, joint assessment and joint certification, the degree of jointness should be embedded in the way the SAPc communicates internally and externally (SAP email; Kick-off; invitations, integration of coaches and guests, jury panels, among others).

Due to the novelty of the SAPs, the degree of jointness desired and the ambitious target to deliver 80 SAPs within the project timeframe, the methodology for identifying potential RUN-EU SAPs defined incorporates a 2-phase process:

- Phase 1¹: Survey on Potential RUN-EU SAPs;
- Phase 2²: RUN-EU SAPs Joint Development and Implementation.

RUN-EU believes that this methodology gives room to fostering a shared ownership feeling in relation to each RUN-EU SAP, boosting stronger collaboration through the creation of joint international short-duration programmes and to achieving greater impact and sustainability.

2.2 List of RUN-EU SAPs Critical Information Elements

The RUN-EU SAPs validated and welcomed to Phase 2 of Joint Development and Implementation must fill in and complete the **List of RUN-EU SAPs Critical Information Elements**, which ensure standard elements for their description. The basis of trust in short and small learning experiences as SAPs is transparency in terms of what they represent and certify.

¹ Phase 1 is described in detail at **D6.1 RUN-EU SAPs Opportunities Report** (Section 3.1).

² Phase 2 is described in detail at **D6.1 RUN-EU SAPs Opportunities Report** (Section 3.2).



The editable version of the **List of RUN-EU SAPs Critical Information Elements** is available in the **MsTeams General Channel > SAPs Joint Coordinating Teams (SAPc)** and through this [link](#).

An annotated version is presented in the Table below:

SAP Title	
SAP Overview about the SAP, Description, Objectives, Context, Skills addressed and Labour Market Relevance.	
Learning Outcomes What you will learn...	
Organised by	Name of the Institutions
SAP Coordinator(s)	Name of the Coordinator(s) from each Institution
Typology	Cutting-edge Topic Transversal Skills Challenge Programme Open Undergraduate Module Open Postgraduate Module Local Culture & Language Other
Scientific/Pedagogical Field ISCED Code(s)	Due to their interdisciplinary nature, more than one ISCED field can be indicated. ISCED Fields List
RUN-EU Future EIH	Future Industry & Sustainable Regional Development Bio-Economy Social Innovation
Language of Instruction	English (by default) Other languages may be used in the particular cases of Culture & Language SAPs
Date	From the 1st working day to the last working day
Length: in weeks/days	The duration to be indicated represents the overall timeframe (from the 1st to the last programmed days) and might not correspond to the entire duration of the delivery.
ECTS Credits	From 1 to 6. No half units allowed. (1 ECTS has an average workload of 28 working hours).

Effort and Workload Breakdown	<p>Workload breakdown / typology of activity</p> <p>All educational components</p> <p>Live Sessions (Lectures / Keynotes / Learning Reflection)</p> <p>Pre-recorded Sessions</p> <p>Individual Work Group Work</p> <p>Team Building</p> <p>Site visits Placements</p> <p>Presentations</p> <p>Project Development Research Experimental work Laboratory work</p>
Course Schedule	<p>Programme at a Glance Day by Day / Detailed Programme to be annexed</p>
Course Content Syllabus	<p>Day by Day / Detailed Programme and Reference Reading to be annexed</p>
Course Leader(s) Lecturers & Coaches	<p>Names, Institutions and if possible, hyperlink to email and short bios</p>
Level (EQF)	<p>Short-cycle (5)</p> <p>1st cycle (6)</p> <p>2nd cycle (7)</p> <p>3rd cycle (8)</p>
Target Audience Eligible Participants	<p>Indication of subject areas levels (if applicable) or “RUN-EU students from any study cycle”</p>
Pre-requisites	<p>e.g. “basic notions of statistics”, “English (B2)”, “Micro-economy”</p>
Mode of Delivery	<p>Presential</p> <p>Blended</p> <p>Online</p> <p>(Full online delivery can currently be considered under exceptional circumstances (COVID)).</p>
Venue/Location	
Special Conditions (if any)	<p>Material, equipment, or software, for example</p>
Physical Mobility/Scholarship Available	<p>For students</p> <p>Travel: 350€/person Subsistence: 400€/W</p> <p>For staff:</p> <p>Travel: 350€/person Subsistence: 850€/W</p> <p>See Section 7 for more information</p>

Academic Recognition I Related Degree Programmes I Stackability Options	See Section 5.2
Learning and Teaching Strategy:	See Section 3
Means and Criteria for Assessment	See Section 3.3
How to Apply Entry Requirements I Application Guidelines	Joint Application Form: Application Deadline: Contact Details for further Information: See Section 4.1 for more information
Selection Criteria and Process	Joint Selection Procedure and Criteria Maximum Number of Students to be selected See Section 4.2 for more information
Certification Students I Teaching Staff I Coaches	Joint Certification See Section 5
Further Information	If applicable
(Background information on Institutional QA)	Reference to the Institutional QA system(s) in line with the ESG I See Section 9

Table x: List of RUN-EU SAPs Critical Elements (Annotated version)

To support the SAPc in this task and create a forum/room for open and more specific questions, WP6 organises several “**Information Sessions on RUN-EU SAPs Joint Development and Implementation**”. More information on the sessions is presented in Section 6.1.

2.3 “Must Have” Components

There is no fixed format for the design of the SAPs leaving room for creative, diversified and innovative approaches. However, the experience has shown that there are some components that must be compulsory and be represented in every SAP.

An official **Welcome & Opening Session** signals the SAP kick-off not only to the SAP participants but to the external community as well. It is important to invite high-level representatives of the SAPc institutions to deliver introductory speeches¹² and welcoming words, reinforcing the SAP strategic value. It also gives the opportunity to briefly introduce RUN-EU, its mission and values, the role of the SAPs and the wide range of opportunities available.

Welcome & Opening Session

Team Building Activities

Whether delivered fully online or on a blended format, participants' **Team Building Activities** and Ice Breakers must integrate the introductory part of the SAP and should not be underestimated. To have the opportunity to get to know the whole group sets the right mood towards the learning experience and helps to create a sense of community. Team formation together with the management of the learners' expectations and of the different backgrounds and contexts are also of crucial importance.

Cultural Programme

Cultural exchange is one of the key motivating factors for SAP participants and essential to the development of intercultural intelligence. Being exposed to or experiencing a different culture/country, even if for a short period, makes wonders and generates unforgettable moments and feelings. Therefore, all SAPs must plan and integrate a **Cultural Programme /Activity or Session** into the formal structure of the SAP.

Learning Reflection

The last component of each SAP should be a **Group Learning Reflection** exercise, involving all students, lecturers, coaches and organisers. This session allows immediate valuable feedback on the first perceptions, the possibility to express one's opinion anonymously (if desired), non-verbally and interactively. More information can be found in Section 10.

2.4 WP6 Conformity Check

According to the methodology defined, all RUN-EU SAP proposals need to go through a Conformity Check, involving WP6 Leader and WP6 representatives of the involved partners, before being launched and disseminated. It has been decided that scientific/content relevance should fall under the responsibility of the SAP coordinating institutions and would not be subject to scrutiny.

Once the SAPc has jointly agreed on the final format and has fully developed the detailed programme and more complete information according to the List of RUN-EU SAPs Critical Information Elements, the Conformity Check is carried out by WP6. A message



with all relevant materials must be sent to WP6 Leader (run-eu@ipca.pt) and to WP6 representatives of the coordinating institutions. The documents must also be uploaded in the SAP own specific MsTeams Channel > **SAPs Joint Coordinating Teams (SAPc)** > *Name of the SAP*. The sub-Channel “Name of the SAP” will be created as soon as the SAP is green.

Concerted feedback is provided by WP6 Leader indicating full validation, conditional validation or asking for additional elements or clarifications. Only after this step is concluded, learners, students and candidates have access to the final materials and the RUN-EU SAP is publicly launched and disseminated.

The close involvement of WP6 members from the institutions belonging to the SAPc in the joint preparation phase is essential to facilitate this exercise.

3. Student-Centred Learning, Teaching and Assessment

Student-centred learning and teaching play an important role in stimulating students' motivation, self-reflection, and engagement in the learning process. In the scope of RUN-EU mission, SAPs are considered as means to promote and develop joint student-centred challenge and work-based flexible learning activities through collaborative and pedagogically innovative inter-university and interregional approaches to higher education.

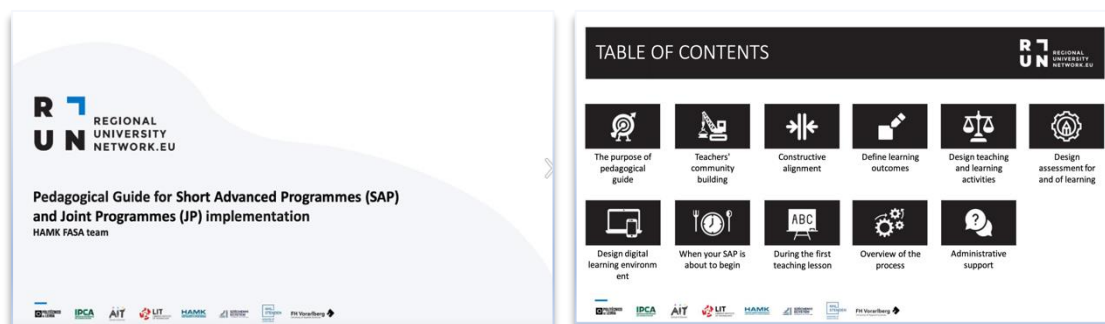
The SAPs Joint Coordination Teams (SAPc) should ensure that SAPs are delivered in a way that encourages students/learners to take an active role in creating the learning process, and that the assessment of outcomes reflects this approach. A reflective approach to the learning and teaching process on the part of both the student/learner and the teacher is also a determinant factor.

SAPs need to be designed to incorporate the most recent pedagogical innovations and the most appropriate learning and teaching strategies for each typology, target group(s), settings, and delivery mode(s), in full and harmonious alignment with the LO and assessment methodology.

3.1 Learning and Teaching Strategies

A [Pedagogical Guide for Short Advanced Programmes \(SAP\) and Joint Programmes \(JP\) Implementation](#) has been elaborated by WP3 (FASA).

This Guide is an essential tool to support all SAPc in the design and implementation of joint short programmes as well as in the definition of the relevant joint learning and teaching strategies.



The pedagogical script aims to support:

- high quality learning
- the use and experimenting of innovative pedagogies and learning activities
- the learning of future and advanced skills

across all sorts of jointly developed programmes.

The pedagogical script is based on the experiences and lessons learned from the first SAP, jointly organised by HAMK and IPCA, and the wider goals of RUN-EU.

The SAPc should involve and count with the contribution and expertise of the respective Institutional FASAs in each RUN-EU member.

3.2 Learning Resources

RUN-EU members involved in the joint coordination of SAPs should have appropriate conditions for the learning and teaching activities proposed and ensure that adequate and readily accessible learning resources and student support are provided.

The resources to assist student learning may vary from physical resources such as study facilities, labs, and IT infrastructure to human support in the form of tutors, counsellors and other advisers.

Learners must receive clear indications and the necessary support and guidance along the whole process. The needs of a diverse student population must be taken into account when allocating, planning and providing the learning resources and student support.

All materials, presentations, reference bibliography and recordings of the online sessions (whenever applicable) must be available for the SAP participants. There should be an open access policy to all materials produced. Participants are entitled to revisit the SAP and clarify or refresh the basic concepts.

There are many digital collaborative learning platforms and tools³ available and the SAPc should jointly decide which ones suit their learning and teaching strategies best and which partner institution(s) will be responsible for it. Please do not forget to check internally the access requirements and permissions for external users.

³ Some examples: Zoom, Moodle, Teams, Miro, Padlet, Jamboard, Mural, among others.

In this search for unique learning environments, some SAPc managed to create special conditions with the collaboration of external software providers, for instance a GameSalad workshop where the software company offered free licenses to all *SAP Game Changing Games* participants and lecturers or special free access to specific Plans and functionalities of the ProtoPie prototyping tool in the case of the *SAP Go for a Digital Product*.

3.3 Assessment and Grading

Assessment is essential for the credibility of the validation of formal, non-formal and informal learning outcomes and must be valid, reliable, fair and useful. The assessment methods must be within an appropriate cognitive range, the breadth and depth of the learning being assessed.

Considering the importance of assessment for the students'/learners' progression, access to further studies, and current and future careers activation, the criteria for and method of assessment as well as criteria for marking must be transparent and communicated clearly.

Assessment methods include the whole range of assignments – written, oral and practical tests/examinations, projects and portfolios that are used to evaluate the student's progress and ascertain the achievement of the learning outcomes of a SAP, whereas assessment criteria are descriptions of what the student is expected to do, in order to demonstrate that a learning outcome has been achieved.

To be appropriate, the assessment methods and criteria chosen for an educational component must be consistent with the learning outcomes that have been defined for it and with the learning activities that have taken place. This constructive alignment between learning outcomes, learning activities and assessment is a fundamental requirement for any SAP. Based on the current experience, assignments designed as a roadmap towards the achievement of the learning outcomes and controlled learning environments might be very helpful for small and short learning units with a high interdisciplinary nature. The SAPc should make sure that the learning outcomes are achievable for all participants/specified target groups.

Monitoring student progress and providing frequent, systematic, and constructive feedback must be carefully considered by the SAPc as part of the learning process. The SAPc should also jointly define/decide on procedures for early identification of non-



compliance and mitigating circumstances (lack of/slow study progress, justifiable leaves and absences, health/family problems, among others).

Assessment must be consistent, fairly applied to all participants and carried out in accordance with the stated procedures.

SAPs can be marked either on a **Pass and Fail** basis or use **qualitative** (Excellent, Very Good, Good, Satisfactory and Insufficient) and/or **quantitative** approaches (0-20, 6-1, 0-10, 1-5 or percentages).

As stated in the [ECTS Users' Guide \(2015\)](#), “due to different cultural and academic traditions, European educational systems have developed not only different national grading scales but also different ways of using them within the same country, in different subject areas or institutions. While it is essential to acknowledge these differences, it is also important to make them transparent within the European Higher Education Area, so that grades awarded in all countries, subject areas or institutions can be properly understood and correctly compared”. The SAPc should then agree in advance how they will deal with grading (if applicable) and how they will produce complementary information aimed at facilitating transfer of grades (for example general and/or subject specific conversion tables or grade distribution tables). This matter deserves further reflection within RUN-EU and a standardised approach might be called for.

4. Joint Student Recruitment and Admission

4.1 Joint Application Process

All SAPs will be disseminated through the RUN-EU Website > Joint Programmes > SAPs, where all relevant and consistent information on the programmes and on how to apply will be made available⁴.

A centralized student application process has been put in place. An online **Joint Application Form** (Annex 11.1) is created, and all applicants apply through the same link to each SAP. A set of minimum information requirements have been identified, including motivation statements. Depending on the specificity of some SAPs, there is the possibility to add extra questions⁵ (2 or 3) that are considered by the SAPc to be essential for selection and team formation.

The SAPc need to set an Application Deadline and indicate the Contact Details for further information. The creation of a shared email account for each SAP which serves as a central information point for answering questions from applicants and for joint student administration is highly recommended and is considered a best practice in the organisation of joint programmes. It is important that all partners from the SAPc are informed of / have access to the application information and to the communication exchange.

The link to the application form is provided by WP6 leader upon the conclusion of WP6 Conformity Check. General information on the applications state of the art is shared on a frequent basis before the deadline, so the SAPc can react on that. A complete excel file with all the data on the applications received is sent to the SAPc shortly after the deadline, and if necessary, the SAPc can receive this data on the weekly basis upon request.

RUN-EU member institutions have signed a Partners Data Protection Agreement (DPA), which determines their obligations and responsibilities concerning the Processing of Personal Data, in accordance with the EU's General Data Protection Regulation (GDPR).

⁴ More information on SAPs Communication and Dissemination strategies in Section 8.2.

⁵ The proposed additional questions must be indicated in the List of RUN-EU SAPs Critical Information Elements.

4.2 Joint Selection Procedure

Participants must be selected through a transparent, fair and inclusive **Joint Selection Procedure**, based on the principle of equality and non-discrimination, requiring the involvement of all SAPc partner institutions. It is essential that all responsibilities for (and in) the selection committee are clearly assigned.

The maximum number of students to be selected must be indicated and the **Joint Selection Criteria** openly explained. Some selection criteria examples: Order of submission (first come, first served) | Motivation | Wide or balanced representation of subject areas/fields of study | Balanced participation of RUN-EU member institutions | Preferred fields of study | Level of English, among others.

Three Lists must be produced (whenever applicable):

1. Main List of Selected Participants⁶
2. Reserve List (stating the rules for promotion to the Main List)
3. List of Non-eligible and/or Not Accepted Candidates (with proper justification for non-eligibility and/or non-acceptance)

The file containing the three Lists must be uploaded in the SAP own specific MsTeams Channel > **SAPs Joint Coordinating Teams (SAPc)** > *Name of the SAP*.

A “Confirmation of Interest” procedure after selection must be carried out by the SAPc in order to minimize the number and impact of late withdrawals and no-shows. A sample message informing about the selection results and asking for commitment validation can be found at the end of this section. The SAP Coordinators must inform all the partner institutions and WP6 coordinators from each institution about the final accepted participants, in order to prepare all the necessary practicalities for an excellent SAP development. After this step, all candidates must be informed about the final result of their applications. (As soon as the SAP platform will be released, this information will be updated).

Whenever applicable, team formation should ideally take place after the List of Participants becomes stable. There might be general and specific criteria applied to group participants, based on the typology, participants’ profile, dynamics and learning strategies of each SAP. Having that under consideration, underlying factors such as

⁶ If there is an extremely high number of selected candidates from a RUN-EU member, it is advisable to establish prior contact with the correspondent partner(s) to validate the possible number of physical mobility grants to be awarded. See section 7.2. for more information.

gender balance, wide geographical representation and interdisciplinarity must not be overlooked.

Sample Message: Selection Results and Confirmation of Interest

Dear RUN-EU Student/Staff,

Thank you for applying to this RUN-EU SAP.

*We have the pleasure to inform you that you have been **accepted** to participate in the RUN-EU SAP **Name of the SAP**.*

We are so excited to have you on board with us in this challenging programme!

We have around 30 participants, from several backgrounds and 12 different nationalities. It will be indeed a wonderful multicultural and multidisciplinary learning experience!

*As a first immediate step, you must **confirm your interest and availability** to participate in the SAP, by replying to this message as soon as possible but no later than next **Friday (24/09)** close of business.*

*You can find enclosed the updated **Detailed Programme** and the **Programme at a Glance**. Please get familiar with it, and double check how the activities, the physical mobility and workload are distributed along the SAP duration.*

After the group is fixed, we will immediately send you some important practical information, as well as some preparatory work.

Do not hesitate to contact us should you need any further information at this stage or if something comes up.

We are so much looking forward to seeing you all soon!

Take care!

Institution1 and Institution2 Organising Team

4.3 Joint Student Administration /Information to Students

The SAPc must find agreement on how to develop joint communication and administration, and on how to prepare students academically and logistically for the SAP.

Before the implementation of the programme, administrative procedures must be in place. All relevant information must be clearly presented to participants, easily accessible and delivered in a timely manner to avoid unnecessary stress. Such a diverse student population requires a more intensive and structured communication flow, particularly in the preparatory phase. A stronger involvement from Home and Local

coordinators will certainly facilitate adaptation / integration into the new learning environment.

Student registration procedures or any other local administrative requirement must be properly communicated. There must be an institutional effort from all partner institutions to avoid redundancies and eliminate administrative barriers and overload.

As already mentioned in 4.1., a central information point/contact email address for joint student administration is extremely important to ensure regular, coherent, and clear communication between all participants and involved institutions.

Four sample messages providing Important Information after confirmation of participation and prior to the start of the SAP are shown in the next pages.

Sample Message 1a: SAP Game Changing Games | Important Information (1)

Dear Participant,

Welcome to the RUN-EU SAP **Game Changing Games**.

As you are aware of, this SAP is offered in a blended format: an online component and a face-to-face week in Austria. In the 1st intensive online week, which starts on the **4th of October**, you will get input and develop a concept, which you will realize and test within the onsite week at the Vorarlberg University of Applied Sciences (FHV), Design Department, in Dornbirn.

Please take some time to read this email carefully. It contains important information for your consideration:

(1) Moodle

There will be live sessions, but also prerecorded content that will be provided for you on Moodle. All necessary documents and assignments submissions will be uploaded in this platform. You will receive by tomorrow basic instructions on how to access this SAP on Moodle.

(2) Teams Channel

A Microsoft Teams Channel called "**SAP Game Changing Games**" has been created. You will receive until the end of the day an invitation (check your spam box) and make sure you have activated the notifications functionalities in the General and correspondent team Channels.

To avoid many scattered email messages and hopefully to improve our communication, we will privilege the use of this platform to exchange further information, news and important documents/guidelines.

All teamwork activities and communication, the meetings among the team members or with the coaches should be conducted through Teams.

(3) Physical Mobility Grant and preparation (immediate action)

The contact week will be held in Dornbirn, Austria, from the **25th to the 29th of October**. You should arrive on the 24th and depart on the 30th of October.

You can find enclosed a **Practical Information** document, prepared by FHV, which includes: How to Get to Dornbirn, Accommodation Options and Meals at FHV.

All selected participants are entitled to receive financial support from the RUN-EU Project, corresponding to a total lump sum of **750€** (350€ for travel and 400€ for subsistence costs). Your Home Institution is responsible for validating your participation and awarding you the grant.

Please immediately contact your RUN-EU Project Leader and Home International Office to start the preparation of your mobility period. They will be receiving a separate message from us as well.

(4) Complementary registration (to be completed by 1 October)

For IPCA, there is no need for further actions.

For FHV, to formalize your enrolment, FHV needs you to register in their system, taking the following steps:

- a) Register on our system via <https://xxxxxxx.fhv.at/>
Please note: Your **password** should contain at least 8 digits, a number, a special character e.g. %, upper and lower case.
- b) After the registration you will receive an automatic registration e-mail.
Please confirm your registration by clicking on the link provided in the e-mail (please check your spam) and login with your **e-mail address** and your **password**.
- c) As a study programme please select '**Online Courses**'.
Subsequently, click on '**Game Changing Games**'.
- d) Follow the **registration process**.
- e) After completing the application, you will receive an automatic **confirmation e-mail**. If you have any questions regarding this procedure, please contact xxxxxxxxxxxxxxx@fhv.at and SAPchanginggames@ipca.pt

Do not hesitate to contact us should you need any further information at this stage or if something comes up.

We are so much looking forward to seeing you all soon and to begin this exciting programme

FHV and IPCA Organising Team



Sample Message 1b: SAP Game Changing Games | Important Information (2)

Dear SAP **"Game Changing Games"** Participants,

Before our SAP starts on Monday, we want to share some final information with you:

_Please do remember the time difference! (CET and GMT are shown in the Programme)

_Most sessions will be held synchronously, which means that lectures take place live including dialogic elements. The MS Teams sessions will be recorded, so you can watch the content again afterwards. As the interactive parts are an important element of the sessions, presence in all sessions is mandatory. Exception: The two sessions on Thursday will be provided prerecorded on Moodle. These sessions can be watched individually during that day.

_Since not all participants are already experienced with working with Moodle, there will be a short instruction on Monday. Additionally, we will upload a brief description on how to use Moodle to Moodle.

_And finally, we ask you to create an individual profile of yourself on Miro by Monday evening (link below). In addition to your skills, we would be particularly interested in what your favourite games are.

You can find an example profile on: [Miro Game Changing Games](#)

Please do not hesitate to include pictures of your favourite game(s) and a portrait picture of yourself.

We are looking forward to an exciting week!

FHV and IPCA Organising-Team

Sample Message 2a: SAP Circular Design with Plastics | Important Information (1)

Dear Participant,

Welcome to the RUN-EU SAP **Circular Design with Plastics**.

Please take some time to read this email carefully. It contains important information on the programme activities as well as your individual assignments and evaluation.

Until the end (23:59 GMT) of **September 23rd** you are expected to:

- **Read and analyse the pre-reading material**, as indicated below. From this pre-reading please **prepare a short feedback**, with a minimum of 250 and maximum of 300 words, in simple text without any specific formatting, and send it by email to SAPcirculardesign@ipca.pt before the deadline.

This brief review should be written in English and focus on (1) how novel the information in the pre-readings was to you, (2) what were the most important aspects you learned from it, and (3) whether any information surprised you. This assignment will not be graded but it is compulsory.

- **Complete your Personal Information** template in the MIRO board which has been setup for the programme. We ask you to place a neutral photograph as you would use in your CV), and basic information such as your name, background, current activity, but mostly your expectations for this SAP. This will be a way for all the participants and faculty to learn a little about each other, which will facilitate the teamwork that is planned in the SAP. Access to the MIRO platform will be provided to you separately by email still today.

Please note that although the pre-readings feedback should be sent to us by email, all further assignments after this introductory one will be managed through the Microsoft Teams platform (to which you will be given access soon). All team work activities and communication, the materials provided by the faculty/coaches, the meetings among the team members or with the coaches/mentor(s) should be conducted through that platform.

List of Pre-readings (3):

1. Moreno, M.; De los Rios, C.; Rowe, Z.; Charnley, F.; A Conceptual Framework for Circular Design. Sustainability 2016, 8, 937 <https://doi.org/10.3390/su8090937> (pdf download at: <https://www.mdpi.com/2071-1050/8/9/937/pdf>)

2. Stahel, W; The circular economy, Nature 2016, 531, SSN: 0028-0836
<https://www.nature.com/articles/531435a> (pdf download at: <https://www.nature.com/articles/531435a.pdf>)

3. Ellen MacArthur Foundation. What is Circular Economy?

Link: <https://www.ellenmacarthurfoundation.org/circular-economy/what-is-the-circular-economy>;

In this link you should go through the 4 videos in the top of the page ("The circular economy", "Explaining the circular economy", "Circular economy diagram" and "Recycling and the circular economy: what's the difference"), then the 2 videos below that ("Eliminate waste and pollution" and "Circulate products and materials"), which is total should take you 18 minutes.

Then there is a podcast series of 3 recordings on "What is the circular economy", which will require 1h to listen to. Please realize that if you follow all the links in this page and their subsequent links, you would need days or weeks to browse through the entire available documentation, and that is not the purpose. In preparation of the SAP, you are only expected to go through this 1h20mins of information.

The work on the 3 pre-readings indicated above plus writing the 300 words review is expected to represent a total of 8 hours of effort on your part.

It is vital that you regularly check your email until the end of this SAP. If you use another email address more often, please inform us accordingly so we can add it to the mailing list.

Please do not hesitate to contact us should you have any doubt or need any complementary information.

Have a nice work.

Best wishes

IPCA, NHL Stenden, AIT and LIT Organising Team



Sample Message 2b: SAP Circular Design with Plastics | Important Information (2)

Dear Participant,

Our intensive online lecturing/contact week starts soon!

Hope you are as excited as we are.

We would just like to share with you some important information:

1. **Teams Channel**

A Microsoft Teams Channel called “**SAP Circular Design with Plastics**” has been created. Please confirm you have received the invitation (check you spam box) and make sure you have activated the notifications functionalities in the General and correspondent team Channels.

To avoid many scattered email messages and hopefully to improve our communication, we will privilege the use of this platform to exchange further information, news and important documents.

All teamwork activities and communication, the materials provided by the faculty/coaches, the meetings among the team members or with the coaches/mentor(s) should be conducted through Teams.

2. **Live Audience Rooms at Coordinating Institutions**

As announced in our Programme, the 4 Coordinating Institutions will have a live audience room available during the entire week. Local participants are most welcome to join us there.

IPCA: Meeting Room at the Praxis 21 Unit (Building P, Campus do IPCA, Barcelos)

NHL Stenden: B1007 – Leeuwarden R10

LIT: LSAD staff participant workshop room in the Post Grad space of the Merriman building

AIT: Research hub boardroom

3. **Access to the online sessions**

You can find the access links to all sessions in our Teams Channel > Zoom sessions and Video Meeting Links. You can find below the details of the 1st two sessions:

- **Welcome session (09h00 GMT/Lisbon/London | 10h00 CET)**

<https://videoconf-colibri.zoom.us/j/84500966367?pwd=R1A5cEQwZU81UUNGMDndQNXBLWctKdz09>

Password 133877

Meeting ID 845 0096 6367

- **CDP SAP Module 1 - What is Circular Design & Ecodesign (10h00 GMT/Lisbon/London | 11h00 CET)**

<https://videoconf-colibri.zoom.us/j/89773420625?pwd=WnFNbitZZIVVTEFPM2RuYTN0c1dUUT09>

Password 871971

Meeting ID 897 7342 0625

Please do not hesitate to contact us should you have any doubt or need any complementary information.

Have a nice weekend.

Best wishes

IPCA, NHL Stenden, AIT and LIT Organising Team

5. Accreditation, Certification & Recognition

5.1 Joint Accreditation and Joint Certification

SAPs are credit-bearing short and small programmes. Credits can only be awarded when appropriate assessment shows that the defined learning objectives (LO) have been achieved at the relevant level.

The requirements proposed by RUN-EU imply that SAPs should be jointly accredited and jointly certified by all organising institutions, where the legal and internal framework allows.

Accreditation in this context must be interpreted as the capacity to award academic credits to SAPs. During the SAPs pilot phase, it was understood by the partnership that some RUN-EU members have legal and internal frameworks that do not permit the emission of ToRs.

Participants who successfully complete all assignments and meet the assessment criteria of the RUN-EU SAP are entitled to receive a **Certificate of Participation** jointly signed by all organizing institution. A **Transcript of Records** (TORs) is preferably jointly issued by the credit-awarding partners belonging to the SAPc, however some RUN-EU members' national laws do not allow to issue such a document. In specific cases the emission of the ToR can be considered up to the institution that holds the physical mobility. This consideration is up to the SAPc leader.

The elaboration of the official documents should always be prepared in collaboration with all SAPc partners after the conclusion of all SAP components and assignments, with the support of their RUN-EU Project Leaders and WP6 members.

The editable templates are work in progress and will be published on the WP6 Teams site. The templates are a joint effort by WP6 and WP8 and should preferably be used by SAPc partners. They have been shared with all WP6 and WP8 members and are also available in the MsTeams General Channel > **SAPs Joint Coordinating Teams (SAPc)**. If the institutional system does not allow the emission of the documents in this joint format, documents might be generated by one partner (the institution that hosts the physical mobility) internal system upon validation by the WP Leader.

Joint Certificate of Participation for Students/Learners

SHORT
ADVANCED
PROGRAMME

CERTIFICATE OF PARTICIPATION

This is to certify that
Participant's Name
has successfully completed the **Short Advanced Programme (SAP) Programme Name**, jointly organised by Higher Education Institution's Name, Country, and Higher Education Institution's Name, Country, within the scope of the **Regional University Network – European University**.

0-00 Month Year

Name <small>Title</small> <small>HEI's Name (HEI's acronym)</small>	Name <small>Title</small> <small>HEI's Name (HEI's acronym)</small>
---	---

Joint Certificate of Participation for Coaches

SHORT
ADVANCED
PROGRAMME



CERTIFICATE OF PARTICIPATION

This is to certify that
Coach's Name
has participated as a coach in the **Short Advanced Programme (SAP) Programme Name**, jointly organised by Higher Education Institution's Name, Country, and Higher Education Institution's Name, Country, within the scope of the **Regional University Network – European University**.

0-00 Month Year

Name <small>Title</small> <small>HEI's Name (HEI's acronym)</small>	Name <small>Title</small> <small>HEI's Name (HEI's acronym)</small>
---	---

Joint Transcript of Records for Students/Learners (if possible)

Transcript of Records

RUN-EU Short Advanced Programme (SAP)
Programme Name

Student: XXXXXXXXXXXX
 Home institution: HEI's Name (HEI's acronym), Country
 Student number: 000000
 Credits awarded: 0 ECTS
 (1 ECTS = 28 hours of workload)

The above-mentioned student has passed the following sessions/modules/units:

Description	Grade	Date
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
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Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000
Lorem Ipsum	Lorem	0/00/0000

Conclusion: Course Grade

City / City,

Name

Title

HEI's Name (HEI's acronym)

Name

Title

HEI's Name (HEI's acronym)

HEI's acronym • Address / HEI's acronym • Address

[email](#) / [email](#)

The updated list of the institutional representatives of RUN-EU members who will be signing each document is also available in the MsTeams General Channel > **SAPs Joint Coordinating Teams (SAPc)**.

All Certificates and ToRs issued must be uploaded in the SAP own specific MsTeams Channel > **SAPs Joint Coordinating Teams (SAPc)** > *Name of the SAP*.

A sample message for sending participants their certification documents can be found below:

Sample Message: Certificate of Participation and ToR

*Dear **Name of SAP Participant**,*

We hope this message will find you well.

*Following your participation in the above-mentioned RUN-EU SAP, please find enclosed the **Certificate of Participation** properly signed by the legal representatives of Institution1 and Institution2, and the **Transcript of Records (ToR)** issued by Institution2.*

Thank you for your effort and commitment. We were delighted to have you with us in this joint venture.

We wish you all the best and hope to meet you soon in any other RUN-EU future initiative.

Do not hesitate to contact us if you need any further information.

Best wishes

Institution1 and Institution2 Organising Team

5.2 Academic Recognition

Home institutions are responsible for **Academic Recognition**. In general terms, formal, informal and non-formal learning outcomes and other results achieved by the participants in transparently documented credit-awarding international activities and joint programmes must be appropriately recognised at their home/sending organisation.

Academic Recognition is an important success factor for any type of international learning mobility/experience.

Institutions should make their institutional recognition policies known and the available European and national instruments should be used for recognition whenever possible. Therefore, whenever a SAP opportunity is disseminated, Home Institutions should explicitly refer to the academic recognition terms and conditions available to the targeted student groups.

RUN-EU partners have compromised to make the necessary effort to offer their students optimal conditions for participating in SAPs and have been gradually defining and implementing the relevant internal procedures for guaranteeing academic recognition.

The minimal condition strongly recommended is to formally recognise the SAPs as a relevant extracurricular learning experience/activity in the Diploma Supplement. In addition to that, there are several concrete responses and future scenarios identified:

- there is a perfect match (LO, workload and level) between the SAP and another Course Unit (CU) of an official degree programme and full academic recognition is granted.
- there is a partial match (LO, workload and level) between the SAP and another CU of an official degree programme and partial academic recognition is granted. The SAP is considered as a formal assignment, reducing the student workload and counting for the final mark.
- SAP Credits can be used for credit accumulation and together with another SAP or other credit-awarding relevant transversal activity can be academically recognized for an official CU.
- In the case of flexible curricula, containing open optional CU or modules (targeted at the acquisition of future and advanced transversal skills), SAPs can be automatically recognised and/or, depending on the number of credits, SAP Credits can be accumulated.

Curricular flexibility, innovation and reform as well as the need for more flexible national and institutional legal frameworks are central to this discussion and to the consequent recognition of the SAPs value.

The offering of small joint programmes and making use of credits to support flexible learning routes are extremely challenging. RUN-EU members are making the necessary effort to adapt their internal rules to remove obstacles and facilitate the full implementation of the envisaged outcomes.

As already mentioned, SAPs can be a standalone, independent, adds-on unit or can be used or strategically foreseen as integrated, stackable, building blocks towards a course, programme or larger credential. This description leaves room to numerous innovative and bold learning opportunities and educational offers.

In the future, it will be strategically important to consider how any learner not enrolled or belonging to a higher education qualification can participate and make use of the credits gained through the successful completion of a SAP, outside the higher education formal and more traditional context.

RUN-EU has been following very closely the steps taken to create a European framework for micro-credentials and the conclusions of the various consultations launched by the European Commission, which are very much aligned with the SAPs objectives and distinctive characteristics.

This debate deserves RUN-EU's full attention and requires further internal reflection, especially after the recent presentation of the [Commission's proposal for a Council](#)

[Recommendation on micro-credentials for lifelong learning and employability.](#)
(10/12/2021).

6. SAP Joint Coordination Team (SAPc), Lecturers and Coaches

6.1 SAP Joint Coordination Team (SAPc)

The **SAP Joint Coordination Team (SAPc)** is composed by at least one main Academic/Scientific Coordinator from each organising institution and other representatives considered to be instrumental and relevant for the joint development, implementation, and management of the SAP. It is also important to mobilize and involve the whole structure of the SAPc institutions and all hierarchical levels. SAPc has the responsibility to define who is the SAPc leader.

The SAP Joint Coordination Teams (SAPc) are decisive for the achievement of the degree of jointness⁷ envisaged for the SAPs by RUN-EU. Collaborative work and balanced contribution are key guiding principles to be adopted and practiced by the SAPc. The following aspects and actions are crucial for the success of this cooperation platform:

- Stimulate a co-creation environment and attitude
- Promote a balanced contribution in all phases
- Have a clear definition and division of roles and tasks
- Clarify and establish a shared decision-making procedure
- Identify a communication platform and define communication channels before, during and after the SAP
- Ensure regular and clear communication between all involved institutions. Insufficient communication between partner institutions is one of the main problems faced by joint programme participants
- Guarantee careful preparation and monitoring in all phases and promote regular work and follow-up meetings

To help the SAPc along this process and to pro-actively and constructively reinforce the common understanding of the SAPs distinctive features, some “**Information Sessions on RUN-EU SAPs Joint Development and Implementation**” are organized with a special concern for guaranteeing wider participation. All staff involved in the RUN-EU SAPs are invited. These capacity building workshops are not compulsory but highly recommended.

The main topics to be addressed during the Information Sessions have been identified and can be found below:

⁷ See section 2.1. for more information.

- Guidelines on how to approach, design and fill in the RUN-EU SAPs Critical Information Elements
- Collaborative Work and Balanced Contribution
- Joint Coordination Team (SAPc)
- Degree of Jointness desired. Joint ownership *rationale*
- Aspects to be discussed and anticipated (Roadmap)
- Activities Scheduling
- WP6 Conformity check
- The MsTeams General and SAP Specific Channels dedicated to the SAPc
- Dissemination

Acknowledging the utmost importance of constant follow-up and monitoring for the high accomplishment of this initiative, WP6 representatives from all RUN-EU members are available to provide the necessary support. It is also possible for each SAPc to ask for individual appointments with WP6 representatives along this process.

6.2 Lecturers and Coaches

The role of lecturers and coaches is essential in creating high quality learning experiences and enabling the acquisition of knowledge, competences and skills within this particular format. The diversifying student population, staff different backgrounds and learning environments, the stronger focus on LO and the innovative pedagogical approaches demand that they are in full alignment with and committed to the SAP strategy and objectives.

Preparatory sessions for those lecturers and coaches that do not belong to the SAPc and frequent debriefing moments/slots for the entire staff (before, during and after) must be foreseen by the SAPc.

The SAPc should exploit the added value in cross-cultural teaching styles. On the other hand, special attention should be given to detect and avoid potential cultural biases. Whenever feasible, some modules, workshops and group work should be co-chaired /co-supervised by mixed staff teams (from different institutions and nationalities).

The involvement of external partners and invited guests/experts might also represent an important added value to the SAP quality and dynamics, besides reinforcing strategic partnerships with relevant stakeholders.

7. Physical Mobility

7.1 Principles and Organisational Support

Physical short-term mobility constitutes a compulsory component of all SAPs. The implementation of the short-term mobilities adds complexity and brings several logistical and organisational challenges.

There is no fixed slot/period for the physical mobility component. Depending on the SAP duration, it can correspond to the 1st week, to the last week or be offered in the middle. The format and content must be fully aligned with the timeframe, the SAP objectives and the LOs envisaged.

The Erasmus Quality Standards apply to all SAP mobility flows and RUN-EU has compromised to provide quality and support to participants. RUN-EU member institutions are experienced in managing and organising mobility activities. Home and Host Institutions must guarantee optimal sending and hosting conditions to all SAP participants Before, During and After the mobility takes place.

All RUN-EU organisations must ensure in advance the scholarship or financial support to the participants, so they can have enough time on preparing practical and logistical arrangements, such as travel, accommodation, Visa application and procedures, insurance coverage, among others. Activities must be organised with a high standard of health, safety and protection and must respect all applicable regulation. Participants should receive appropriate preparation regarding practical, academic, and cultural aspects of their stay in the Host Institution.

Particular attention should be given to the introduction and integration of the participants at the host partner, and to the monitoring of the stay.

Participants must be able to request and receive support from their Home and Host Institutions at any time during their mobility. Contact persons in both organisations, communication channels, and protocols in case of exceptional and/or emergency situations must be defined before the mobility takes place. All participants must be informed about these arrangements.

Inclusion and diversity are basic guiding principles of RUN-EU and must be respected in all dimensions of this activity. RUN-EU partners must ensure fair and equal conditions for all participants. Also bear in mind that some participants have never travelled abroad before, and this SAP physical mobility will be their first ever international experience.

7.2 Grant and Conditions

The short-term physical mobility within SAPs ranges from a minimum of 1 week to a maximum of 2 weeks in one single location/country.

Under exceptional and duly justified circumstances, a SAP might have the possibility to incorporate two physical mobilities, in two different locations/countries, with a total duration of 2 weeks (1 week/location).

RUN-EU provides financial support to students/learners and teaching staff involved in any SAP. All selected participants are entitled to receive a grant to cover travel and subsistence costs, according to the following conditions:

TRAVEL	INTERNATIONAL	NATIONAL
	350€	50€

SUBSISTENCE	TYPE OF GRANT *	AMOUNT
	Student/Learner (1 Week)	400€
	Student/Learner (2 Weeks)	800€
	Teaching Staff (1 Week)	850€
	Teaching Staff (2 Weeks)	1.700€

(*) For financing purposes, 1 Week is equivalent to a minimum of 5 working days

The Home Institutions are responsible for managing their budget for this activity and therefore are also responsible for validating the number of available grants for each SAP and for awarding the grant. An average of 5 participants / RUN-EU member has been commonly agreed among the partnership, even though variations are possible.

The grant allocation and management demand some formal procedures. Each Home Institution should find their own way in leading with the financial allocation for the participants, for example, celebrating a Grant Agreement, providing financial support procedures that specifies the terms and conditions, (either participant and/or staff). An example of a requirement sample of a Student Grant Agreement can be found in Annex 11.2. This proposal can be used if the institution celebrated a Grant Agreement, and might be complemented and adapted by each Home Institution / RUN-EU member.

The grant allocation process might vary in each RUN-EU member, however, clear and transparent guidelines must be provided to all participants. The link to the institutional procedures as well as information on the local contact points to support SAPs mobilities must be included in the RUN-EU website > SAPs section.



8. Public Information, Communication and Dissemination

8.1 SAPs Communication Templates

Displaying public and detailed information about the SAPs is essential to guarantee transparency, facilitate promotion, manage expectations, and build trust around this innovative learning offer, within and outside the RUN-EU Alliance and its respective academic communities.

To guarantee a standardised format and a recognisable image, the following templates have been developed with the support of WP8:

- Detailed Programme

SHORT ADVANCED PROGRAMME

RUN REGIONAL UNIVERSITY NETWORK
EUROPEAN UNIVERSITY

SAP TITLE IN CAPS
SAP SUBTITLE IN CAPS

0.MONTH.YEAR

PROGRAMME DESCRIPTION/OBJECTIVE
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat. Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan et iusto odio dignissim qui blandit praesent luptatum zzril delenit augue duiis dolore fe feugiat nulla facilis.

ACADEMIC RECOGNITION
Lorem ipsum

PROPOSED LEARNING OUTCOMES
At the end of this RUN-EU SAP students will be able to:

- Lorem ipsum dolor sit amet, cons ectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.
- Lorem ipsum dolor sit amet, cons ectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.
- Lorem ipsum dolor sit amet, cons ectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.
- Lorem ipsum dolor sit amet, cons ectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.
- Lorem ipsum dolor sit amet, cons ectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

ELIGIBLE PARTICIPANTS
Lorem ipsum

HOW TO APPLY
Fill in the application form (QR or website)

DEADLINE FOR APPLICATIONS
0 Month Year

SELECTION CRITERIA
Lorem ipsum dolor sit amet, cons ectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat.

CONTACT DETAILS
Lorem ipsum

+INFO: www.run-eu.eu

DATE From 0 to 0 Month Year

MODE OF DELIVERY Lorem ipsum

LANGUAGE OF INSTRUCTION Lorem

ECTS CREDITS 0

QR CODE

Logos: POLITECNICO DI TORINO, UNIVERSITÄT ZÜRICH, HAWK, HANNOVER, FH VORARBERG

SHORT ADVANCED PROGRAMME

RUN REGIONAL UNIVERSITY NETWORK
EUROPEAN UNIVERSITY

SAP TITLE IN CAPS
SAP SUBTITLE IN CAPS

0-0.MONTH.YEAR

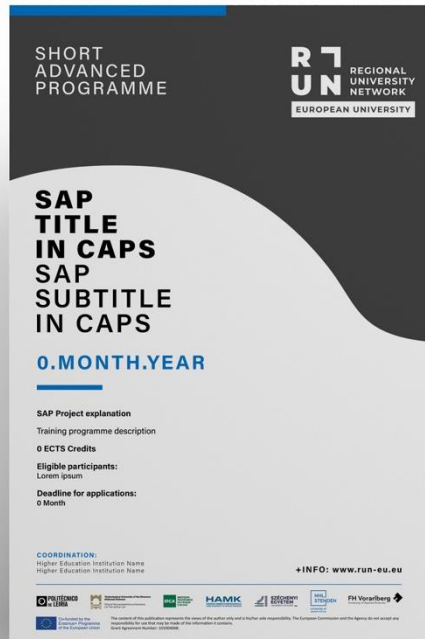
PROGRAMME AT A GLANCE

+INFO: www.run-eu.eu

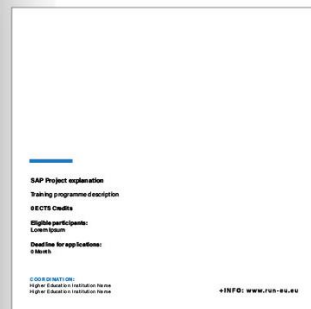
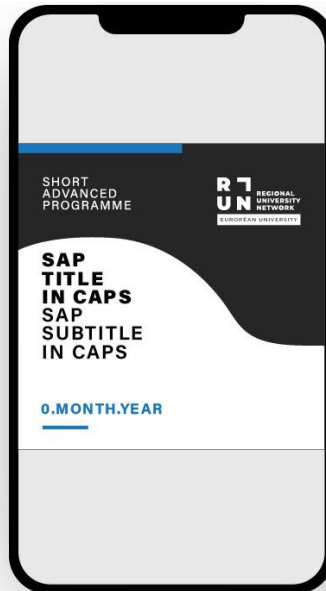
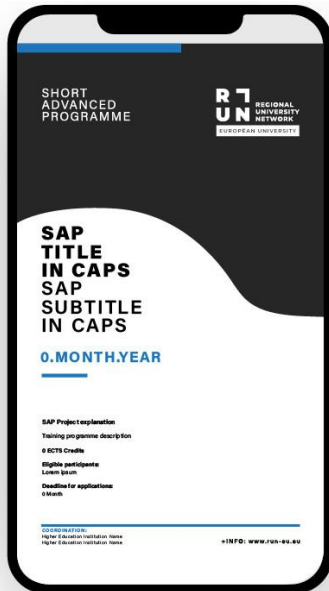
DATE	08/12	09/01	10/02	09/03	08/04	07/05	06/06	05/07	04/08	03/09	02/10	01/11	31/12
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Logos: POLITECNICO DI TORINO, UNIVERSITÄT ZÜRICH, HAWK, HANNOVER, FH VORARBERG

- Poster



- Social Media



The SAPc is responsible for producing those materials, with the strong support of their Communication/Image Offices. Please note that SAPs can only be launched and disseminated after the Conformity Check by WP6 is concluded.

The editable templates have been shared with all WP6 and WP8 members and are also available in the MsTeams General Channel > **SAPs Joint Coordinating Teams (SAPc)**.

The SAPs Communication Templates prepared together with an introductory promotion text should be sent to WP8 Leader(communication@run-eu.eu) with the acknowledgement of WP6 Leader (run-eu@ipca.pt). WP8 will announce the SAP in the RUN-EU website, disseminate the SAP through RUN-EU social media, inform all WP8 members and ask them to publicise the new opportunity internally. WP6 will then inform the remaining WP6 members and distribute this information to the PMC/RUN-EU Project Leaders, WP4 and WP7 members.

The final communication materials should be uploaded in each SAP own specific MsTeams Channel > **SAPs Joint Coordinating Teams (SAPc)** > *Name of the SAP*.

8.2 Communication and Dissemination

SAPs play an ambitious role in the RUN-EU Mission and Long-term Strategy. Therefore, increasing awareness and visibility of the concrete learning opportunities RUN-EU has to offer for (non) traditional student groups and learners in general is of utmost importance.

A holistic and synergetic methodology should be adopted to achieve higher exposure, ensure widespread dissemination and reinforce promotion of all SAPs opportunities. Each RUN-EU member must be responsible for analysing the best communication strategy to be adopted at internal level in articulation with the broad RUN-EU perspective. One knows best how to reach its target audience in an efficient and impactful way.

When defining a multifold information and promotion campaign, the following key messages should be shared and taken under consideration:

- Develop a joint marketing strategy within the SAPc, identifying clear channels and actions and involving all levels of the SAPc institutions;
- Emphasise the SAP's unique selling points and added value. Stress the complementarity of the SAPc, the jointly developed and integrated programme, the interdisciplinarity (if applicable), the future and advanced skills and the labour market relevance;

- Use a tailored approach to different audiences. Particular attention should be paid to “feeding” study programmes and target groups;
- Benefit from the articulated effort of RUN-EU WP Leaders and members, Local SABs Chairs and Associated Partners;
- Besides the SAPc and Communication Offices, engage key actors, e.g. Programme Directors, Students’ Associations, Students’ Delegates, Deans of Schools, Directors of Research Centres, Coordinators of related Course Units and IROs;
- Make use of diversified and complementary communication means and materials: targeted messages, emailing lists, information sessions, videos, teasers, testimonies, newsletters, institutional communication and reports, among others;
- Bear in mind that the RUN-EU brand and activities are not as known and recognisable as we would expect/wish within our academic communities;
- Do not underestimate the multiplying effect. The campaign reaches not only participants but also academic staff as potential organisers/promoters of future SAPs.

Some examples

Teasers



Did you know that the World generates 2 billion tons of municipal solid waste every year, which corresponds to 0.74 kilograms per person per day, on average?

And although the richest countries account only for 16% of the world population, these countries are responsible for 34% of the entire world waste production. It is vital to find solutions to reduce this waste through environmentally sustainable policies in producing and using products, applying principles of circular economy.

The **RUN-EU Circular Design with Plastics SAP** will help you to better understand this and other topics.

Apply by September 8 here  <https://bit.ly/37UNATi>
+info: <https://bit.ly/3mavSUN>



RUN REGIONAL UNIVERSITY NETWORK EUROPEAN UNIVERSITY

Sabias que
mais de um terço de todos os resíduos gerados mundialmente não é tratado de forma ambientalmente correta?

Did you know that
more than a third of the entire waste produced worldwide is not treated in an environmentally correct manner?

RUN-EU SAP Circular Design with Plastics +INFO: www.run-eu.eu

The content of this publication represents the views of the author only and is not to be taken as an endorsement. The European Commission and the Agency do not accept any responsibility for any use of the information contained herein.

Did you know that more than a third of the entire waste produced worldwide is not treated in an environmentally correct manner? Aside from the importance of environment education that changes the irresponsible way we - as individuals - handle waste at end of life (thrown to the ground or to nature), it is also vital to innovate how we manufacture products, applying recent product development methodologies such as design for recycling or design for disassembly. But it is also necessary to have proper business models and legislation that support more circular systems. This and other topics will be tackled in the **RUN-EU Circular Design with Plastics SAP**.

Irrespectively of the area of study, we can ALL make a difference. Come understand how in the **RUN-EU Circular Design with Plastics SAP**.

Apply by September 8 here  <https://bit.ly/37UNATi>
+info: <https://bit.ly/3mavSUN>



RUN REGIONAL UNIVERSITY NETWORK EUROPEAN UNIVERSITY

Já pensaste que
cada gota de água no planeta está aqui há milénios, num constante ciclo de renovação?

Ever thought that
each drop of water in our planet has been here for millennia, in a constant cycle of renewal?

RUN-EU SAP Circular Design with Plastics +INFO: www.run-eu.eu

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Ever thought that each drop of water in our planet has been here for millennia, in a constant cycle of renewal? However, the same does not apply to finite material resources which we have been consuming greedily in recent centuries. The Waste Framework Directive (WFD) of the European Commission, adopted on the 30th may 2018, established ambitious targets for preparation, reuse, and recycling of products, which might significantly reduce the emission of greenhouse effect gases in the planet, but it is necessary that companies, designers, and society in general quickly turn such directives into concrete actions.

This and other topics will be tackled in the **RUN-EU Circular Design with Plastics SAP**. Ready to contribute?

Apply by September 8 here  <https://bit.ly/37UNATi>
+info: <https://bit.ly/3mavSUN>



RUN REGIONAL UNIVERSITY NETWORK EUROPEAN UNIVERSITY

Sabias que
produzimos 300 milhões de toneladas de plástico por ano a nível mundial?

Did you know
we produce 300 million tons of plastic per year on a global scale?

RUN-EU SAP Circular Design with Plastics +INFO: www.run-eu.eu

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Did you know we produce 300 million tons of plastic per year on a global scale? The amazing properties and versatility of plastics made its production ramp tremendously in the past 6 decades, but half of that are single-use plastics and only 9% of the total is being recycled. This linear model has contributed to the current environmental crisis, and it is vital to promote a transition to circular models both in production and use. Bioplastics and biodegradable plastics will have a positive effect, but it is not enough. It is necessary to consider the environmental issue from a systemic and holistic perspective, applying proper methods and tools.

This and other topics will be tackled in the **RUN-EU Circular Design with Plastics SAP**.

Apply by September 8 here  <https://bit.ly/37UNATi>
+info: <https://bit.ly/3mavSUN>



Paper bags or plastic bags?

Many people assume that paper shopping bags are in all ways better than plastic bags. However, it requires 85 times more energy to recycle 1 kg of paper compared to 1 kg of plastic, and 4 times more energy to produce 1 paper bag compared with 1 plastic bag. And the probably is that less than 15% of all paper bags and less than 3% of all plastic bags end up being recycled. Producing paper bags uses harmful chemicals and leads to deforestation, and due to their lack of durability, they cannot be reused as often as plastic bags. Some people are now advocating for fabric bags, which present some advantages with respect to paper and plastic bags. However, what is mandatory is that decisions are made based on technical data and expertise. There are methods to quantify the environmental impact of each solution. Do you want to know how?

This and other topics will be tackled in the **RUN-EU Circular Design with Plastics SAP**.

Apply by September 8 here <https://bit.ly/37UNATI>
+info: <https://bit.ly/3mavSUN>

Institutional Newsletter

Interview with a SAP participant



Interview with Elaine Blokhuis - participant pilot Short Advanced Programme

During this COVID-19 pandemic, there is practically no possibility to travel and 'explore' internationally. So, when the RUN-EU's Design Expedition came along I took the challenge without hesitation. The assignment was to create a solution for the interactive future customer experience of a supermarket visitor, in which emotional and artificial intelligence would be key elements. My experience was that this was a high quality programme, with lots of challenges for all. We worked hard. With all the knowledge combined, we were able to make real progress and deliver a prototype of an app in time. It was a pilot, so there were some challenges in the sense of how to handle working with students in different time zones and also the platform of the Finnish university on which we collaborated was new. In hindsight I would have liked that a preparation meeting was organized at our institute one or two weeks before the start, and additionally also an introductory meeting with the seven partner institutes. There was little time for that during the assignment and that meant we could not use everybody's knowledge and talents optimally. Being a nursing student, I will benefit from the business mindset, and the 'design thinking' part of this SAP. I learned a lot about the participating countries and cultures within the RUN-EU and I found the interdisciplinary element really valuable. I thoroughly enjoyed being part of this SAP and it gave me a different perspective, the attitude and the challenge that I was looking for!

<https://www.nhlstendentools.nl/dpr/nieuwsbrieven/link/NB-202103111731113467330522/>

Local TV and Radio coverage

Interview with a SAP participant while attending the physical mobility component in Finland



<https://yle.fi/uutiset/3-12160184>

Testimonies in Video



Video 1

SAP Design Expedition:
Emotional Intelligence Meets Artificial
Intelligence in Business Design



Video 2

SAP Circular Design with Plastics



Video 3

SAP Game Changing Games

9. SAPs Overall Quality Assessment

Each SAP needs to be holistically assessed in terms of quality, relevance and impact of the programme.

In general, at this moment there is no specific Quality Assurance system in place for such small and short volume of learning. Therefore, trust in the providers is essential.

All RUN-EU partners have institutionally adopted the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) which validates their preparedness to deal with the SAPs overall quality assessment and provides a firm basis for SAPs successful implementation.

In order to develop the SAPs learning environments and support services, it has been agreed, in this first phase, that the methodology would be more focused on innovative qualitative approaches and on assessing the learning experience perceptions rather than on satisfaction level percentages. “Fitness for purpose”, length, duration, degree of complexity and context were carefully taken under consideration in the decision-making process to avoid “survey fatigue”.

The methodology will be constantly monitored and periodically reviewed, based on its application, results and the future developments in this area.

9.1 Internal Quality Assessment Tools

The degree of jointness envisaged for SAPs must also integrate the development of a joint system for internal quality assurance, which will consequently allow the opportunity to (1) review the curriculum/programme in line with the LO and target groups, (2) identify the strengths and weaknesses of the modules, units and sessions, (3) monitor student progress and achievements, (4) increase the transparency of teaching and learning strategies and activities, and (5) improve the learning/study and examination processes.

The following dimensions and tools must be considered in the internal quality assessment of every SAP:

1. Group Learning Reflection

The last component of each SAP should be a Group Learning Reflection exercise, involving all students, lecturers, coaches and organisers and should be moderated by a representative of the Institutional FASAs from the coordinating institutions (at least one member).

This session allows immediate valuable feedback on the first perceptions, the possibility to express one's opinion anonymously (if desired), non-verbally and interactively.

A Miro Board is created for each SAP by WP6 leader, with 2 main frames:

Frame 1: "Reflect on your experiences during the SAP", questioning *What encouraged positive or negative emotions during the SAP?* and *Were these positive/negative emotions activating or deactivating for your learning and why?* A brief introduction on the importance of emotions in activating and deactivating learning should be provided by the moderator.

Frame 2: "I like, I wish, I wonder..." matrix, with the following entries: *What have you learned?, What was surprising?, What problems should we solve or opportunities should we explore in the next SAP?, What have you missed?/What would you like to see more of?*

Please click on the image to access the Miro Board.

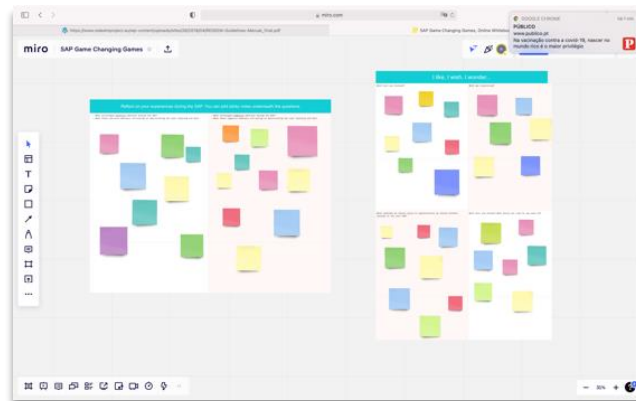


Image 1 – Miro Board Group Learning Reflection

2. Individual Learning Reflection Report

The Individual Learning Reflection Report is a compulsory assignment in all SAPs, sent to the participants by email at the end of the SAP. In addition to providing in-depth personal feedback and being part of the learning process itself, RUN-EU is a financed project and all participants are obliged to fill in the report.

The **Individual Learning Reflection Report** template can be found in Annex 11.3.

The Institutional FASAs from the coordinating institutions together with the SAPc will be responsible for analysing the data and producing an executive summary.

Sample Message: Individual Learning Reflection Report

*Dear Participants of the SAP **Name of the SAP**,*

*Please find enclosed the **Individual Learning Reflection Report** to be filled in by each participant and sent by email to *sapxxxxx@xxxxx*.*

The deadline to complete this compulsory assignment is 00 Month.

Your self-reflection, honest opinion and constructive comments and suggestions are extremely valuable to us.

As soon as we finalise the participants' overall assessment, we will be issuing the joint Certificates of Participation and Transcript of Records (ToR).

Best wishes

Institution1 and Institution2 Organising Team

3. SAPc Self-reflection Report

All SAPc should undergo a self-assessment process and produce a brief **Self-reflection Report** in the form of a SWOT Analysis, which incorporates all dimensions.

Main topics to be covered:

- relevance of theme / interdisciplinary or subject-specific nature
- joint development, preparation and delivery
- partnership
- participants' profile and feedback
- learning and teaching strategies
- physical mobility
- what surprised you most / lessons learned
- challenges faced
- general impression / next steps and confirmation of interest in a next edition / potential future collaboration

4. Mobility Assessment

The specific assessment of all mobility activities (either virtual, blended or physical) falls under the responsibility of WP4 in articulation with the relevant Work Packages, also including WP6. Within this context, an autonomous short survey/section will be launched by WP4 targeted at SAPs participants. The survey results will then be shared with WP6 for further reflection and analysis.

9.2 Feedback Loops

It is evident that collecting feedback from different stakeholders is a key part of any internal quality assurance system. However, “closing the feedback loop” requires acting on the data gathered and informing respondents and relevant actors at all hierarchical levels about the subsequent actions taken, not taken or to be taken.

To promote regular talks and to establish a regular feedback roundtable between the Institutions’ administration and lecturers as well as academic and administrative coordinators is highly recommended.

Once the SAPc has agreed on a common concept to assure the quality of a joint programme/SAP and has collected feedback, the SAPc must make sure that the results are used to take actions in order to improve the SAP and foster capacity building within RUN-EU.

The importance of communicating about the actions taken, not taken or to be taken based on the feedback received goes beyond an individual SAP and therefore should not be left up to individual staff members – rather it should be part of the institutional quality assurance policy. This is of utmost importance when experimenting and trying new approaches and formats. It is crucial that RUN-EU Leaders, WP6 members and Institutions receive feedback on how effective these new ways of working are or should be and that those surveyed know their feedback is considered, and that the lessons learned lead to improvement.

10. Platform

A Platform for SAPs to be integrated in the RUN-EU website is under construction and it will be an important tool to support communication and dissemination and to facilitate the SAPs administration.

The Platform will include a Course Catalogue for SAPs and will incorporate the Application, Selection, Assessment (in articulation with other Platforms) and Certification Phases. It will also serve as a repositiorium for the joint certification documents.

The Standard Guidelines will be reviewed when the Platform is fully operational to accommodate the new procedures.

11. Annexes

11.1 RUN-EU SAP Joint Application Form

RUN-EU SAP *Name of the SAP*

Dear Student, please fill in the application form for this RUN-EU Short Advanced Programme (SAP), jointly coordinated by Organisation 1 and Organisation 2. Complete all the required fields and submit the form in order to be eligible for selection and participation.

This RUN-EU SAP will be offered in a blended format from the 21st of March to the 20th of May 2022 and it will be worth x ECTS credits. Week 1 (21-25 March 2022) will be physically held at Organisation 1, Name of Country, and the last Week (16-20 May 2022) at Organisation 2, Name of Country. Online sessions will take place in between, once a week, from the 28th of March to the 13th of May, 2022. (Text to be adjusted to the SAP format).

Under the General Data Protection Regulation laws, by submitting your application you consent that the submitted data is stored, managed, and used by the SAP's management team, namely IPCA (WP6 Leader) and the co-organiser(s) Organisation 1 and Organisations 2, in matters related to the programme and the ERASMUS European University RUN-EU. A more detailed definition of personal data processing and privacy notices can be found at ([RUN-EU website](#))

1. Higher Education Institution

- (FHV) Vorarlberg University of Applied Sciences
- (HAMK) Häme University of Applied Sciences
- (IPCA) Polytechnic of Cávado and Ave
- (IPL) Polytechnic of Leiria
- (NHL Stenden) NHL Stenden University of Applied Sciences
- (SZE) Széchenyi István University
- (TUS) Technological University of the Shannon: Midlands and Midwest (Athlone)
- (TUS) Technological University of the Shannon: Midlands and Midwest (Limerick)

2. Basic Personal Information

First Name:

Last Name:

Birth Date:

Primary Nationality: List of Countries

Dual Nationality (if applicable): List of Countries

How do you identify yourself?

- A woman
- A man
- Non-binary

- Gender non-conforming
- Gender fluid
- Other
- Prefer not to disclose

Student ID:

Level of Degree Programme:

- Short Cycle or equivalent
- Bachelor or equivalent
- Master or equivalent
- PhD or equivalent
- Other, specify _____

Name of Degree Programme:

Year of Degree Programme:

- Y1
- Y2
- Y3
- Y4
- Y5

In which of these study fields does your Degree Programme fit best?

- Education
- Arts & Design
- Humanities
- Social & communication sciences
- Business, administration and law
- Natural sciences, mathematics and statistics
- Information and Communication Technologies
- Engineering, manufacturing and construction
- Agriculture, forestry, fisheries and veterinary
- Health and wellbeing
- Services
- Other, specify _____

Native Language:

English Level Self-Assessment: A1 | A2 | B1 | B2 | C1 | C2
([CEFR Self-Assessment Grid](#))

English Language Certificate (if applicable):

3. Contact Information

Tel. Number:



E-mail 1 (Institutional):

E-mail 2:

4. Motivation Statement:

What is your Motivation for applying to this RUN-EU SAP? What do you want to learn from this RUN-EU SAP?

Why should you be selected to participate in this RUN-EU SAP? What is your Expertise? What type of Team Member are you?

How will your participation in this RUN-EU SAP impact your academic/professional path?

Have you ever participated in a RUN-EU SAP? Yes | No

If Yes,

Please name the SAP(s) you have attended. _____

Thank you for your interest.

11.2 Sample of a Student Scholarship Agreement

SHORT
ADVANCED
PROGRAMME

RUN-EU SAP | Game Changing Games
04 OCT – 01 NOV.2021

GRANT AGREEMENT
NUMBER 101004068 — RUN-EU

Name of scholarship recipient:	XXXXXX XXXXXXXX
Date of birth:	XX/XX/XXXX
Country of origin:	Portugal
Home Institution:	Polytechnic of Cávado and Ave (IPCA)
Home Country:	Portugal
Host Institution:	Vorarlberg University of Applied Sciences (FHV)
Host Country:	Austria
Duration of the Physical Mobility:	25 to 29 October 2021 (5 working days)

I, XXXX XXXX, hereby declare that:

1. I acknowledge that the mobility period shall start on **25 October** and end on **29 October 2021**, at **Vorarlberg University of Applied Sciences (FHV)**, in **Austria**. The start date of the mobility period shall be the first working day I need to be present at the receiving organisation. The end date of the period abroad shall be the last working day I need to be present at the receiving organisation.
2. The scholarship will be used only for the coverage of study-related travel expenditures and subsistence costs I will incur during my participation in the physical mobility of the **RUN – EU SAP | Game Changing Games**. Funds may not be used for any other purpose outside this Programme. The financial support may not be used to cover similar costs already funded by EU funds. Notwithstanding, the grant is compatible with any other source of funding as long as I carry out the activities foreseen.
3. I will receive financial support from RUN-EU funds for **5 working days**, corresponding to **EUR 870** (Travel Grant and Subsistence Costs). The **Certificate of Attendance** and travel proof documents (e-Ticket and local travel receipts) shall provide the confirmed start and end dates of my mobility period.

4. I will repay the financial support in case I do not carry out the mobility activity in compliance with the terms of the RUN-EU Project and the RUN-EU SAP Programme. If I terminate the agreement before it ends, I shall have to refund the amount of the grant already paid.
5. I will strictly adhere to the study/learning programme agreed upon with the SAP Joint Coordination Team (SAPc) and I understand that any deviation from the stated programme must be approved by the SAPc as well as the relevant Alliance members.
6. In the event that I discontinue the programme for personal or non-medical reasons, I agree to repay the grant received.
7. I will abide by all rules and regulations stipulated by the SAP Programme, the SAPc and my Home Institution.
8. I will complete the SAP Survey and the Learning Report within the stipulated deadlines after my completion of the programme.
9. I am willing to be a contact person for other prospective SAP participants.
10. I acknowledge that in the scope of the home school insurance policy, I will be covered for accidents that happen inside the host institution's facilities or in the usual route from and between the place of accommodation and the site where the academic activities take place in the Host Country. Further information at <https://sas.ipca.pt/seguro-escolar/>
11. I understand that it is my responsibility to make sure of proper medical insurance and assistance during the stay abroad (European Health Insurance Card – EHIC or a private insurance).
12. By signing this contract, I acknowledge the acceptance of the RUN-EU Mobility Grant for the **RUN-EU SAP | Game Changing Games**.

Signature:

Place and Date:

11.3 Individual Learning Reflection Report

Individual Learning Reflection Report

Let's give meaning to what we have learned.

Dear Participant

This form aims to guide you through the process of reflecting on what you've learned in this SAP. Reflection allows learners to think back on and learn from their experiences, constructing new knowledge and considering how to apply that knowledge to new experiences.

At the same time, this tool aims to collect your feedback on the teaching and learning strategies used. Your self-reflection, honest opinion and constructive comments and suggestions are extremely valuable to assure continuous improvement of SAP courses.

The deadline to complete this assignment is 00 Month.

Best wishes



Learning Reflection Report

DELIVERING FUTURE AND
ADVANCED SKILLS FOR SOCIETAL
TRANSFORMATION IN THE
EU REGIONS



My learning

1

What can I do better now than before this SAP? *

2

Of the following skills, which ones have I developed with this SAP? *

Choose as many as you think apply.

- Team working
- Adaptability and flexibility
- Conflict management
- Communication skills
- Service skills (understanding the needs of others)
- Problem solving
- Creativity and Innovation
- Critical thinking
- Decision making
- Intercultural competence
-

Outro

3

If applicable, which technical skills have I developed in this SAP? *

4

How am I going to use what I've learned? *

5

How did you find the learning? How did the teaching and learning strategies helped you to achieve the final goal of this SAP?

*

6

How would I describe the workload? *

- Way too little
- Too little
- Fine
- Too much
- Way too much

Outro

7

Did the workload match the receiving credits? *

- Yes
- No
- Maybe

-

Outro

8

How did I feel during this SAP?

What positive and negative emotions did I experience?

9

How did these emotions affect my learning?

Ideas for the future

10

I like... *

What was good and surprising?

11

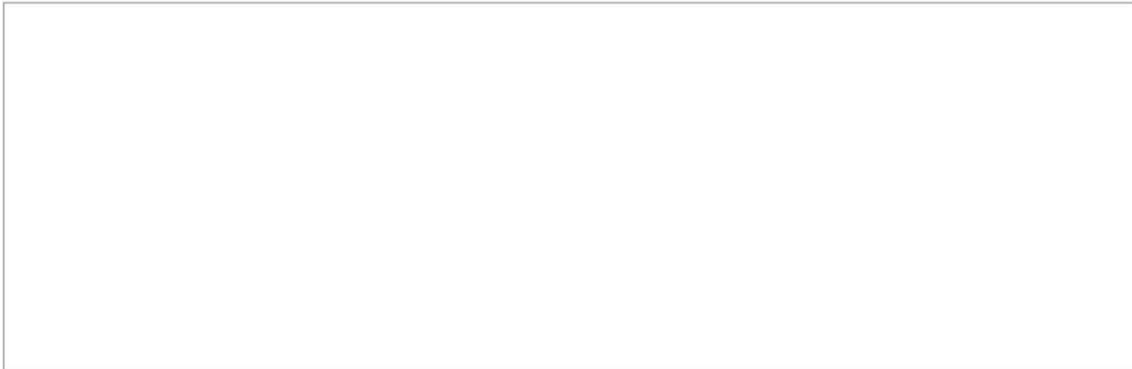
I wish... *

What could be improved? What have you missed?

12

I wonder... *

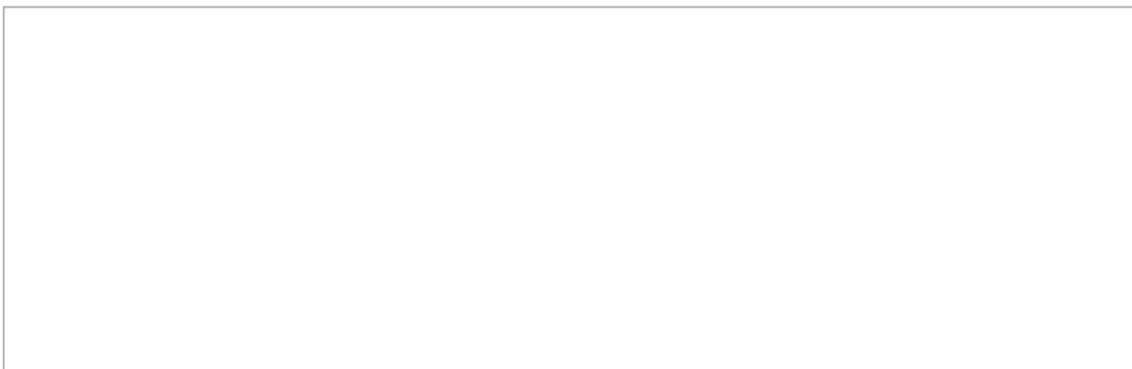
What else could be done? What would you like to see more of?



13

What if... *

What other possibilities are there?



Wrapping up

14

What grade would I give myself? *

1 2 3 4 5

15

Why do I deserve this grade?

16

Do I have any other comments?

12. List of Sources

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- Biggs, J.B. (2003). Teaching for quality learning at university. Buckingham: Open University Press/Society for Research into Higher Education. (Second edition)
- [EQAR](#), European Quality Assurance Register for Higher Education
- Erasmus+ project [MICROBOL: Micro-credentials linked to the Bologna Key Commitments](#)
- [EUA](#), European University Association
- [EURASHE](#), European Association of Institutions in Higher Education
- [European Approach for Quality Assurance of Joint Programmes](#) (EQAR)
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