

D6.6 RUN-EU SAPs Opportunities Report 1st Report

IPCA I Polytechnic of Cávado and Ave (WPL)

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Abbreviations

AI	Artificial Intelligence
AIT	Athlone Institute of Technology
ECTS	European Credit Transfer and Accumulation System
EI	Emotional Intelligence
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
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 Outcomes
NHL-Stenden	NHL Stenden University of Applied Sciences
QA	Quality Assurance
SAB	Students Advisory Board
SAP	Short Advanced Programme
SAPc	SAP Joint Coordinating Team
SDG	Sustainable Development Goals
SZE	Széchenyi István University
WP	Work Package
WPcL	Work Package Co-leader
WPL	Work Package Leader

1. WP6 Short Advanced Programmes (SAPs)

1.1. Motivations, Context and Objectives

“Our Learners will inherit the Future”

Under this motto, RUN-EU will strive to secure the sustainable economic, social, cultural and environmental progress of its regions and stakeholders. RUN-EU will implement this mission by delivering on the future and advanced skills necessary for its students and stakeholders to successfully meet the challenges of the future, engage in societal transformation and promote active citizenship, thereby leading in the creation of a new type of multinational interregional alliance, a **European Zone for Interregional Development (EZ-ID)**.

The RUN-EU Alliance will transform and drive systemic operational, structural and sustainable collaboration both within and between its member universities by:

- ◇ Sharing the **development and delivery** of a broad range of **future and advanced skills-based programmes**, including short advanced courses, research programmes, European double degrees and joint degrees
- ◇ Offering students and staff a broad range of **embedded mobility opportunities**, which foster a multicultural approach to teaching, learning, research and professional development
- ◇ Expanding **knowledge co-creation and new knowledge transfer** across the alliance
- ◇ **Promoting inclusion** and advancing the economic, environmental, social and cultural activities of the alliance and their associated regions.
- ◇ Creating **joint management and governance systems** to underpin the alliance, with strong student representation.

Within this ambitious plan, WP6 Short Advanced Programmes is responsible for designing and delivering Short Advanced Programmes (SAPs), based in transnational *curricula* and focusing on the future and advanced skills needs, enabling the promotion of flexible international mobility of students, innovative pedagogies and blended learning activities. These collaborative SAPs must meet the needs of full-time and part-time students of all cycles of study as well as lifelong learning, reskilling and upskilling requirements.

During the 3-year project, this WP will focus on accomplishing the:

- ◇ Creation and delivery of 80 SAPs (48 newly designed), involving 1120 students and 160 teaching staff in international mobility actions;
- ◇ Elaboration of annual RUN-EU SAPs Opportunities Reports;
- ◇ Development of operation structures through the creation of the RUN-EU SAP Digital Platform to support the SAPs management, implementation and dissemination;
- ◇ Development of sustainable strategies through the elaboration of the Standard Guidelines for SAPs;

1.2. Interconnections with other WPs

RUN-EU objectives will be achieved through 6 development and implementation WPs, which were composed around RUN-EU Mission and Long-Term Vision, and 2 transversal WPs for Coordination & Management, and Dissemination & Sustainability.

This overarching approach created some interdependence and stronger interconnections among several WPs, which feed into and/or are fed by the deliverables of one another. In the particular case of WP6, the following WPs are most directly implicated in the development of our activities, either from the input and/or output perspectives:

- ◇ WP2 European Innovation Hubs (EIH)
- ◇ WP3 Future and Advanced Skills Academies (FASA)
- ◇ WP4 European Mobility Innovation
- ◇ WP7 Collaborative European Degrees

Figure 1. presents the detailed interconnections related to WP6 and indicates the reciprocal interrelations whenever applicable.

Complementarity and interconnections among WPs are of great value but need to be carefully communicated and understood to promote the necessary synergies and avoid confusion about the scopes of intervention of each WP and overlapping actions. Frequent communication and monitoring are essential to strengthen the partnership

and frame a deeper holistic understanding and awareness about the project development.

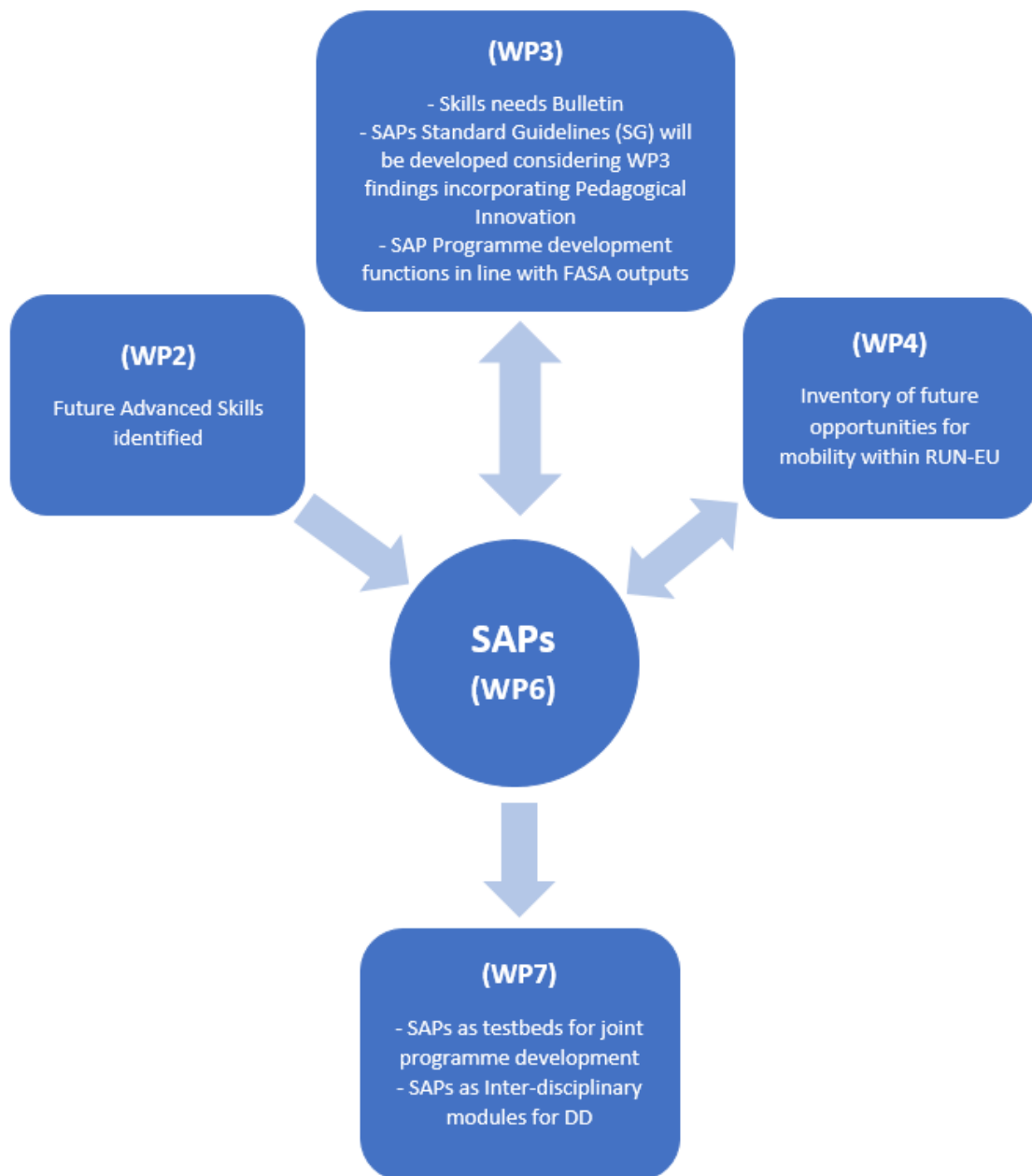


Figure 1: WP6 Interconnections with other WPs

2. What is a RUN-EU SAP?

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. As a starting point, some introductory considerations made by WP6 have been validated by the RUN-EU Management Committee to [legitimize](#) a sound-based progress of our work.

In addition to the objectives formulated by RUN-EU in the application phase, an updated background analysis and some desk research on (1) European policy documents, (2) tools and standards emerged from the Bologna process and (3) the outputs from relevant European projects on flexible learning pathways, lifelong learning strategies, micro-credentials, reskilling and upskilling pressing needs, labour market transformations and academic and professional recognition have allowed the adoption of the following open ground principles and considerations for SAPs:

- 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, WP6 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.

2.2. Distinctive Features

Due to the novelty of the format envisaged for the Short Advanced Programmes (SAPs), the identification of the main distinctive features has been a core activity performed by WP6 setting the basis for future work.

SAPs must be considered as a short and small learning unit, 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 under 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 2.

<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 ◇ 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 weeks) ◇ 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 2: RUN-EU SAPs main Distinctive Features

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”.

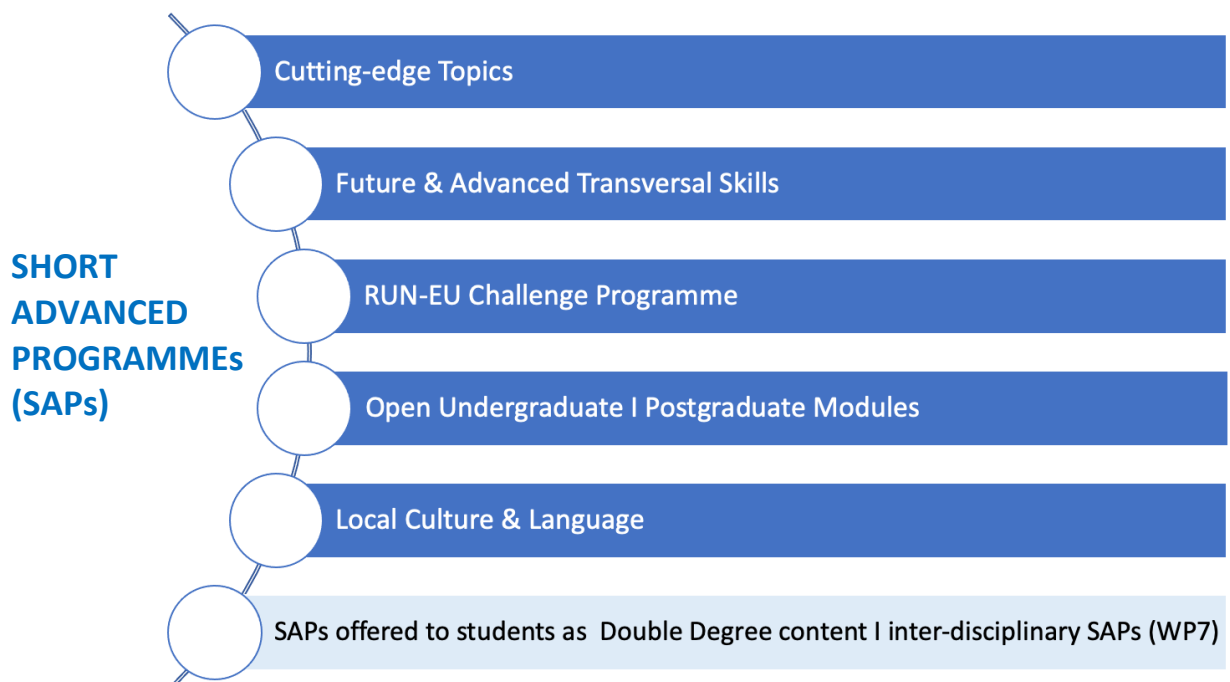


Figure 3: RUN-EU SAPs typologies and specific contexts

3. Methodology for Identifying the Potential RUN-EU SAPs

In order to build on established cooperation and practices, RUN-EU foresaw in the application an initial audit of the existing short-duration programmes (in different formats) across the alliance with a view to identifying promising areas for collaboration as well as immediate opportunities to exploit consortium synergies. The data collected is analysed and compiled into an opportunity report to be made available to relevant members. According to plan, this task must be repeated on an annual basis during the project duration.

Due to the novelty nature of the SAPs, the degree of jointness desired and the ambitious target to deliver 80 SAPs within the project time frame, it was considered that it would be important to adopt a 2-phase process:

1. Survey on Potential RUN-EU SAPs
2. RUN-EU SAPs Joint Development and Implementation

Based on the academic communities' response, it also became clear to us that we should not limit the proposal of potential RUN-EU SAPs to an annual survey, but to create in parallel a more organic Open Call approach.

WP6 believes that this methodology gives room to fostering a shared ownership feeling in relation to each SAP and to achieving greater impact and sustainability.

3.1. Phase 1: Survey on Potential RUN-EU SAPs

Phase 1 consists of an introductory **Survey on Potential RUN-EU SAPs**, meant for academic staff, Deans of Faculties and Schools, Heads of Research Centers, Department Directors and Programme Directors.

The Survey, to be filled in by each RUN-EU Member, is widely promoted and disseminated. WP6 representatives are responsible for coordinating this process in their institutions.

The academic communities are asked to reflect on their current activities, events and initiatives that might suit the SAP format and on the possible RUN-EU partners for that.

They are also encouraged to start thinking of new programmes that are aligned with their institutional strategy, regional needs and RUN-EU long-term vision and mission.

The data collected aims at mapping the areas of interest and identifying potential RUN-EU SAPs. The Survey is made available in an excel file, with three sheets:

1. the SAPs Characterisation information;
2. the Survey template to be completed. The first line contains an example as reference;
3. the “Source” associated to the columns with drop-downs to make the options more consistent/visible.

The information requested in this 1st phase can be found in Table 1: Survey Fields | 1st Phase.

RUN-EU Partner	(AIT) Athlone Institute of Technology (FHV) Vorarlberg University of Applied Sciences (HAMK) Häme University of Applied Sciences (IPCA) Polytechnic of Cávado and Ave (IPL) Polytechnic of Leiria (LIT) Limerick Institute of Technology (NHL) NHL-Stenden University of Applied Sciences (SZE) Szechenyi Istvan University
Title	
Scientific/Pedagogical Area	
Connection with the RUN-EU Future European Innovation Hubs (if applicable)	Future Industry & Sustainable Regional Development Bio-Economy Social Innovation
Brief Description	
ECTS Credits	From 1 to 6. No half units allowed. (1 ECTS has an average workload of 28 working hours). The number of ECTS credits translates the workload effort.
Level (EQF)	Short-cycle (5) 1st cycle (6) 2nd cycle (7) 3rd cycle (8)

Foreseen Duration in days or weeks	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.
Mode of Delivery	<ul style="list-style-type: none"> Presential Blended Online (Full online delivery can currently be considered under exceptional circumstances (COVID-19)).
Typology	<ul style="list-style-type: none"> Cutting-edge Topic Transversal Skills Challenge Programme Open Undergraduate Module Open Postgraduate Module Local Culture & Language Other
Language if other than English	Only possible for Local Culture & Language Typology
Suggested Date	
Target Audience	Wide range of possible target groups
Coordinator and Contact Details	
Contact Person and Contact Details	
Possible RUN-EU Partner 1 Possible RUN-EU Partner 2 Possible RUN-EU Partner 3	<ul style="list-style-type: none"> (AIT) Athlone Institute of Technology (FHV) Vorarlberg University of Applied Sciences (HAMK) Häme University of Applied Sciences (IPCA) Polytechnic of Cávado and Ave (IPL) Polytechnic of Leiria (LIT) Limerick Institute of Technology (NHL) NHL-Stenden University of Applied Sciences (SZE) Szechenyi Istvan University all RUN-EU Members any RUN-EU Member Associated Partner Industrial Partner
Other Information	

Table 1: Survey Fields I 1st Phase

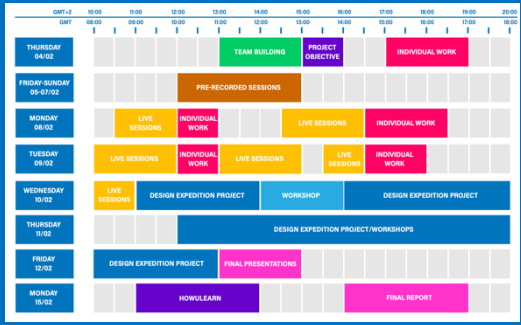
Once the list of potential RUN-EU SAPs is treated and validated and the partnership is confirmed, the SAPs that meet these conditions can then proceed to the 2nd Phase.

3.2. Phase 2: Joint Development and Implementation

The RUN-EU SAPs validated according to the terms described in Phase 1 initiate the 2nd phase of preparation and development.

A confirmation/“Welcome to the 2nd Phase” message is sent to the Coordinator and Organising Teams together with the **List of RUN-EU SAPs Critical Elements** (Table 2) to be completed by each SAP.

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 Coordinator 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:	In addition to your indication we will try to group the SAPs in broad areas. Due to their interdisciplinary nature, SAPs can be indicated in more than one area. ISCED Fields List
RUN-EU Future EIH:	Future Industry & Sustainable Regional Development Bio-Economy Social Innovation
Language of Instruction:	English
Date:	From the 1st working day to the last working day

<p>Length: in weeks/days</p>	<p>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.</p>
<p>ECTS Credits:</p>	<p>From 1 to 6. No half units allowed. (1 ECTS has an average workload of 28 working hours). The number of ECTS credits translates the workload effort.</p>
<p>Effort and Workload Breakdown:</p> 	<p><u>Workload breakdown / typology of activity</u> All educational components</p> <ul style="list-style-type: none"> Live Sessions (Lectures / Keynotes / Reflection+ HowYouLearn) Pre-recorded Sessions Individual Work Group Work Team Building Site visits Placements Presentations Project Development Research Experimental work Laboratory work
<p>Course Schedule</p>	<p>Programme at a Glance Day by Day /Detailed Programme</p>
<p>Course Content Syllabus:</p>	<p>Programme at a Glance Day by Day /Detailed Programme Reference Reading</p>
<p>Lecturer(s) info Course Leader(s) Coaches:</p>	<p>Names and institutions (Hyperlink to) Short Bios List of Coaches</p>
<p>Level (EQF)</p>	<p>Short-cycle (5) 1st cycle (6) 2nd cycle (7) 3rd cycle (8)</p>
<p>Target Audience Eligible Participants:</p>	<p>Indication of subject areas levels <i>“RUN-EU students from any study cycle”</i></p>
<p>Pre-requisites:</p>	<p>“basic notions of statistics”, “English (B2)”, “Micro-economy”</p>
<p>Mode of Delivery:</p>	<p>Presential Blended Online</p> <p>(Full online delivery can currently be considered under exceptional circumstances (COVID-19)).</p>

Venue/Location:	
Special Conditions (if any):	Material, equipment or software, for example
Physical Mobility/Scholarship Available:	<p><u>For students</u>: 70 students/1W + 70 students/2W Travel: 350€/person Subsistence: 400€/W <u>For staff</u>: 10 staff/1W + 10 staff/2W Travel: 350€/person Subsistence: 850€/W</p> <p>To be managed by Home Institution. Flows/Institution. RUN-EU Project Leader and IRO involvement</p>
Academic Recognition Related Degree Programmes/Integration Stackability Options:	To be defined by each Home Institution. In general terms, most participants will have the RUN-EU SAPs certified in the Diploma Supplement, as a minimal condition.
Learning and Teaching Strategy:	<p>Student-centred Learning and Teaching Innovative Strategies</p> <p>Learning Environment and Team Building</p> <p>Exploit the added value in cross-cultural teaching styles</p> <p>Special attention to avoid cultural biases</p> <p>Collaborative Learning Platforms and Tools (Zoom, Moodle, Teams, Miro, Padlet, Jamboard, Mural, ...)</p> <p>Check internally the access requirements to the platforms</p> <p>WP3 Pedagogical Script (soon available)</p>
Means and Criteria for Assessment:	<p>Strongly interconnected with the LO</p> <p>Assignments foreseen for each relevant component</p> <p>Individual + Group</p> <p>Fail or Pass Quantitative Assessment</p>
How to Apply: (Entry Requirements Application Guidelines)	<p><u>Joint Application Form</u></p> <p>Link to the Application Form, which should be able to collect all relevant information for selection and team formation.</p> <p>Motivation statement compulsory in all RUN-EU SAPs</p> <p>Indication of any particular administrative requirement</p> <p>Application Deadline</p> <p>Contact Details for further Information</p> <p>Personal Data Privacy consent</p> <p>We will provide a template containing the basic structure for your comments. Some additions are possible.</p>
Selection Criteria and Process:	<p><u>Joint Selection Procedure</u></p> <p><i>Order of submission (first come, first served)</i></p> <p><i>Motivation</i></p> <p><i>Wide representation of subject areas/fields of study</i></p> <p><i>Balanced participation of RUN-EU member institutions</i></p> <p>...</p>



	<p>Maximum Number of Students I Reserve List Confirmation of Interest after selection to avoid late withdrawals</p>
<p>Certification: (Students I Teaching Staff I Coaches)</p> 	<p><u>Joint Certification</u></p> <p><i>“The participants who successfully complete this RUN-EU SAP, will receive a <u>Certificate of Participation</u> and a <u>Transcript of Records</u> jointly issued by the organising institutions”</i></p> <p>Templates to be provided. ToR can only be issued to those that completed all assignments. Check who is going to sign the documents in your institutions</p> 
<p>Further Information:</p>	<p>If applicable</p>
<p>(Background information on Institutional QA)</p>	<p>In general, there is no specific QA system in place for such small and short volume of learning. Trust in the providers is essential! Scientific/content relevance and quality should fall under the responsibility of the involved partners. Reference to the Institutional QA system(s) in line with the ESG I Overall SAP Assessment through HowULearn /LearnWell</p>

Table 2: List of RUN-EU SAPs Critical Elements (Commented version prepared for the Info Sessions)

As a first step, Coordinators must confirm the foreseen delivery dates of their SAPs to allow WP6 to clearly identify those that are planned to be offered until the end of October every year and check if the deliverables contractualised by RUN-EU will be ready within schedule.

To help the Joint Coordination Teams (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:

- Guidelines on how to approach, design and fill in the RUN-EU SAPs Critical 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
- Dissemination

We understand the crucial importance of constant follow-up and monitoring for the success of this initiative and for that reason, WP6 representatives 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.

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 Elements, a conformity check is carried out by WP6.

Only at this stage learners, students and candidates have access to the final materials and the RUN-EU SAP is publicly launched and disseminated.

3.3. Open Call Approach

The high interest raised so far, the strong identification with the SAPs format, the dynamics of this initiative and the different response times of Faculties and Departments originated the implementation of an Open Call approach in addition to the annual Surveys.

The Open Call procedure has been defined. The correspondent workflow according to the stage of development of each RUN-EU SAP proposal is presented in Figure 4.

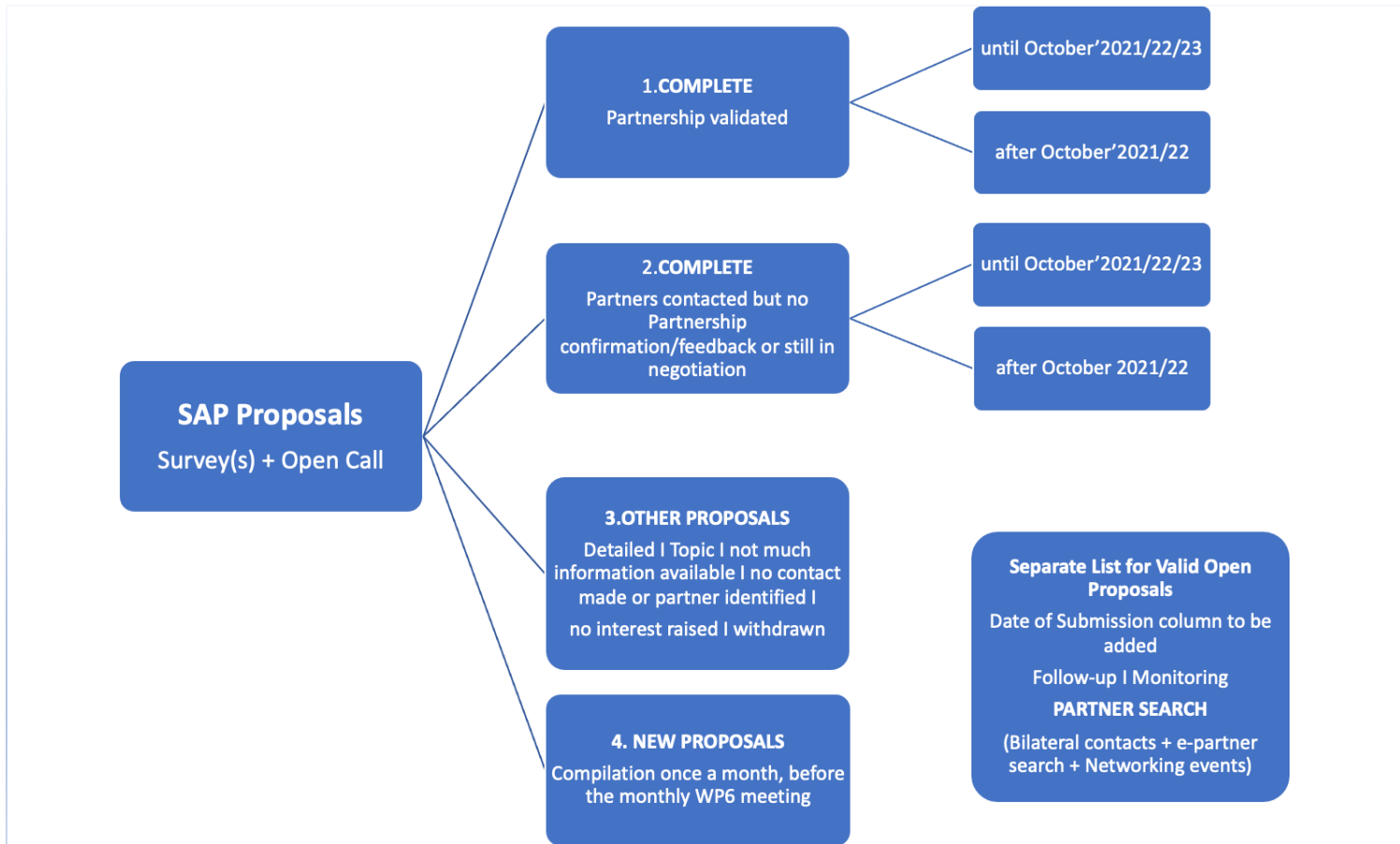


Figure 4: Open Call Workflow

4. First Survey on Potential RUN-EU SAPs: Results

The **1st Survey on Potential RUN-EU SAPs** was launched on the 22nd of January 2021, having the 24th of February 2021 as a deadline. An extension of one week was granted and some new proposals were submitted in March and early May 2021.

Within this first exercise, 80 potential RUN-EU SAPs have been identified by our academic communities, which excelled our most positive expectations. All partners were somehow represented. The scenario was very diverse, ranging from highly developed and structured proposals to just topic indications. The thorough compliance check and detailed information analysis demanded greater effort and a longer period to allow a sound-based snapshot of the alliance intentions.

WP6 members have decided that scientific/content relevance should fall under the responsibility of the involved partners and would not be subject to scrutiny. Special attention has also been paid to guaranteeing a wide coverage of fields and different SAPs typologies as well as to detecting overlapping topics.

The methodology has been fine-tuned and the proposals have been categorised by their different stages of development, taking under consideration the following factors: (1) Topic | Proposal in line with SAPs; (2) Completeness | Quality of information; (3) Partnership confirmation status; and (4) Foreseen date of delivery.

A system of five different colours was implemented, identifying the development stage of each SAP proposal:

Green:	Complete with partnership validation. Ready to move to the 2nd phase
Blue:	Complete but waiting for partnership validation after contacts made or in negotiation
White:	Partner Search List (no contact made or no partner identified * no interest demonstrated so far * some in need of more information)
Red:	Removed/Eliminated (in need of more reflection * merged * further consideration of institutional priorities and effort * open modules available for International students but with no intention to be redesigned to become a SAP)
Yellow	Newly submitted SAPs included in the Partner Search List

Partners have been encouraged to go through the List of Potential RUN-EU SAPs again to:

- a) check the RUN-EU possible partner(s) indicated in each proposal and confirm the feasibility/interest of its own Institution;
- b) demonstrate own Institution's interest in taking part in a specific proposal;
- c) review the "White" potential RUN-EU SAPs entries and confirm those that should be maintained and transferred to the second/Partner Search List;
- d) identify those proposals that are no longer of interest and mark them in "Red".

Contact details of relevant staff were provided and messages sent to/exchanged with acknowledgement of the implicated WP6 member(s).

Given the strategic interest of fostering collaboration through the creation of joint international programmes, it was decided that there would be no selection. Therefore, all RUN-EU SAPs that have been considered complete and have met the requirements to move forward would be supported. A "Natural Selection" approach is intrinsic to the process and methodology defined.

At this moment, 24 SAPs are ready to move forward to Phase 2, 2 have ongoing partnership negotiations and 35 have been included in a Partner Search List. The total number of RUN-EU SAP proposals submitted by each RUN-EU partner according to their development stage is presented in Table 3 and Figure 5.

Table 3: Number of RUN-EU SAP proposals submitted by each RUN-Partner according to their development stage

	AIT	FHV	HAMK	IPCA	IPL	LIT	NHL-Stenden	SZE	Total
Green	-	5	7	8	1	2	-	1	24
Blue	-	-	1	-	-	-	-	1	2
White	-	2	-	4	-	2	3	9	20
Red	-	7	7	-	2	-	-	3	19
Yellow	8	-	1	-	6	-	-	-	15
Total	8	14	16	12	9	4	3	14	80

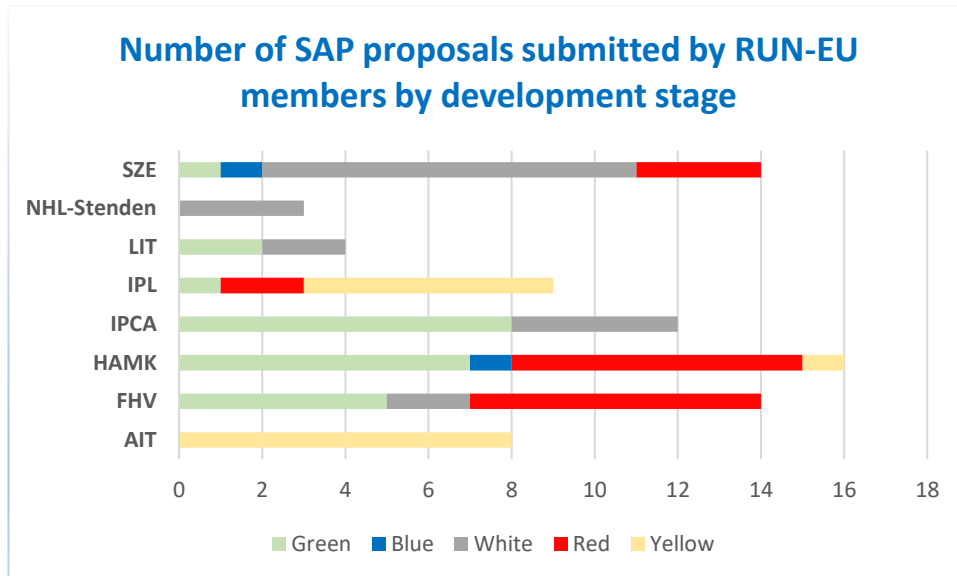


Figure 5

The data treatment related to the total number of RUN-EU SAPs in which RUN-EU members are involved, the size of the partnerships and the subject areas representation only consider the 26 SAPs that fall under the “Green” and “Blue” categories.

It is impressive to realise the volume of interactions and the commitment level demonstrated by all partners. Table 4 and Figure 6 show the total number of RUN-EU SAPs in which RUN-EU members are involved, either as coordinator or partner. One should consider though that this is a very volatile process and as negotiations and the joint development phase progress, the current status might suffer some changes.

Table 4: Total Number of RUN-EU SAPs in which RUN-EU members are involved

	AIT	FHV	HAMK	IPCA	IPL	LIT	NHL-Stenden	SZE	Total
Green	4	9	11	17	7	8	4	2	62
Blue	1	-	2	-	1	-	-	1	5
Total	5	9	13	17	8	8	4	3	67

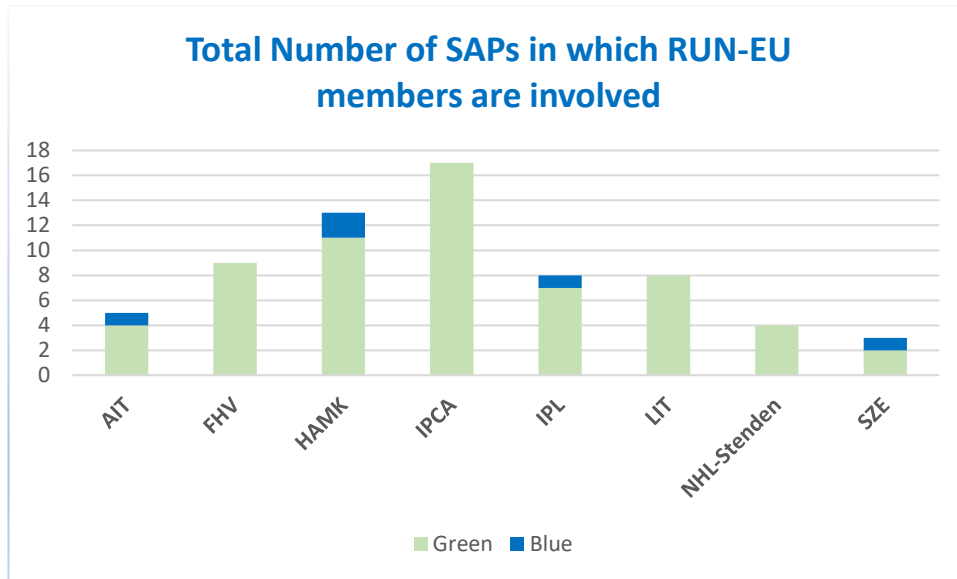


Figure 6

The average size of the RUN-EU SAPs partnership is 2,5 partners, ranging from a minimum of 2 institutions to a maximum of 5. The distribution of the RUN-EU SAPs according to the number of partners is presented in Figure 7. The majority of the proposals involve the minimum number of partners, which is understandable considering its initial implementation, the lack of institutional experience, time constraints and the need to minimize complexity.

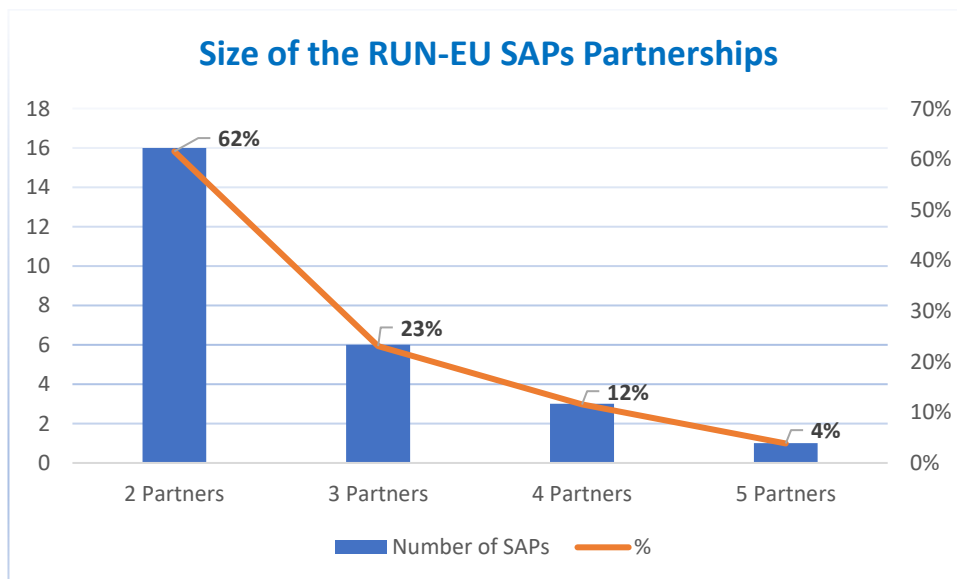


Figure 7

Despite the interdisciplinary nature of most SAPs, the broad subject areas are represented in Figure 8.

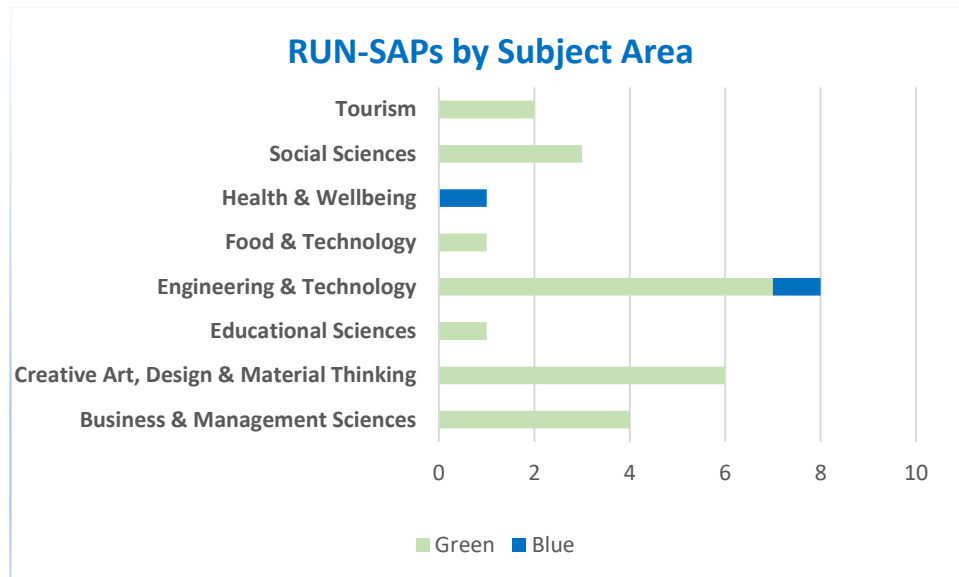


Figure 8

The coordinators and the organizing teams of the 24 “Green” RUN-EU SAPs received late April the “welcome to the 2nd phase message” with further instructions on how to proceed. Three “Information Sessions on RUN-EU SAPs Joint Development and Implementation” were held on the 13th, 14th and 18th of May. Overall 45 staff actively participated in the sessions. We are currently waiting for the updated indication of the foreseen dates of delivery to determine the number of RUN-EU SAPs to be offered until the end of the 1st year of the project. Despite the exceptional circumstances originated by COVID-19, we do not anticipate any major deviation from the initial plan of running 8 SAPs until the end of October 2021 with a possible extension to the end of November. The main changes occurred so far are related to the mode of delivery, from blended to online, and the consequently lack of short-term physical mobility.

The List of the 2nd phase RUN-EU SAPs can be found in Table 5. The complete **Survey on Potential RUN-EU SAPs** with detailed information on each SAP proposal is included in Annex 7.2. The separate Partner Search list with the “White and Yellow” SAPs is presented in Annex 7.3.

Table 5: List of “Green” RUN-EU SAPs

Area	SAP Title	Coord.	Joint Coord.
Business & Management Sciences	Design Expedition	HAMK	IPCA
	General Management Simulation	FHV	IPCA
	Smart everything: the future of digital lies in the co-creation of business and information technology	HAMK	IPCA; LIT
	Sustainable Europe: A Vision and Practice into Sustainable Growth	HAMK	IPCA
Creative Art, Design and Materials Thinking	Game Changing Games	FHV	IPCA
	Go for a Digital Product, GDP	HAMK	IPCA
	Future Explorations	FHV	IPCA
	Textured narratives clay	IPCA	IPL; LIT
	The contribution of drawing in the enhancement of cultural heritage	IPCA	LIT
Educational Sciences	Enhance your Study Skills and Future Skills	HAMK	FHV, IPL, LIT; NHL-Stenden
Engineering & Technology	Agile Service Architectures	IPCA	AIT; FHV
	Challenging Game Development	IPCA	NHL-Stenden
	Circular Plastics Design	IPCA	AIT; LIT; NHL-Stenden
	Computational intelligence	SZE	IPCA
	Data Analytics & Machine Learning	LIT	IPCA
	Design of Steel Structures	IPL	HAMK
	Digitalisation of Manufacturing	LIT	FHV; HAMK; IPL
	iDroneExperience	IPCA	HAMK
Food & Technology	Heritage Plants in Alternative Crop Production	HAMK	SZE
Social Sciences	Gender - Diversity - Human Rights	FHV	IPL
	Preventing the Social Exclusion of Young People	HAMK	FHV, NHL-Stenden
	Social Justice	FHV	HAMK
Tourism	A creative approach to development of tourism products: gastronomy	IPCA	AIT; IPL
	Sustainable Tourism	IPCA	AIT; IPL; LIT

Within the **1st Survey**, some questions were raised, mainly related to:

- Clarification of Target Groups and respective participation conditions;
- Financial framework;
- Rigid legal frameworks (micro-credentials, ECTS credits and certification)

5. The 1st RUN-EU Pilot SAP

5.1 Description

The **1st RUN-EU Pilot SAP - Design Expedition: Emotional Intelligence meets Artificial Intelligence in Business Design**, jointly organized by HAMK and IPCA, from the 4th to the 15th of February, 2021, was launched in the beginning of January, 2021.

In October 2020, HAMK proposed the organization of the 1st Pilot SAP associated to an annual event called the *Freezing Week*, which is held in February. Given the focus on Artificial Intelligence, HAMK invited IPCA to join them in this venture, keeping a minimum of two organisers to facilitate interaction. In spite of the early stage of the RUN-EU project, the tight time frame and the intensive workload related to WP6 first semester activities, it was considered by all directly involved that it could be a win-win activity worth the extra effort.

HAMK and IPCA worked intensively in the following months to set up the programme, which turned out to become an experimental and intensive learning experience not only for the students but also for the entire organising team.

Regarding the Learning Outcomes, at the end of this RUN-EU SAP students are able to:

1. Apply critical thinking, creative problem-solving concepts and design thinking models and tools for solving combined business design, emotional intelligence and artificial intelligence learning challenges;
2. Work in multidisciplinary, multicultural and co-creation environments;
3. Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences clearly;
4. Propose solutions for societal real problems and challenges that demand innovation and a varied set of skills.

The **Detailed Programme** and the **Programme at a Glance** can be found in Annex 7.4.

**SHORT
ADVANCED
PROGRAMME (SAP)**

**DESIGN
EXPEDITION:
EMOTIONAL
INTELLIGENCE
MEETS
ARTIFICIAL
INTELLIGENCE
IN BUSINESS
DESIGN**

08-15.FEBRUARY.2021

Project-based learning experience, where multinational student teams create solutions for a business partner

Online lectures, workshops and project work

2 ECTS Credits

Eligible participants:
RUN-EU students from all study cycles

Deadline for online applications:
24 January

COORDINATION:
Tampere University of Applied Sciences – HAMK (Finland)
University of Cantabria and Ave – IPCA (Spain)

+INFO: www.run-eu.eu

Logos: IPCA, AIT, LIT, HAMK, NHL, and others.

Some FACTS and FIGURES

- ◇ **Typology:** Challenge-based learning experience
- ◇ **ECTS Credits:** 2
- ◇ **Online**
- ◇ **Applicants:** 70 from all cycles of studies
- ◇ **Participants:** 36 | 31 completed all assignments
- ◇ **Level:** 1 SC; 28 BA and 7 MA
- ◇ **6 RUN-EU members** involved
- ◇ **Various Backgrounds** and fields of study
- ◇ **10 Nationalities**
- ◇ **10 RUN-EU Coaches** involved in the “Design Expedition” Project
- ◇ **Innovative pedagogical approaches**
- ◇ **Business Partner:** S-Group
- ◇ **Joint Overall Assessment**
- **Joint Certification:** Certificates of Participation for Students and Coaches and Transcript of Records (ToR)

The number of candidates and participants from RUN-EU member institutions who applied, attended and completed the SAP is shown in Table 6. The RUN-EU coaches involved belonged to FHV (1), HAMK (3), IPCA (5) and IPL (1).

RUN-EU Member	Applied	Attended	Completed
AIT	22	4	3
HAMK	8	7	5
IPCA	30	18	16
IPL	4	2	2
NHL	5	5	5
LIT	1	0	0
Total	70	36	31

Table 6: RUN-EU 1st Pilot SAP Applicants and Participants / Home Institution

5.2 Lessons Learnt

We strongly believe that this 1st Pilot SAP has been overall a joint success and an important milestone for RUN-EU and WP6. There have been highlight moments and achievements, many challenges faced and overcome, some things that could have been done differently and some problems that could have been avoided if there were no time constraints. More importantly, several lessons have been learnt and incorporated in the development of future SAPs and WP6. We would like to share some of them here.

(1) Association to another event

SAPs need a clear identity and should be considered a “whole unit in itself”, even if it is integrated or becomes a part/section of something complementary or targetted at a larger or different audience. The interconnections with another event might obviously add value but it is important not to lose focus and bear in mind that this association also represents a bigger challenge to accommodate.

(2) High withdrawal rate

There were several reasons for participants’ no-shows or cancellations: work duties; lack of flexibility from employers and lecturers; classes and assignments; lack of awareness of the programme effort, schedule and scope/context; institutional emails were not the privileged means of communication and poor engagement and communication.

In order to minimize the number and impact of late withdrawals, it is essential to have more time for the dissemination campaign; to have the support materials and detailed programme ready at an early stage; to add a “Confirmation of Interest” procedure after selection; to guarantee a more intensive and structured communication with participants in the preparatory phase and to ask for a stronger involvement from home coordinators. It is also important to mention that the full online delivery of such a programme increased its complexity and aggravated this problem.

(3) International experience in the development of Joint Programmes

Most staff are used to cooperating in the international arena, establishing international partnerships, visiting international partners, attending international conferences, belonging to international networks, developing projects, participating in teaching and training missions, among other activities. However, the development of a joint programme brings the international cooperation bar to a different level, which demands greater effort and needs to be nurtured, facilitated, and institutionally recognized.

(4) Collaborative work and balanced contribution

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; - Communication platform and channels (before, during and after the SAP) and - Careful preparation. In addition to the Joint Coordination Team (SAPc), joint ownership *rationale*, joint application form, joint selection procedure, joint assessment and joint certification, it should be embedded in the way the SAPc communicates internally and externally (SAP email; Kick-off; invitations, integration of coaches and guests, jury panels, etc).

(5) Team building

Participants' team building activities must integrate the introductory part of the SAP and should not be underestimated. Team formation together with the management of the learners' expectations and of the different backgrounds and contexts are of crucial importance. Learners must receive clear indications and the necessary support and guidance along the whole process.

In the future it will also be important to have more debriefing and team building sessions for the RUN-EU coaches as well.

(6) Technical aspects and resources

Anticipate and be prepared to react promptly to unpredicted technical problems that might occur. Mobilise the necessary material and human resources, facilities, and equipment.

5.3 Feedback from the Participants

Nothing better than our learners' own words and feedback to know we are in the right track and to help us do better next time, reinforcing the relevance of RUN-EU vision and mission associated to the SAPs.

Learning environment and team building

The learning experience was incredible from the coaches and lecturers to my amazing team members, I couldn't have asked for a better group of people.

I feel privileged to being able to take this course. These "types of cherries on the cake" make studying worthwhile. I did extensively enjoy spending a week immersing myself in a total new world of knowledge, of required skills, of people.

It was amazing to participate in a project where the staff were so open-minded and amazing with us. For that reason and some others, I think the work done by everyone was almost perfect and all the mistakes that happen can serve as an improvement for the future.

Emergent areas, interdisciplinarity and new skills acquisition awareness

In conclusion, after the Expedition I have learned to be a better team member and I have discovered the whole new world of EI and Design Thinking. I will utilize the skills I have gained widely in my studies, in my work and even in my personal life.

Validation that the format fulfills non-traditional students' expectations and needs

I felt I would have liked to have given more time to all of the aspects throughout the week. I did attend most of the lectures and engaged with my team... It was difficult for me as I also work, and my MSc is only part-time and was also trying to home school so the odds were against me. I felt really fortunate to have been given the opportunity to attend though as it really was invigorating and hugely enjoyable. I think the idea of short-focused programs like this is fantastic and would love more.

Learning and teaching strategies, added value in cross-cultural teaching styles and discovery

I will use the A.I. lectures as a springboard to begin learning more in that area. It has encouraged me to take further learning online as I was previously afraid of how difficult it would be to understand. I had read about it before but honestly they explained the concepts behind neural nets so well and in such a visual way that it really made it accessible. The lectures were also so engaging and passionate, I could feel how interested the lecturers were in their field and it transmitted to me also. Very interesting to see different lecturing styles cross-culturally.

1st international experience, 1st online collaborative learning programme and contact with new tools

This was also my first time working in an international project and doing it all online. Through that I learned lots of new tools that can be used to collaborate online.

Peer learning within and outside the team, reinforcement of skills perceived as relevant and appreciated by the labour market

Thanks to the Design Expedition / RUN-EU SAP I have once again improved my team working skills and because team working skills are highly important in today's world you can never practice them too much! There is always something new to learn from your team members and also from the other team's work you see, so I did during the SAP.

Using the tools that we trained during the project, I can improve a lot as a professional in the area I am studying. This week helped me in areas like teamwork, ideas discussion, project

elaboration, artificial intelligence and emotion control – all extremely important for the business area and for my future.

The general impressions shared by the RUN-EU coaches who participated in the “Design Expedition Project” were also very enthusiastic, having commonly agreed that they found the format very promising and that they wouldn’t mind repeating the experience.

6. Concluding Remarks and Challenges Ahead

These first months of activity were very intensive, having allowed WP6 to set the ground principles and the foundational basis for its work. Despite the severe impact of the pandemic situation, the WP team is confident about the contributions to the construction of a collaborative and trustworthy environment.

In this line of thought, it has been adopted an enhancement-led approach towards the SAPs, which, within RUN-EU, can also be strategically considered as testbeds for joint work. Nevertheless, given the novelty of the format, it is clear that embedding the RUN-EU SAPs core distinctive characteristics will demand more time, continuing effort and more concrete examples.

The main challenges that should be considered at this stage are:

1. Promoting and achieving the degree of jointness envisaged;
2. Supporting the development and implementation of SAPs;
3. Facilitating the partner search and matching areas for cooperation;
4. Maintaining the initial enthusiasm from RUN-EU academic communities and securing the continuous and steady engagement of students and staff;
5. Dealing with many proposals and different development stages. Managing the Open Call workflow;
6. Transition to the blended format and the implementation of the compulsory short-term physical mobility, which bring new logistical and organisational challenges;
7. Developing and implementing the SAPs Platform. Foreseen Integration with the European Student Card initiative | EduGain Federated Certification. Beta version expected for August/early September.
8. Overcoming rigid legal frameworks and joint certification barriers;
9. Clarifying the financial framework for SAPs and lobbying for resources at national level;
10. Creating a SAPs overall quality assessment framework;
11. Defining the communication, dissemination and visual identity guidelines for SAPs in articulation with WP8;
12. Supporting the SAPs to be delivered @ the 1st Student Week, in articulation with the RUN-EU coordination and local organisers.

SAPs are expected to be responsive to local industry and community needs and to be able to answer to emerging trends and fill knowledge and skills gaps, becoming part of a lifelong learning broad strategy. Therefore, the analysis of the educational offer, the alignment between (skills) supply and demand, the identification of skills signalling mechanisms and the compilation of reliable labour market information sources are some of the topics which demand WP6 constant attention.

WP6 will also continue following very closely the debate for the creation of a European framework for micro-credentials and the conclusions of the Consultation groups, which are completely aligned with the SAPs objectives and format.

7. Annexes

7.1. Survey on Potential RUN-EU SAPs: [Template](#)

7.2. Complete List of Potential RUN-EU SAPs

[Green + Blue List of Potential RUN-EU SAPs](#)
[Partner Search List of Potential RUN-EU SAPs](#)
[Red List of Potential RUN-EU SAPs](#)

7.3. 1st RUN-EU Pilot SAP Detailed Programme and Programme at a Glance

