Student mobility
How do you estimate the value of an exchange in terms of entrepreneurial skills versus educational development?
What educational development do you see students gain from an exchange experience?

- Advanced main subject skills: 8
- Better/different training in regular program subjects: 12
- Participation in subjects/modules not offered by home institution: 11
- Other: 3
Cultural and social knowledge

Intercultural Skills

We remark the opportunity to make study planes similar

Linguistics skills, openness, cultural knowledge, maturity and autonomy

Getting acquainted with other educational approaches

Linguistic skills, open minds, new contacts, new programs

transversal skills
Who provides guidance and support to students with academic/educational side of their exchange choices and how?

- Main subject teacher: 3
- Head of department: 6
- IRC: 13
- Other: 2
Artistic coordinator, programme coordinator

Teachers are scarcely involved, department chiefs have other skills...

Deans of the faculties

Main subject teacher give advice for main subject teachers...

Other students

High costs
What hiccups have you found to be there for students going on exchange?

- High costs
- Fear of bureaucracy
- Inflexible of home teaching staff
- Being told that the Home Institution is the best
- Leaving there networks and home-base (Bands, partner, friends, etc.)
- Being passive
- Expenses & administrative tasks to be done
- Being insecure
- High costs
What hick-ups have you found to be there for students going on exchange?

I just got a new girlfriend

Language, Brexit, curriculum design, capacity at receiving institution

Language

Fixed curriculum

Full and fixed curriculum

Living skills

Expenses, being insecure, not knowing about the possibility, being told that home institution is the best place (by teachers), full and fixed curriculum

Cannot find an accommodation, courses taught in the local language ...

Accommodation related problems
What hick-ups have you found to be there for students going on exchange?

- Thinking the home institution is the best for the exchange
- Being insecure or not entrepreneurial. Expenses. Some main subject teachers still don't encourage the students to go out...
- Better communication with the other IRC before the mobility
- Offer events to inform about possibilities
- Personal contact
What methods or tricks do you use to solve these hick-ups?

- Flexibility curricula
- Creating mobility window, i.e. open space in the curriculum
- Focus on benefits
- Personal contact
- Organizing information meeting about the exchanges possibilities
- Inspiration from fellow students
- To improve communication with the other IRC before the mobility
- Telling them that is the opportunity of their lives
What methods or tricks do you use to solve these hick-ups?

- **Student's choices**
  - Offer events to inform about possibilities (website is not enough!)
  - All exchanges are part of the curricula and put in valour in the home institution, talk about benefits, meet colleagues who have already completed an exchange

- **Prior experience of former Erasmus students**
  - „Use“ the incomings

- **Advocating flexibility in relation to recognition of courses elsewhere**
  - Invited teachers (Masterclass)
  - Comunicate with the student and local coordinator to find solutions
What methods or tricks do you use to solve these hick-ups?

I invite students that have been in exchange and international students to present their experience to 1st year students in a module about international and mobility.
Do you wish to have more contact with the IRC of the other HEI regarding student guidance in academic/educational matters?

- Yes: 15
- Not necessarily: 1
<table>
<thead>
<tr>
<th>Option</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>We make it fit :-)</td>
<td>Good sense</td>
</tr>
<tr>
<td>ignore</td>
<td>That's a good one!</td>
</tr>
<tr>
<td>We always find an interesting</td>
<td>Full recognition</td>
</tr>
<tr>
<td>subject to replace</td>
<td></td>
</tr>
<tr>
<td>I try to arrange them</td>
<td>Good sense</td>
</tr>
<tr>
<td>Finding similarities in the disciplines'</td>
<td></td>
</tr>
<tr>
<td>content...</td>
<td></td>
</tr>
</tbody>
</table>
How do you deal with transfer of results of courses/subjects that do not fit Home Institution’s curriculum?

- Put them in electives
- They should fit into the overall learning outcomes of the programme
- Full recognition (You don't go abroad to get what you should have had at home)
- EDS
- We have option classes and so no problem about recognizing classes taken abroad
Do the existing institutional partnerships your HEI is involved in play a role in guiding the students in their choice?
What follow-up is there regarding outcomes of the questionnaire for students returning from exchange? (formal/informal)
Do you feel your institution benefits from the international experiences of students and how? Is it incorporated in QA and policy development?

Yes: 16
No: 1
Is IRC involved in curriculum development at your institution -how? Is a balance between academic offer and mobility possibilities taken into account?

<table>
<thead>
<tr>
<th>No at all</th>
<th>Yes</th>
<th>No involvement at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>No No</td>
<td>No, I'm not involved</td>
<td>Second question: Definitely no!</td>
</tr>
<tr>
<td>No</td>
<td>Yes, partly</td>
<td>It depends on the institution. In one case the IRC can suggest the orientation of a subject</td>
</tr>
</tbody>
</table>
Is IRC involved in curriculum development at your institution -how? Is a balance between academic offer and mobility possibilities taken into account?

First question: yes

Yes, because IRC is also coordinator of 2 programmes and teacher. We are trying to develop mobilities as much as possible but it is not "integrated" as compulsory.

Rarely

Yes, trying to promote European Programmes and giving concrete examples on how it works

Not involved, and the students have problems to manage the internal academic offer, so....

First question yes, because the IRC is working also as a teacher

No... the study department does not think about mobility when they update the curricula

é:yes

Yes, promote different things
Teacher mobility
What is the percentage of teacher mobility compared to student mobility?

- More teachers than student mobility, + 50%
- Students 60%, teachers 40%
- 70%/30%
- Four times more than students
- 30% teachers, 70% students
- Unclear question
- Few grants for teacher mobility
- 70% teachers 30% students
- 50 / 50
What is the percentage of teacher mobility compared to student mobility?

- 30% teachers, 70% students
- Percentage: more teachers are active
- Teachers 40%, students 20%
- 50/50
- 20% teachers 80% students. It's our first year
- Less teachers mobilities as students
- 10% teachers, 20% staff and 15% students
- Difficult to answer. We have many part-time teachers, so the percentage is very low;
- In the past 80% This year 60%
What is the percentage of teacher mobility compared to student mobility?

- Yes a lot
- Yes, but few grants....
- Promotion of staff mobility, inspirational pep talks, grants
- At the Dean and the heads of departments meeting
- Pep talks, promotion, grants
- Yes, advising by e-mail, organizing meetings, preparing international partnerships
- No
Do you actively promote or stimulate teacher mobility and how?

- **Talk to them**
  - Yes, with the promise of fame and richness
  - No, I don’t need to.

- **Yes. Presenting & identifying the opportunities**
  - Yes, explaining them the opportunities that erasmus offers for them
  - Emphasize staff development

- **Yes. Sharing information formally/informally**
  - Yes, I offer contacts and suggestions and talk about the opportunities of the mobility (at least one meeting/year)
  - Yes but few grants ....
Do you actively promote or stimulate teacher mobility and how?

- Yes, talk with them.
  - Yes, through an information brochure and through regular informal discussions; I take every opportunity to talk about it. It's a long way...
  - Talk actively to them and showing them the opportunities that such a project offers.

- Yes. Talk to them, talk to deans, department meetings, brag about the money available.
  - Yes, talking about the previous mobilities made by other teachers.
  - At the Dean and the heads of departments meeting.

- pep talks, promotion, grants.
  - Yes. Innovative Conservatoire-ICON.
  - Yes. Innovative Conservatoire-ICON.
Do you select specific subject or courses for teacher mobility?

- No
- No
- No
- No
- No
- It depends
- We can suggest subjects
Do you select specific subject or courses for teacher mobility?

- No but instrumental teaching is the main purpose
- No
- No
- No, I just suggest/forward what the partner is asking (in case)
Who initiates a teacher mobility and how?

<table>
<thead>
<tr>
<th>The teacher</th>
<th>The teachers themselves.</th>
<th>The teachers themselves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often teachers</td>
<td>Both IRC and teacher</td>
<td>Talk with each other.</td>
</tr>
<tr>
<td>The teacher, but always encouraged by IRC</td>
<td>Last year and was a double bass teacher</td>
<td>Ideally the head of department to maintain connection to institutional policy</td>
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</tbody>
</table>
Who initiates a teacher mobility and how?

- Intention to take a mobility, invitation from the host institution, organizational aspects.
- The teacher, the dean, the receiving institution, the incoming teacher
- The teacher him/herself, the IRC makes suggestions, partner universities (invitations)
- It depends if the teacher has an international network or not. If yes, they initiate it, if not, I make suggestions
- Institutional call
- Teachers themselves
- The teacher IRC: at teacher, meetings Partner institutions inviting him/her
- Teacher
Who initiates a teacher mobility and how?

Teacher