E-QUA (Erasmus QUAlity hosting Framework)  
Mapping of the European offer of mobility services

The following questionnaire has been conceived as part of the European project E-QUA (Erasmus QUAlity hosting framework), which aims at improving the quality of students’ mobility through the definition, validation and transfer of quality criteria applied to mobility, as well as to the accommodation services offered and the learning programmes organized by the institutions that host Erasmus and mobility students.

The main goal of the survey is to map the various models of mobility in Europe and the different types of accommodation services, educational programs and non-formal and informal learning environments that institutions offer to students involved in mobility programs.

The answers and the experiences collected through the questionnaire, will be functional to pursue the ambitious goal of writing a common ‘Erasmus Quality Hosting Framework’ with the criteria for a European quality hosting of Erasmus students, which will build on the best practices of several European models of welcoming Erasmus and mobility students.

All the information collected will be aggregated in order to find common elements and qualitative differences that will help in the creation of a reference model. At the end of this project, the outcome of this initiative will be communicated to all participants. This questionnaire will take approx. 15 minutes and it can be filled in during one on-line working session only. Please be aware that in most questions more than one answer is possible.

Thank you for your collaboration.
The project coordination committee
A) INFORMATION ABOUT THE UNIVERSITY, THE INSTITUTION, THE COLLEGE OR THE HALL OF RESIDENCE

1. Type
   - University
   - Hall of Residence
   - Other hosting structure for Erasmus/mobility students (please specify)

2. University
   - Full name:
   - Website:
   - Location (address, post code, city, province, State):
   - Number of students:
   - Number of professors:
   - Number of administrative/technical staff:
   - Number of degree programmes offered:
     - BA
     - MA
     - PhD
   - Number of accommodation structures for students directly managed by the University (if existing):
   - Number of accommodations provided:

3. Hall of residence/other structure
   - Full name:
   - Foundation year:

4. The institution
   - is a public institution
   - is a private autonomous institution
   - is a private institution depending on a foundation, association, or network of similar institutions (please specify)

5. Could you please provide the address of your institution?
   - Website:
   - Location (address, post code, city, State):

6. Is the institution connected with one or more University in the same town, where it is located?
   - NO
   - YES

7. If your answer was yes, please specify in which way:
8. **Number of accommodations:**

9. **Accommodation services provided by your institution:**
   - Bedrooms (single/double/triple – with/without bathroom)
   - Full board (7/7 – seven days a week)
   - Full board (5/7 - only weekdays)
   - Half board (5/7)
   - Canteen
   - Shared kitchen
   - Study rooms
   - Library
   - Free Internet connection
   - Sport facilities
   - Other accommodation services (please specify)
   - Training activities (in addition to University courses)
   - Training in foreign languages
   - Tutoring / study methodologies
   - Cultural activities
   - Art / music/ theatre activities
   - Other (please specify)

10. **Does your institution provide credit-awarding courses recognised by University?**
   - NO
   - YES

11. **The institution is:**
   - a male one
   - a female one
   - a male-female one (please specify, which is the percentage of male and female residents?)

12. **How many people live in your institution?**

13. **Types of residents living in your institution:**
   - Number of students:
   - Number of college staff:
   - Number of professors:
   - Number of professionals:
   - Number of PhD students:
   - Number of post-doc students:
   - Number of other figures (please specify):
14. What are your institution’s admission criteria?
   o Family income
   o Academic achievement
   o None
   o Other, (please specify)

15. Which selection methods are applied?
   o Entry tests
   o Interview
   o Assessment of previous academic results
   o No selection methods applied
   o Other (please specify)

16. Which are the specific selection methods and criteria applied to incoming mobility students (if existing)?
   o Assessment through the University accommodation office
   o Individual application
   o Selection of students by your institution
   o Other (please specify)

17. In case your institution doesn’t provide accommodation to any incoming mobility student, would you be interested in accommodating some?
   o NO
   o YES (how many students per semester would you like to accommodate?)

18. If yes, how would students be selected?
   o On the basis of direct application by the students to the institution
   o On the basis of the selection done by University Erasmus/accommodation office
   o Other (please specify)

19. Which are the main functions of the managerial staff of your institution?
   o Management of the basic functions of the institution
   o Students training activities management
   o Support students’ growth in a path of personal development
   o Tutoring and counselling activities
   o Other (please specify)

20. What is the profile of the managerial staff employed at the institution?
   o Human Resources development
   o Management
   o Academic
   o Other (please specify)
21. Do any non-resident students attend the activities/courses offered at the institution?
   - NO
   - YES (How many in the last year?)

22. Which are the learning objectives that the students are made aware of?
   - Development of soft skills
   - Foreign language knowledge
   - Development of IT skills
   - Development of cultural skills
   - Enhancement of students’ employability
   - Other (please specify)

23. Which are the main tools adopted in order to pursue these learning objectives?
   - Lectures/seminars
   - Ordinary courses
   - Non-formal and informal activities
   - Artistic activities (art/ music/ theatre, etc.)
   - Other (please specify)

24. Do residents receive grants directly from your institution to take advantage of international exchange programmes or of other opportunities of international cultural exchange?
   - NO
   - YES

25. If your answer was yes, please specify in which way (more than one answer is possible):
   - Scholarships for incoming or outgoing credit-seeking students (e.g. Erasmus students)
   - Scholarships to participate in international activities (workshops, conferences, Summer Schools...)
   - Other (please specify)

26. How many courses were organised by your institution that were attended by the Erasmus and mobility students in 2009-2010?
   - Soft skills
   - Foreign languages
   - I.T.
   - Humanities
   - Social-Economics subjects
   - Science
27. How many courses were organised by your institution that were attended by the Erasmus and mobility students in 2010-2011?

- Soft skills
- Foreign languages
- I.T.
- Humanities
- Social-Economics subjects
- Science

28. How many courses were organised by your institution that were attended by the Erasmus and mobility students in 2011-2012?

- Soft skills
- Foreign languages
- I.T.
- Humanities
- Social-Economics subjects
- Science

B) NUMBER OF ERASMUS AND MOBILITY STUDENTS HOSTED IN THE LAST THREE YEARS

29. Academic year 2011-2012. Total number of incoming mobility students:

- Number of male students
- Number of female students
- Number of students from the EU
- Number of non-EU students
- Number of students staying less than 6 months
- Number of students staying from 6 to 12 months
- Number of students staying more than 12 months
- Number of Erasmus Mundus students
- Number of Erasmus students
- Number of students participating in other mobility programmes (please, specify)
- Number of students attending a double degree programme, (other than Erasmus Mundus)
- Number of students attending a PhD

30. Academic year 2010-2011. Total number of incoming mobility students:

- Number of male students
- Number of female students
- Number of students from the EU
- Number of non-EU students
- Number of students staying less than 6 months
- Number of students staying from 6 to 12 months
- Number of students staying more than 12 months
31. Academic year 2009-2010. Total number of incoming mobility students:

- Number of male students
- Number of female students
- Number of students from the EU
- Number of non–EU students
- Number of students staying less than 6 months
- Number of students staying from 6 to 12 months
- Number of students staying more than 12 months
- Number of Erasmus Mundus students
- Number of Erasmus students
- Number of students participating in other mobility programmes (please, specify)
- Number of students attending a double degree programme, (other than Erasmus Mundus)
- Number of students attending a PhD

C) SERVICES FOR ERASMUS AND MOBILITY STUDENTS

32. Do mobility students have the same services which are provided to local students? Mark the services available to mobility students:

- Bedrooms (single/double/triple – with-without bathroom)
- Full board (7/7)
- Full board (5/7)
- Half board (5/7)
- Canteen
- Shared kitchen
- Study rooms
- Library
- Free Internet connection
- Sport facilities
- Other residential services (please specify)
- Training activities (in addition to University courses)
- Training in foreign languages (in addition to University courses)
- Tutoring / study methodologies (in addition to University courses)
- Cultural activities
- Art / music/ theatre activities
- Other activities (please specify)
33. Do you offer any specific services for incoming mobility students?
   o NO
   o YES

34. If your answer was yes, what kind of activities?
   o Language training
   o Welcoming activities
   o Other activities (please specify)

D) SOFT SKILLS ACTIVITIES

35. Do you offer any soft skills development program?
   o NO
   o YES

36. If your answer was yes, which skills are defined in your reference model for training on soft skills?
   o Operative skills (how to do something)
   o Personal skills (how to be someone)
   o Thought skills, practical skills
   o Intellectual skills, practical skills, relational skills
   o Intellectual skills, practical skills, relational skills, managerial skills
   o Other (please specify)

37. From the skills you have just mentioned, which are the most important for your institution? (please specify any further specific skill):

38. How are these skills related to subjects / degree courses / professions in different fields (e.g. technical, research, political, managerial, business, etc.)?
   o Specific competences tailored to different fields of study (i.e. problem solving for technical degrees, public speaking for humanistic degrees, negotiation for economic degrees, creativity for art degrees, etc.)
   o Basic competences set suitable to all degrees, specific skills related to company type, field of work, etc.
   o No evident relation, just a list
   o Other (please specify):

39. What kind of courses or practical experiences are you planning for the development of soft skills?
   o Ordinary lectures
   o Speakers from academic or research institutions, company representatives
   o Internships
o Internal project initiatives (individual / group)
o Training or experience-based workshops
o We are not planning to offer courses or activities for this purpose
o Other (please specify)

40. How do you assess the skills of your students?

o No assessment
o Self-assessment (based on a questionnaire)
o Assessment by interview
o Individual assessment
o Group assessment
o Other (please specify)

41. When do you assess the skills of your students/residents?

o At the beginning of the training process
o At the end of the training process
o Gradually, during the training process

42. Are mobility students involved in your soft skills development program?

o NO
o YES

43. If your answer was yes, why do mobility students get involved in your program of soft skills development?

o Because it is requested by your institution’s rules
o Because students themselves want to enrich their University education
o Other (please specify)

44. Is there a supervisor/tutor who monitors or regularly assesses with the students their ongoing development?

o NO
o YES (who is the supervisor/tutor)

45. Are there any other figures (internal or external) accompanying or encouraging the students’ soft skill development, such as mentors, coaches or sponsors?

o NO
o YES

46. If your answer was yes, who are these figures?

o An external consultant
o A member of the internal staff
o A member of the academic staff (researcher/professor)
47. Do mobility students who attend such courses receive a formal acknowledgment?

- NO
- YES

48. If your answer was yes, what kind of acknowledgement do they receive?

- Certificate with the description of the acquired skills
- Certificate with a final mark
- Other (please specify)

49. Is this acknowledgement recognized in the home country of the mobility students?

- NO
- YES (please specify which institution recognizes it: University, enterprises, others)

E) TUTORIAL SERVICES

50. Does your institution offer tutorial services to students?

- NO
- YES

51. If your answer was yes, please specify what kind of tutorial services:

- Group activities
- Interviews with experts
- Coaching activities
- Activities for the development of soft skills
- Activities for the development of study methods
- Peer tutoring
- Counseling or psychological assistance
- Other (please specify)

52. Do Erasmus and mobility students take part in these activities?

- NO
- YES

F) INFORMAL AND NON FORMAL LEARNING
53. Does your institution organize activities related with informal and non-formal learning, which are attended by students? (For the description of informal/non formal learning please see: [http://ec.europa.eu/education/lifelong-learning-policy/informal_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/informal_en.htm))

- NO
- YES

54. If your answer was yes, please specify what kind of non-formal learning activities are organized by your institution:

- In-company training and programs to teach work-related skills
- Structured on-line learning
- Soft skill development
- Other (please specify)

55. Please specify what kind of informal learning activities you have in your institution:

- Work experiences
- Soft skills development
- Acquisition of language skills by informal interaction with local students
- Acquisition of skills through volunteering, cultural and sport activities
- Other (please specify)

56. Are mobility students involved in such non-formal/informal activities?

- NO
- YES

G) COOPERATION AMONG UNIVERSITIES/HALLS OF RESIDENCE/OTHER STRUCTURES AND LABOUR MARKET

57. Do you usually communicate the existence of services for Erasmus and mobility students outside your organization?

- NO
- YES

58. If your answer was yes, how do you communicate it?

- By inviting the companies to meet your institution and your students and get to know your programs
- By ads on newspapers / magazines
- On our website
- By our newsletter
- On social networks
- Through the organization of meetings with companies
o Through the presentation of our initiatives at universities
o Through word of mouth (personal contacts, students, etc.)
o Other (please specify)

59. Do companies or other professional organizations show interest in your activities with mobility students?

  o NO
  o YES

60. If your answer was yes, how do they show interest in your activities with mobility students?

  o Internships
  o Agreements with your institution
  o Visiting tours of the companies by students from your institution
  o Short presentations of the companies (employer branding) in your institution
  o Other (please specify)

61. Thank you for your cooperation. Would you like to share any other comments and information to describe the services provided at your institution for mobility students?
SKILLS

Skills are the integration between useful knowledge, focused experiences and personal abilities that enable someone to carry out any task in a complete and unimaginable way.

Skills are expressed through behaviours. For example: “speaking English” is a linguistic skill. Behaviour: someone speaks in English to his interlocutor.

Output: they understand each other. This is possible thanks to the integration between:

1. linguistic general knowledge (grammatical structure and terms), vocabulary context knowledge, jargon, specific syntax, etc, interlocutor knowledge in order to choose the linguistic level that allows mutual comprehension, awareness of the gap between my knowledge and the reciprocal expectations, where to find potentially unavailable information (for example, asking a colleague, if necessary);

2. practically-oriented experience (how to speak a certain language, what to say, how, what to do when you don’t know a term, when the interlocutor doesn’t understand, how to answer a question, etc);

3. personal ability: the whole spectrum of analysis (possible terms and suitable structure check: intellectual ability), thought flexibility (choosing words or useful phrases between the available alternatives: intellectual ability), taking the initiative (choosing between speaking or keeping quiet when speaking English is possible: acting ability), goal orientation (deciding to speak until the interlocutor understands, even if there may be difficulties: acting ability), communication (way of speaking, communication tone and time: relational ability), etc.


As an exact definition of soft skills was not stated in literature, we merged several definitions deployed in other EU-funded projects and articles.

The definitions of life skills and new basic skills in the ‘Adult Learning Glossary’, Level 2, were particularly appropriate:

• Life Skills: Abilities that help people to adapt and behave positively so that they can deal effectively with the challenges of everyday life. In OECD’s Adult Literacy and Life Skills survey (2002), the term refers particularly to problem-solving.
• New Basic Skills: Skills such as ICT, foreign languages, social, organisational and communication skills, technological culture, entrepreneurship.

A definition of competences in the TUNING-Project was a starting point for a formulation of a definition of soft skills: “Competence represents a dynamic combination of knowledge, understanding, skills and abilities.”

The final working definition of Soft Skills is: Soft Skills represent a dynamic combination of cognitive and meta-cognitive skills, interpersonal, intellectual and practical skills. Soft Skills help people to adapt and behave positively so that they can deal effectively with the challenges of their professional and everyday life.

ASSESSMENT
Assessment is a dynamic method and tool that points out abilities. It consists of a setting (when, where, how, examiners) and a structure (different tools, various ways of activation and survey) that allow skilled observers to understand if someone owns a certain ability, observing expressed and noticed behavior.

INFORMAL/NON FORMAL LEARNING  (http://ec.europa.eu/education/lifelong-learning-policy/informal_en.htm)

Non-formal learning: broadly, learning outside the formal school/vocational training/university system, taking place through planned activities (e.g. with goals and timelines) involving some form of learning support, for example:
• programmes to teach work-skills, literacy and other basic skills for early school-leavers
• in-company training
• structured on-line learning
• courses organised by civil society organisations for their members, their target group or the general public.

Informal learning: learning that is not organised or structured in terms of goals, time or instruction. This covers skills acquired (sometimes unintentionally) through life and work experience, for example:
• project-management or IT skills acquired at work
• language and intercultural skills acquired during a stay abroad
• IT skills acquired outside work
• skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child).