



# HOW TO IMPROVE QUALITY OF PROMOTIONS OF TRAININGS (LLL COURSES) AND STUDENTS ENROLMENT – EU EXPERIENCE

Project number: 573806-EPP-1-2016-1-RS-EPPKA2-CBHE-JP

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## PROJECT INFO

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# Table of contents

1	Introduction .....	3
2	Quality of engineering curricula and student evaluation.....	4
3	Improving quality of promotions of students enrolment .....	10
	3.1 BOKU experience .....	10
	3.2 OE experience .....	12
	3.3 OE experience .....	16
	3.4 MUHEC experience .....	19
4	Improving quality for promotion of LLL .....	26
	4.1 BOKU experience .....	26
	4.2 OE experience .....	26

## List of abbreviations

BOKU	University of Natural Resources and Life Sciences, Vienna
EACEA	Education, Audiovisual and Culture Executive Agency
EU	European Union
HEI	Higher Education Institution
MUHEC	Middlesex University Higher Education Corporation
NatRisk	Development of master curricula for natural disasters risk management in Western Balkan countries
OE	Óbuda University
SDG	Sustainable Development Goal
TUC	Technical University of Crete, Chania, Greece
UNIME	University of Messina
WB	Western Balkan

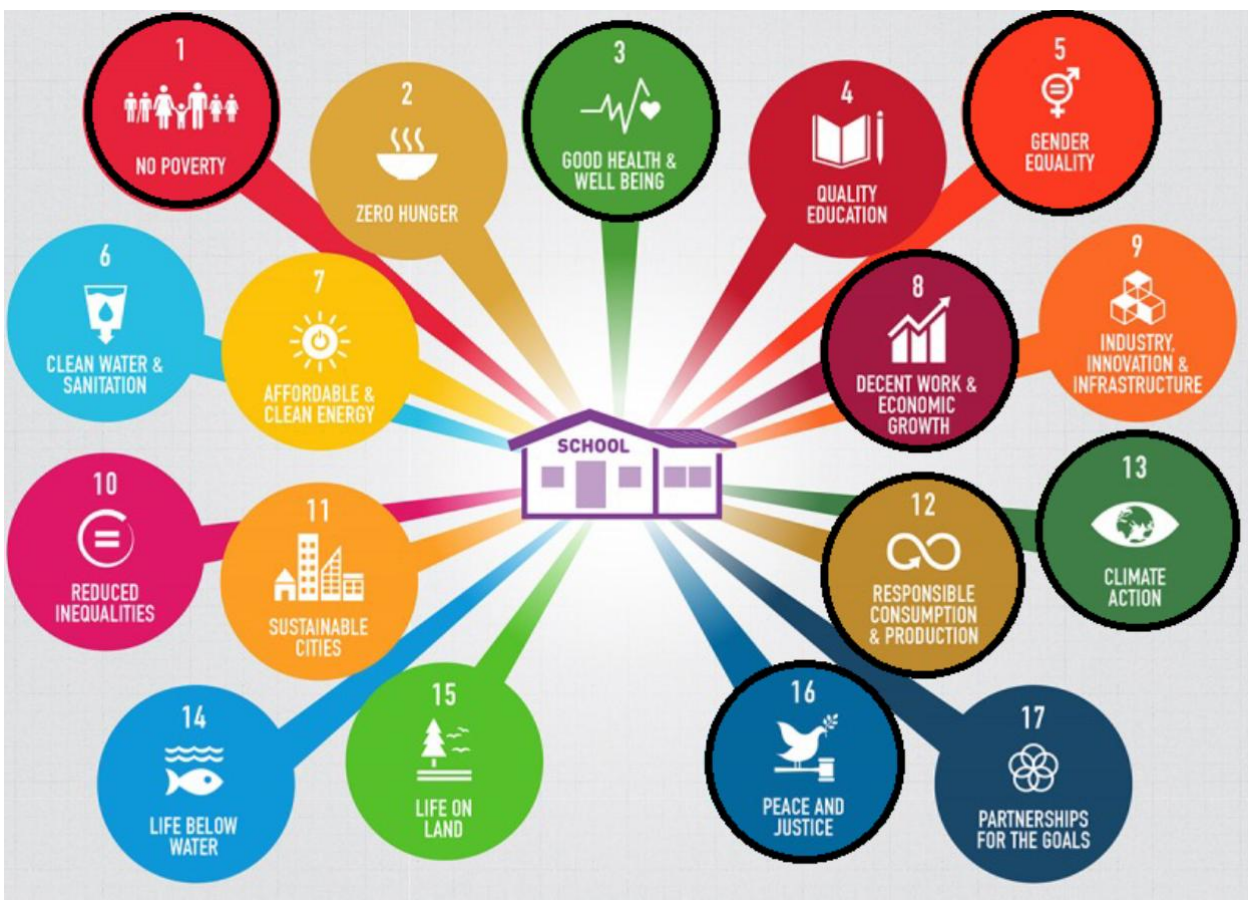
# 1 Introduction

Document “How to improve quality of promotions of trainings (LLL courses) and students enrolment - EU experience” summarises EU project partners’ experience presented at the fifth Quality and Assurance Committee meeting held in London on March 20<sup>th</sup>, 2019 and can be used for the improvement of activities 6.3 Promotional activity for student enrolment and 6.4 Promotional activity for trainings of the Erasmus+ Capacity Building in the Field of Higher Education project „Development of master curricula for natural disasters risk management in Western Balkan countries“ (NatRisk).

The document is freely available at the NatRisk website ([www.natrisk.ni.ac.rs](http://www.natrisk.ni.ac.rs)).

## 2 Quality of engineering curricula and student evaluation

According to the UNESCO's "2030 Agenda for Sustainable Development" in HE-SDG4.3 (<https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>), quality education accelerates progress towards the achievement of all of the SDGs (Sustainable Development Goals). By 2030, it should be ensured equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. Figure 1 shows sustainable development goals.



**Figure 1.** Sustainable development goals

According to the UNESCO's vision for higher education, tertiary education plays a vital role in:

- imparting job skills;
- stimulating critical and creative thinking;
- generating and disseminating knowledge for social, cultural, ecological and economic development;
- educating future scientists, experts and leaders;
- through their research function, they play a fundamental role in creating knowledge and underpin the development of analytical and creative capacities that enable solutions to be found for local and global problems in all fields of sustainable development.

A successful implementation quality assurance provides:

- information to assure the higher education institution and the public of the quality of the higher education institution's activities (**accountability**) as well as
- advice and recommendations on how it might improve what it is doing (**enhancement**).

They can support the development of a quality culture that is embraced by all: from the students and academic staff to the institutional leadership and management.

Student success is a key element in which teaching quality, student satisfaction and the achievement of graduates are core to institutional success<sup>1</sup>. It is not tied to one rigid view of **success of all** but rather providing some guiding principles whereby they might construct a more **meaningful sense of student success for themselves**.

NOT just “**work ready**”: competencies (generic and job specific skills and knowledge) relevant to today, BUT ‘**work ready plus**’: capabilities for not only today but for tomorrow – capabilities like the ability to manage the unexpected, remain calm and tolerate ambiguity.

Cross thematic focus areas for student success involve:

- subject knowledge and application (e.g. case studies, live projects, applied dissertation, competitions);
- transformative reflective practice (e.g. logs, portfolios, focused on supporting positive change and enabling students to effectively articulate their lifewide learning);
- assessment for learning (e.g. authentic assessment, formative assessment, feedback, peer assessment, 360 degree feedback);
- experiential learning (e.g. curriculum based placements, enterprise activities, internships, volunteering, sport, societies, part-time work);
- industry as partners (e.g. curriculum design and delivery, alumni, guest lectures, mentoring, site visits, careers support, live projects, case studies);
- students as partners (e.g. curriculum design and planning, student representation, student belonging, the student voice);
- careers education (e.g. advice and guidance, self-employment, CVs, cover letters, application forms, assessment centres, psychometrics, career planning, social media).

The student success in higher education should be based on flexible learning, assessment, employability, engagement and internationalisation. Before class students should complete interactive learning module. During class students should practice applying key concepts with feedback. After class students should check understanding and extend learning to more complex tasks<sup>2</sup>.

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<sup>1</sup> Cole, D. (2018). ‘Developing an integrated institutional approach to student success.’, <https://www.heacademy.ac.uk/knowledge-hub/developing-integrated-institutional-approach-student-success>

<sup>2</sup> Faculty Innovation Center of the University of Texas at Austin, ‘How do You Flip a Class?’, <https://facultyinnovate.utexas.edu/how-to-flip>

Employability should be brought into internal quality assurance. Questions that might be directed to graduates about their experiences of higher education include:

- Have you found the 'right job' for you?
- How easy was it to find?
- How well prepared were you for the job?
- What knowledge and skills were needed?
- What knowledge and skills were you lacking?
- What do you think is going to be your next job?
- How well prepared do you think you will be for it?
- Do you think you would benefit from some additional education?
- If so, what sort?

Questions that might be directed to employers include:

- What are you looking for when you recruit graduates?
- Are you finding it?
- How easy is it to find? And where?
- What is lacking and/or needs improving?
- What is changing in the world of work?
- Will this mean that your future needs are going to be different from your present ones?

How can we build 'ready plus workers'? Some examples of student evaluation:

- **Authentic Assessment** (<http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm>)
  1. A school's mission is to develop productive citizens.
  2. To be a productive citizen, an individual must be capable of performing meaningful tasks in the real world.
  3. Therefore, schools must help students become proficient at performing the tasks they will encounter when they graduate.
  4. To determine if it is successful, the school must then ask students to perform meaningful tasks that replicate real world challenges to see if students are capable of doing so.
- **Ipsative Assessment** (<https://iteachu.uaf.edu/ipsative-assessment/>)

It is the practice of determining a student's progress based on their earlier work and reflects a "personal best" sense of progress that we see commonly in athletics.

Students assessed on academic work in this way experience "pride in their work," and it helps them take a longer term view of learning<sup>3</sup>.

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<sup>3</sup> Brown, S., & Knight, P. (1998). Assessing learners in higher education. Teaching and Learning in Higher Education. London, UK: Routledge.



In Table 1, traditional vs. authentic assessment is presented. But an academic does not have to choose between authentic assessment and traditional assessment. It is likely that some mix of the two will best meet his needs.

**Table 1.** Traditional vs. authentic assessment

Traditional Assessment	Authentic Assessment
Selecting a Response	Performing a Task
Contrived	Real-life
Recall/Recognition	Construction/ Application
Teacher-structured	Student-structured
Indirect Evidence	Direct Evidence
The curriculum drives assessment	Assessment drives the curriculum

Professional capability framework involves personal, interpersonal and cognitive capabilities<sup>4</sup>.

Personal capability scales are:

**1. self-awareness:**

- Deferring judgment and not jumping into quickly to resolve a problem,
- Understanding my personal strengths and limitations,
- Being willing to face and learn from my errors,
- Bouncing back from adversity,
- Maintaining a good work / life balance and keeping things in perspective,
- Remaining calm under pressure or when things take an unexpected turn,

**2. decisiveness:**

- Being willing to take a hard decision,
- Being confident to take calculated risks,
- Tolerating ambiguity and uncertainty,
- Being true to one's personal values and ethics,

**3. commitment:**

- Having energy, passion and enthusiasm for my profession and role,
- Wanting to produce as good a job as possible,

<sup>4</sup> Scott, G. (2016). 'Assuring the quality of achievement standards and their valid assessment in Australian Higher Education. Final report to Australian Government, Department of Education and Training', <http://flipcurric.edu.au/>

- Being willing to take responsibility for projects and how they turn out,
- Pitching in and undertaking menial tasks when needed.

Interpersonal capability scales are:

### 1. **influencing:**

- Influencing people's behaviour and decision in effective ways,
- Understanding how the different groups that make up my university operate and influence different situations,
- Being able to work with senior staff within and beyond my organisation without being intimidated,
- Motivating others to achieve positive outcomes,
- Working constructively with people who are 'resistors' or are over-enthusiastic,
- Being able to develop and use networks of colleagues to solve key workplace problems,
- Giving and receiving constructive feedback to/from work colleagues and others,

### 2. **empathising:**

- Empathising and working productively with people from a wide range of backgrounds,
- Listening to different points of view before coming to a decision,
- The ability to empathise and work productively with people from a wide range of backgrounds,
- Being able to develop and contribute positively to team-based programs,
- Being transparent and honest in dealings with others.

Cognitive capability scales are:

### 1. **diagnosis:**

- Diagnosing the underlying causes of a problem and taking appropriate action to address it,
- Recognising how seemingly unconnected activities are linked,
- Recognising patterns in a complex situation,
- Being able to identify the core issue from a mass of detail in any situation,

### 2. **strategy:**

- Seeing and then acting on an opportunity for a new direction,
- Tracing out and assessing the likely consequences of alternative courses of action,
- Using previous experience to figure out what's going on when a current situation takes an unexpected turn,
- Thinking creatively and laterally,
- Having a clear, justified and achievable direction in my area of responsibility,
- Seeing the best way to respond to a perplexing situation,

- Setting and justifying priorities for my daily work,

### 3. flexibility and responsiveness:

- Adjusting a plan of action in response to problems that are identified during its implementation,
- Making sense of and learning from experience,
- Knowing that there is never a fixed set of steps for solving workplace problems.

What means 'ready plus workers' for the natural disasters risk management?

Developing future leaders for business is quite different from developing socially-minded, civically-engaged, ethical leaders that serve others<sup>5</sup>.

Universities must not simply develop good managers following traditional learning methods (e.g. classroom lectures, internships), but effective, collaborative, transformational and ethically-minded leaders and should push for more service-based endeavours from their students to provide leadership in practice, that is for a more **service learning** experience.

The students must develop a portfolio full of both curricular and co-curricular leadership trainings focused on societal awareness, civic-engagement, multiculturalism, ethics and service-based philanthropy.

Learning Service (LS) is the experience in which students:

- participate in an organized service activity that meets identified community needs, and
- reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

The success of humanitarian relief is not just strictly applying technical skills (e.g. delivery, installation, maintenance, programming), but is often determined by leadership exercising interpersonal skills (e.g., listening, awareness, problem solving, persuasion, participation),

LS opportunities provide vital leadership and logistics practice while students provide humanitarian relief.

Higher Education institutions are uniquely positioned to provide this experience for students through both LS courses and through short- term immersion trips found in a co-curricular setting.

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<sup>5</sup> Buschlen, E., Warner, C. & Goefnet, S. (2015). Leadership Education and Service: Exploring Transformational Learning Following a Tornado. Journal of Leadership Education, Winter 2015.

# 3 Improving quality of promotions of students enrolment

## 3.1 BOKU experience

Student Advisory Service can be developed similar to the BOKU4YOU.

We strive to support those interested in studying by providing comprehensive and individual counselling when it comes to finding the right university degree program.

E-mail: [boku4you@boku.ac.at](mailto:boku4you@boku.ac.at)

Web: [www.boku.ac.at/boku4you/](http://www.boku.ac.at/boku4you/)

[Facebook](#)

Phone: +43 1 47654-10430 (during consultation hours)

[Consultation hours](#)

**Gregor-Mendel-Straße 33**, 1180 Vienna  
second floor, left  
room 02/44



Open House and Info Day for Prospective Students can be organised.

**When?** 12<sup>th</sup> April 2019 10 a.m. – 16 p.m.

**Where?** Hall, Schwachhöferhaus (BOKU)

**What to expect?**

Taster courses, discussions with students, information on study programs, international master's programs advisory service, guided tours through laboratories and the campus, social counselling services, etc.



10:00 offizielle Begrüßung durch das Rektorat (Aula Schwachhöferhaus)							
FW (SR 05)	HNT (SR 04)	AW (EH 02)	UBRM (EH 04)	LAP (EH 02)	KTWW (SR 03)	LBT (Hörsaal XX)	
09:30-10:30 Innovative Kapitäte sichert Nachhaltigkeit	09:30-10:30 Diplomarbeit als besseres Werkstück	10:15-10:45 Agriwortschulung studieren	10:15-09:45 Berufschancen im Bereich Nachhaltigkeit	10:15-11:00 Landschaft II Die Studienverber- tung gibt Auskunft	10:15-10:25 KTWW studieren	10:00-10:40 Was ist LBT?	
10:30-11:30 Waldbewirtschaftung im Klimawandel	0:30-11:30 Holzverwendung - Wegweiser in die Zukunft	11:00-11:45 Rund um Agri- märkte	09:45-10:15 Umwelt- und Res- sourcenpolitik	11:00-12:00 Einführung in die Landschaftsarchi- tektur	10:25-11:15 Konstruktive Aspekte Führung durch die 80 Profuhale	10:45-11:25 Einführung in die organische Chemie	
11:30-12:30 Zukunftswerkstoff Holz	12:00-12:30 Holzwerkstoff	12:00-12:45 Holzwerkstoff und Holz an der BOKU	10:30-11:00 Energie- und Um- welttechnik	12:00-13:00 Gefahrstoffe im Park (Einführung in Schwachhöferhaus)	11:15-12:00 Angewandte Geob- logie in der KTWW	11:40-12:20 Mittelalter in LBT-Studium	
12:30-13:30 Angewandte Bioöko- nomie	13:00-17:00 Einführung in Tiefpunkt HNT- Stand	13:00-13:45 Einführung in die Holztechnik	11:15-11:45 Mikro- & Makroökonomie	13:00-14:00 Einführung in die Natur- schutz - ein Wilder- spruch	13:00-13:30 Bewertung der Hydrologie in der KTWW	13:00-13:40 Einführung in die Verfahrenstechnik	
			12:00-12:30 Energieerzeugung geht das über/wagt	14:00-15:00 Anhaltende Gesell- schaft und technischer Einsatz der Pflanzen	13:30-14:30 Wohlfühl-Beher- schung im Stroh- bau	13:50-14:30 Einführung in die Molekularbiologie	
		13:00-13:30 Umwelt- und Res- sourcenökonomie		15:00-16:00 Biologie in und am Wasser		14:40-15:20 Einführung in die Lebensmitteltech- nologie	
						15:00 Führung durch das Technikum	

**Career Orientation Fairs and School Visits** can be organised.



**When?** 7<sup>th</sup> to 10<sup>th</sup> March 2019 9 a.m. – 18 p.m.

**Where?** Vienna (additionally Graz, Klagenfurt, Salzburg, Innsbruck)

**Organizer?**

BeSt<sup>3</sup> is jointly organized by the Austrian Federal Ministry of Education, Science and Research (BMBWF) and the Austrian Employment Service (AMS).

**What to expect?** Information hub and contact point

~40.000 high school graduates

**Introductory Counselling within the General Admission Period:**

- Provided by the Austrian Students` Union at BOKU (ÖH-BOKU),
- Special appointments,
- Attuned to foreign students,
- Offered for winter and summer term.

**Guided tours at the BOKU:**

- Target group: school classes (16 – 19 years),
- Introduction of the University,
- Tour through the Campus,
- Information about registration, bachelor programs, etc.

**FIT – Frauen in der Technik (“Women in engineering”):**

**When?** 27th to 29th January 2020

**Where?** Vienna

**Participants?**

Special offer for female students from the 10th grade

**Studieren! Aber was?**

**PROGRAMM FIT-INFOTAGE**

**ERÖFFNUNG & FIT-INFOMESSE**  
Mi, 28.1.2019  
• Registrierung und Eröffnung  
• Messe  
• Infostände beteiligter Unis, FHs, Universitäten, OEs und Forschungsinstitutionen  
• SMS-Lounge mit Experten  
• Show-Runway!

**FIT-WORKSHOPS**  
Mi, 28.1.2019 - Do, 29.1.2019  
Mehr als 40 Workshops, Vorträge und Laborübungen warten auf dich! Folgende Institutionen sind mit dabei:  
• TU Wien  
• Uni Wien  
• BOKU Wien  
• WU Wien  
• FH Technikum Wien  
• FH Campus Wien  
• FH Wiener Neustadt  
• AIT Austrian Institute of Technology  
• Dialogveranstaltung mit Forscherinnen!

**STUDIENINFORMATION FÜR SCHÜLERINNEN HÖHERER SCHULEN:**  
MO, 28.1. - MI, 30.1.2019  
• Kostenlose Beratung durch FIT-Beraterinnen in Wien, Niederösterreich und dem Burgenland ab sofort an Schulen!  
• **Online-Platzreservierung 14.-21.1.2019 auf [www.fitsprungbrett.at](http://www.fitsprungbrett.at)**

**FIT WIEN-NÖ-BGLD: FRAUEN IN DIE TECHNIK!**

**1. FIT-SCHULBESUCHE**  
**UMFASSENDE INFORMATION:** In den kostenlosen FIT-Schulbesuchen berichten Studentinnen aus Naturwissenschaft und Technik von ihren Studienentwürfen und informieren Schülerinnen über das breite Studienangebot sowie die FIT-Schritte. **Interessante Laborführungen werden sich bitte an:** [fitwien@sprungbrett.or.at](mailto:fitwien@sprungbrett.or.at) / 01-780 45 45-26

**2. FIT-INFOTAGE**  
**DIRIGIERTE ÜBERLEBUNG:** In den dreitägigen FIT-Infotagen (28.-30.1.2019) können Schülerinnen ein selbst kuratiertes Programm an Workshops, Vorträgen und Laborübungen an verschiedenen Hochschulen wählen. Unklar schruppen, potentielle Arbeitgeberinnen kennenlernen, sich mit Studierenden austauschen und individuelle Fragen stellen. **Anmeldung für interessierte Schülerinnen unter:** [www.fitsprungbrett.or.at](http://www.fitsprungbrett.or.at)

**Participating Institutions:** TU Wien, FH Technikum Wien, FH Campus Wien, FH Wiener Neustadt, BOKU Wien, WU Wien, FH Technikum Wien, FH Campus Wien, FH Wiener Neustadt, AIT Austrian Institute of Technology, and various regional universities and research institutions.

### 3.2 OE experience

International Education Expo can be organised.

Date: 10-12. January 2019.

Venue: HUNGEXPO (Budapest)

Participants: Students, teachers, parents (more than 53,000 visitors)





## Open days

**Date:** from December to February

**Venue:** ÓE BGK (Bp., Népszínház str.), ÓE (Bp., Bécsi str.)

**Participants:** Students from High schools

"Mérnöképzés felsőfokon"

### NYÍLT NAPOK a Bánkin

2018. december 11. 10:00 - 13:00  
2019. január 22. 10:00 - 13:00  
2019. január 29. 10:00 - 13:00

Helyszín:  
Óbudai Egyetem  
Bánki Donát Gépész és Biztonságtechnikai Mérnöki Kar  
1081 Budapest, Népszínház utca 8.



[f](#) / Banki.Kar [i](#) / oebanki

"Mérnöképzés mesterfokon"



Gyere el, és ismerd meg a Bánkit!  
**Központi Családi Nyílt Nap az Óbudai Egyetemen**

A központi nyílt napon a Bánki Kar is megmutatja, milyen képések várnak rád. Kutatóink, oktatóink és hallgatóink bemutatják műszaki területen elért eredményeiket, fejlesztéseiket, újdonságaikat.  
Ha a gépészet, a mechatronika vagy a biztonságtechnika iránt érdeklődsz, belekóstolhatsz abba, hogy hallgatóként milyen lehetőségek várnak a Karon. Sőt, akár egy jó hobbist is találhatsz magadnak. Látogasd meg a Bánki standját a családi nyílt napon!

**2018.12.07. 09:00-14:00**  
Óbudai Egyetem - A épület (Aula)  
1034 Budapest, Bécsi út 96/B  
[f](#) / Banki.Kar [i](#) / oebanki

## Open Day for Girls

**Date:** 15. January 2019.

**Venue:** ÓE BGK (Bp., Népszínház str.)

**Participants:** Special offer for female students from High schools



**Bánki Nyílt Nap Lányoknak**  
**2019. január 15.**

Helyszín: Óbudai Egyetem Bánki Donát Gépész és Biztonságtechnikai Mérnöki Kar - 1081 Budapest, Népszínház utca 8.

Kezdési időpont: 2019.01.15. 10:00

Találkozási pont: Földszinti aula

**Sikeres nők a Bánki Karon**  
**A hallgatói élet bemutatása**  
**Izgalmas kémiai kísérletek**  
**Alternatív hajtású autók**  
**Csapágszerelés**  
**Modern biztonságtechnika**

## Researchers' night

**Date:** 27. September 2019.

**Venue:** All Campuses of Óbuda University

**Participants:** Free for all people



**KUTATÓK ÉJSZAKÁJA**

**AZ ÓBUDAI EGYETEMEN**

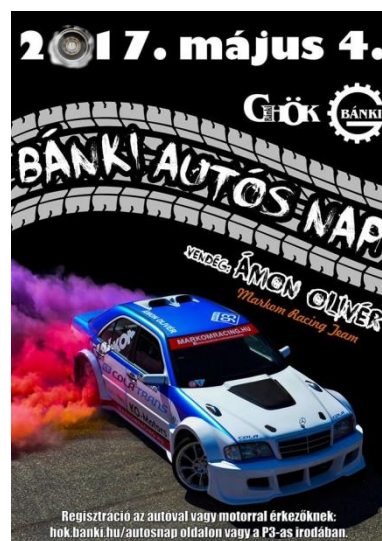
AZ ÖSSZES CAMPUSON IZGALMAS PROGRAMOKKAL VÁRUNK!  
BUDAPEST | SZÉKESFÉHÉRVÁR | SALGÓTARJÁN

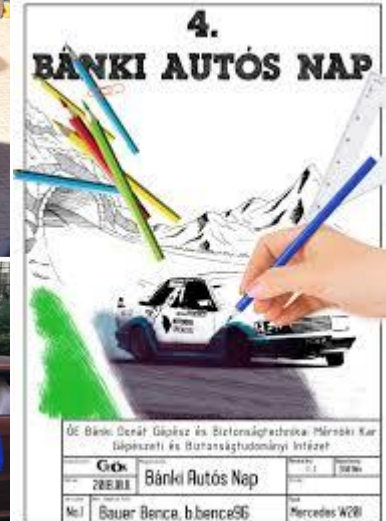
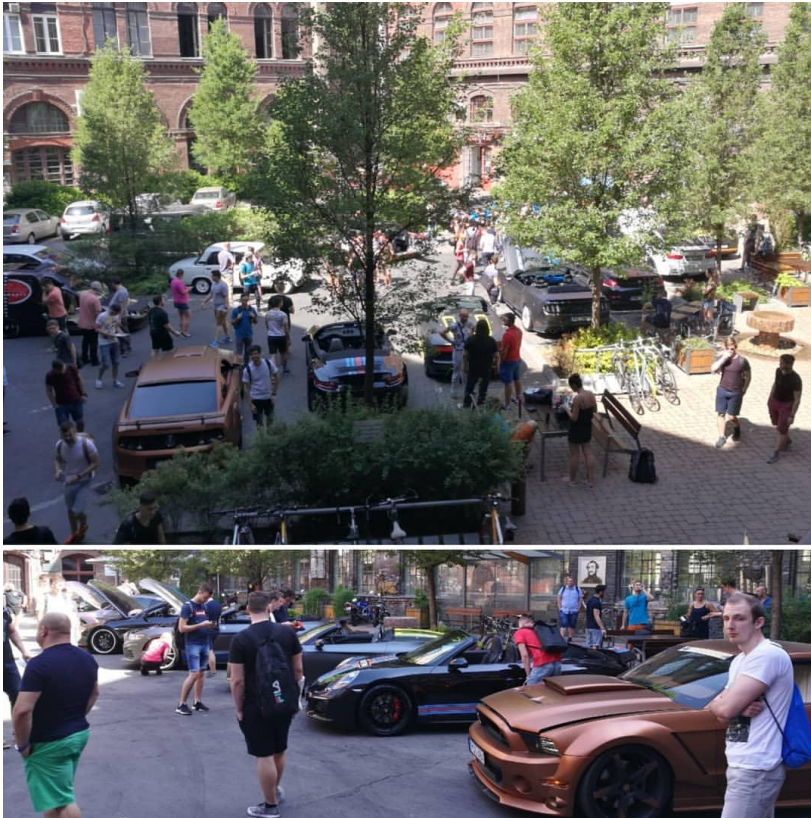


## Special events - LEGO Day



## Special events - Cars' Day





### 3.3 UNIME experience

#### C.O.P. CENTRO ORIENTAMENTO E PLACEMENT SERVICES

The Center helps students to choose university courses, supports them during their university career, and facilitates their entrance into the labor market.

The services offered by the C.O.P. are organized into the fields listed below:

- Guidance for future students;
- Guidance for enrolled students and mentoring programmes;
- Guidance for graduated students & Career Services;
- Networking and Agreements with Public and Private Companies;
- Platform "Almalaurea", services for increasing employment for graduates.

Orientation for future students and for enrolled students: what we do for our students?

We help future students to choose their course of study:

1. Information about university courses;
2. Individual interviews and specific guidance tests;
3. Participation to most relevant career guidance fairs and networking events at local and national level.

We offer Counseling and Coaching services:

- 1st step: Interviews by our guidance counselors;
- 2nd step: Submission of tests like Holland Test, Big Five Test or a specific platform called "SOR.PREN.DO".

## HOLLAND TEST

Holland Codes are among the most popular models used for career tests today. Holland argued that the choice of a vocation is an expression of personality. There are six personality types in Holland's model and most people will fit into a few of the categories: Realistic, Investigative, Artistic, Social, Enterprising, Conventional.

## Services for students

This test is a very useful guidance tool. It allows interests and abilities matching in order to choose the right way for employability.



## Guidance Events with Secondary Schools

Future students' orientation aims at helping high school students in their choice and promoting the image of University of Messina and its courses.



## Student training periods in companies

Our University offers specific training periods to students attending different degree courses in all academic fields: Sciences, Social Sciences, Engineering, Veterinary medicine, and so on.

We promote internships for post graduates, in Italy and abroad.

## Guidance Laboratory

The COP organizes many guidance laboratories open to students or to graduates who are looking for a job.

Laboratories aim at strengthening:

- Learning methods and soft skills;
- Scientific knowledge and linguistic skills to access university courses with restricted access;
- Employability Laboratory like how to write a CV and a letter of presentation, how to manage a job interview, etc.

**Orientation summer school** held every year for future students who have the opportunity to know directly university locations, labs and academic units with the aim to learn about social and academic resources/programs, to receive academic suggestions, to meet new people and make connections, to have fun.

## Courses aim at:

1. Guidance and strategies for **Learning methods**;
2. Strengthening of **Scientific and Linguistic skills**.



## Placement and Career Services

*Supporting enterprises in finding "the right person at the right place".*

## Matching demand/offer of labour market:

We manage CV and we organize Business presentation where graduates meet enterprises;

## Promoting Employability:

We promote internships in Italy and abroad and **apprenticeship** contracts (more than 70 only in 2015-2018).

The COP has subscribed more than **800 framework agreements with private and public companies** for enrolled students to make internships in Italy and abroad;

Specific agreements with companies and Public Bodies are subscribed for graduates to ease their access to the labour market.

### 3.4 MUHEC experience

#### UK recruitment process

##### Undergraduates

- Apply in the year prior to entry when still completing exams (usually by January)
- Apply via Universities and Colleges Admissions Service (UCAS)
- Single application
- Apply to up to five courses
- These universities then make an offer (or not) (conditional or unconditional)
- Students a firm and insurance place
- Students fully accepted if they meet the grade requirements

##### Postgraduates

- Post-graduates it is direct entry
- Apply to the university and are accepted or not
- Unconditional offers
- Conditional offers (still have to fulfil some requirements)

#### Open days and open afternoon/evenings

- Target audience: trying to encourage applications;
- Mainly on weekends;
- Range of activities:
  - Speak to admissions officers
  - Speak with tutors
  - Speak with current students
  - Campus tour
- Open days: Saturdays 24th November 2018 and 29th June 2019
- Open evenings: Wednesdays 21st November 2018; 27th February 2019, 27th March 2019, 3rd April 2019 (online) 19th June 2019 and 4th September 2019



### Experience days

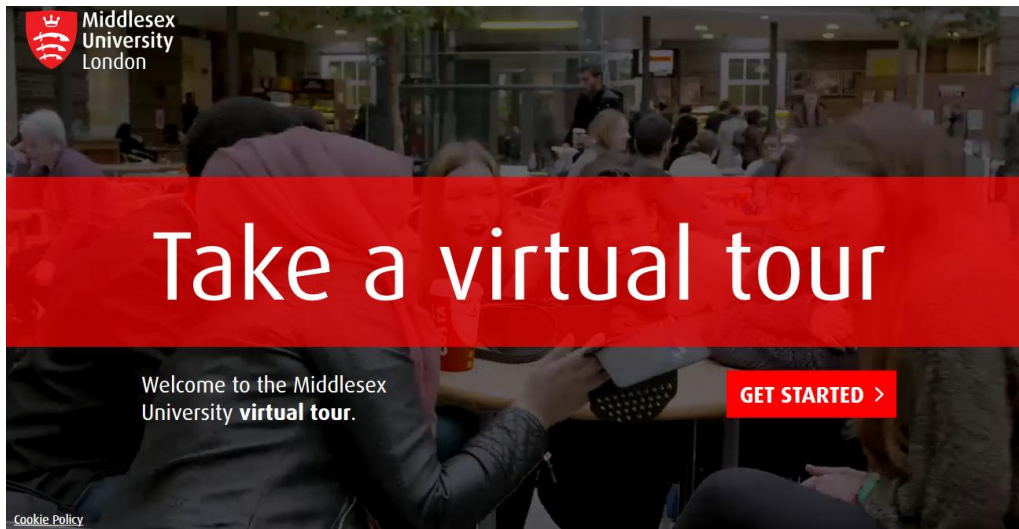
- Targeted at those where an offer has already been made
- Aim: to turn 'Offers' into 'Acceptances'
- Mainly focussed on UG
- Offer experience of a typical teaching session
- View facilities of the university
- Opportunities to speak to staff about: financing, fees, careers, accommodation, etc.
- Saturday 16th February 2019, Saturday 16th March 2019





## Website and virtual tours

- 'Online' open evenings
- <https://www.mdx.ac.uk/get-in-touch/virtual-tour>
- [https://www.youtube.com/channel/UCURCSz85uTynijLDR4\\_0b0w](https://www.youtube.com/channel/UCURCSz85uTynijLDR4_0b0w)



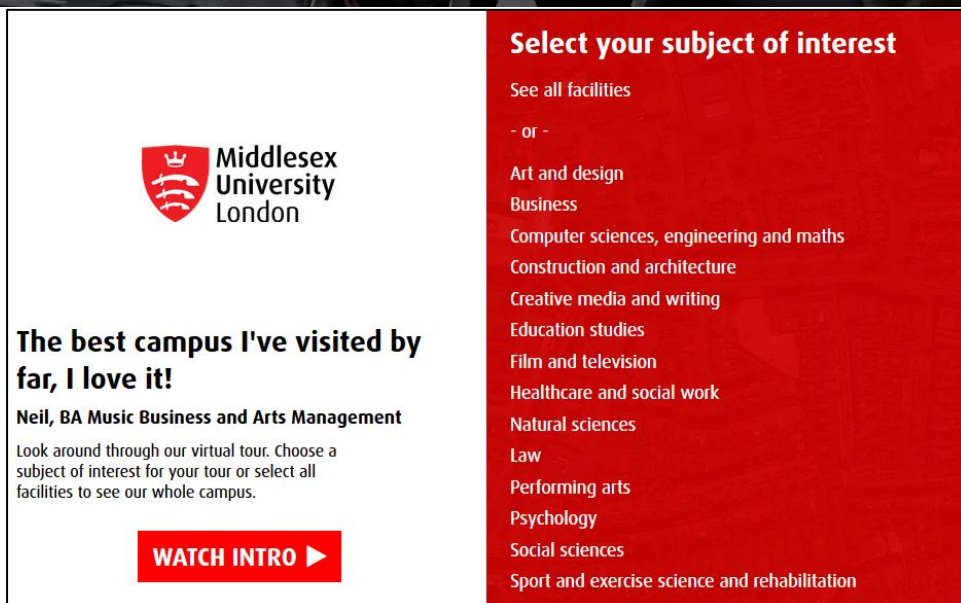
Middlesex University London

# Take a virtual tour

Welcome to the Middlesex University **virtual tour**.

[GET STARTED >](#)

Cookie Policy



Middlesex University London

**The best campus I've visited by far, I love it!**  
Neil, BA Music Business and Arts Management

Look around through our virtual tour. Choose a subject of interest for your tour or select all facilities to see our whole campus.

[WATCH INTRO ▶](#)

**Select your subject of interest**

- See all facilities
- or -
- Art and design
- Business
- Computer sciences, engineering and maths
- Construction and architecture
- Creative media and writing
- Education studies
- Film and television
- Healthcare and social work
- Natural sciences
- Law
- Performing arts
- Psychology
- Social sciences
- Sport and exercise science and rehabilitation

## North London Higher Education Fair

[https://www.youtube.com/watch?v=dkOt-Ja\\_Trw](https://www.youtube.com/watch?v=dkOt-Ja_Trw)



### Outreach and expanding access

Strategy: *to “continue to expand access and drive social mobility by strengthening recruitment pathways and outreach activities”.*

Barriers to engaging with university study:

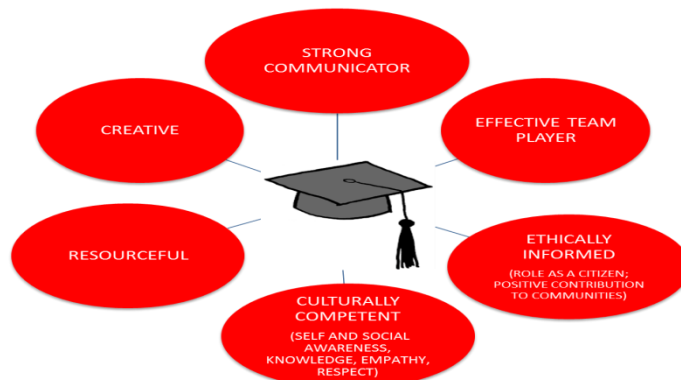
- Main barrier is not always financial - more complex and linked to
  - low aspirations
  - academic under attainment
  - poor information
  - lack of guidance

Sustained, targeted outreach from primary school upwards has the most impact on improving access. It is in line with Office for Fair Access (OFFA) guidance.

### Outreach and students

#### Graduate attributes

Strategy: *“to ensure our graduates will demonstrate an agile, professional and ethically informed skillset that is in high demand by employers.”*





## Outreach and staff

Strategy: Staff Engagement and Satisfaction; Building Support for our Mission; Inspiring success



## Working directly with schools

It needs to have education liaison team. Fostering direct links with schools, particularly those in the local community. Longer term goals of widening access to higher education. Also, attract local students to consider MDX.

## Big Draw - STEAM Powered



## SMASHfestUK 2018: FLOOD!

Extreme climate change has caused a huge storm surge, which will overwhelm London. How can we prepare? What can we do?

Aimed at young people and their families, SMASHfestUK is now in its fourth successful year engaging visitors with STEM and Arts through entertainment, comedy, music, interactives, performances, games and experiments, all joined by the common thread of a disaster scenario narrative.

Festival goers will understand the phenomenon, discover how to survive and rebuild society after the disaster!

**SMASHfestUK** is back! **FREE!**

For its **SMASHiest, splashiest & most thought-provoking festival yet!**

Unbeknownst to Deptford, extreme climate change has caused a huge flood, which will overwhelm London. How can we prepare? What can we do?

**Half Term FLOOD! 2018**

A BIG ADVENTURE for all the family - Comedy, music, performance, arts, crafts, science, engineering, games, activities, experiments...

Deptford Lounge 12-16th February | Albany, Deptford 15th & 16th February | Information: [www.smashfestuk.com](http://www.smashfestuk.com)

**SMASHfestUK** [smashfestuk.com](http://smashfestuk.com)

Sponsored by: The Royal Observatory, The National Institute for Research in Diving and Undersea Technology, The Library, The Department for Culture, Media and Sport, The British Library, The British Library, The British Library

## WorldSkillsUK Competitions & The Skills Show



## 4 Improving quality for promotion of LLL

### 4.1 BOKU experience

It is important to have lifelong learning and continuing education. The BOKU is also a **society partner** in the field of natural resources and applied life sciences.

Lifelong learning is an important part of the **overall task** of the University of Natural Resources and Life Sciences.

#### OFFICE

**Head:** Mag. Christina Paulus

**Address & Contact:**

H11.230 Lifelong Learning and Continuing Education  
Adolf Cieslar Haus  
Peter-Jordan-Straße 70/II  
1190 Vienna

Some projects that can help in improving promotion of LLL are:

- LifeADA - Lifelong Learning for sustainable agriculture in Alps-Danube-Adriatic Region (<http://lifeada.agr.hr>)
- LaWEEEDA - Latin American-European network on waste electrical and electronic equipment research, development and analyses (Erasmus+ Project)
- We4DRR - women exchange for disaster risk reduction (<http://www.naturgefahren.at/eu-internationales/we4DRR.html>)
- VNFIL - Transnational Peer Review for quality assurance in Validation of Non Formal and Informal Learning (Erasmus+ Project) (<http://www.peer-review-network.eu/pages/peer-review-vnfil-extended.php?lang=EN>)

### 4.2 OE experience

Adult training centre at Banki

- coordinates and develops activities related to adult education and further training at Banki Faculty
- promotes the expansion of the training portfolio
- supports the successful completion of Master courses

Its mission is to develop and operate an adult training system based on the consideration of competing needs from economic operators and the use of effective training methods for adult learners.

## OFFICE

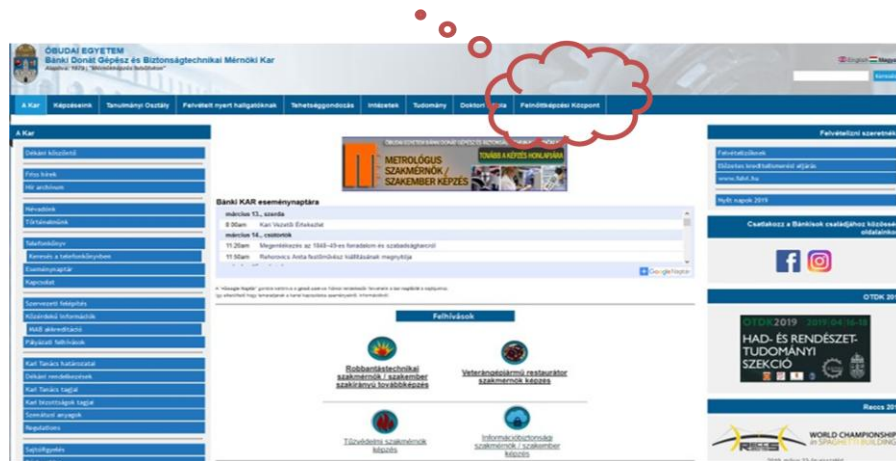
**Head:** Ella Dombovári, PhD

**Address & Contact:**

A.33. Adult training centre

H – 1081 Budapest

Népszínház str. 8.



Doctoral School on Safety and Security Sciences

Our goal is to provide training and research opportunities for young people interested in this area of research with the aim to gain the doctoral (PhD) academic degree.

## OFFICE

**Head:** Livia Cvetityánin PhD

**Address & Contact:**

F. 15. Office of Doctoral School on Safety and Security Sciences

H – 1081 Budapest

Népszínház str. 8.

