

Training Needs Analysis Synthesis Report

SumHEIS - Summer School Development Programme for European HEIs

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Key Action 2 - Strategic Partnerships

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Developed by AMC



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1 | Introduction

SumHEIS - Summer School Development Programme for European HEIs is an Erasmus+ KA2 project (project reference number 2019-1-IT02-KA203-062984) that focuses into bettering the quality of support and services to the personnel that delivers Summer Schools and audiences that take part in them. The project aims to increase the **number** and the **quality of Summer Schools** offered by European HEIs, to train staff on how to design, develop, operate and manage Summer School programmes, to form material and guidance mechanism for HEIs that aim at establishing such programmes for the first time and form synergies and common Summer School programmes among HEIs. The project's main challenge is to design a "**Model**" **Summer School Office** as an innovative and prototype tool for the development of a successful summer school in order to be used by HEIs.

The partnership is built up by a consortium of partners from 4 European countries – Italy, Greece, Latvia and Ireland.

The key priorities of the SumHEIS project are:

1. Open educational and innovative practices in a digital area
2. Promoting internationalization
3. Tackling skills gaps and mismatches

The project aims to accomplish the following objectives:

- Increase the number of Summer Schools offered by European HEIs
- Increase the quality of Summer Schools offered by European HEIs
- Train staff on how to design, develop, operate and manage Summer School programmes
- Form material and guidance mechanism for HEIs that aim at establishing such programmes for the first time
- Form synergies and common Summer School programmes among HEIs

The project comes to establish commonly shared principles and tools for the acquisition of skills and competences relevant to this service. Within this framework, this document includes the indicative methodological approach in order to be identified the needed skills and training needs of administrative and academic staff of HEIs, capable of effectively managing and implementing Summer Schools.

For developing the training material following in the Task 2.2., this step is considered as necessary. The scope of the above-mentioned procedure is to identify the needs and the challenges for **summer should staff, both academic and administrative** and find the skills mismatches in order to design the training material. This step is important for the theoretic framework of the training plan and the development of the curriculum in IO2 Task 2.2.

The TNA report belongs to the second IO of the SumHEIS project and derives from a dual focus (a) exploring and analyzing the duties, tasks, general knowledge and skills already existing in summer school staff and (b) those features needed in order to develop the training material and design a successful summer school model.



This report is based on the Needs Analysis and presents the main findings from the partner countries.

2 | Methodology

In order to achieve the set objectives, mixed methodological approaches were integrated and deployed. In particular, the SumHEIS project implement the following path in order to identify all the actual needs of summer school staff and map the current situation in European HEIs. All the data were collected via:

- Desk Research
- SWOT Analysis
- Job Analysis (DACUM)
- Field Research by implementing interviews
- Secondary Research

By conducting **Desk Research**, we identified existing summer school initiatives, typologies and their characteristics, we found out who the main summer school providers are in Europe, we analyzed best practices in the knowledge area of summer school operation, we spot the common features, the existing training courses or manuals;

With the **SWOT Analysis**, we captured the strengths, weaknesses, opportunities and threats in an institutional and in a country level;

By carrying out **Job Analysis**, we identified the main categories of summer school staff (“occupational profiles”), their duties, responsibilities, tasks, skills, knowledge and abilities;

By **interviewing experts**, we achieved to map the summer school workflow (“main steps”) in order to operate a successful summer school in each of the partner countries, we explore the trends and the “new drivers” of change transforming the summer schools nowadays. Experts, stakeholders in HEIs (university and colleges), staff managing and running summer schools, international relations officers were approached;

With the **secondary research**, by using Knowledge and Skillset European Frameworks, such as ESCO, EntreComp, DigiComp2, etc., we were able to identify the knowledge, skills, competences and behaviors needed the most by the summer school staff.

3 | Implementation Phase

The TNA has been implemented between November 2020 and February 2021 in all partner countries. The initial time frame was different, but due to the COVID19 implication, the implementation part took place during the abovementioned period. Useful data from the IO1 phase of the project have also been taking under consideration as crucial points of needs assessment or gap analysis.

Partners identified the main needs of summer school staff guided by two different tools:

- **SWOT Analysis Template under IO1 and;**
- **NEEDS Analysis Template under IO2**



Combining the data gathered from both tools, SumHEIS partners managed to acquire a better understanding on the actual needs of summer school staff in order to proceed in the design and development of a tailor-made and innovative “Capacity-building Programme for Academic & Administrative Staff on Summer School Programmes”.

The detailed results and reflections for the three partner countries can be found in the National Reports for Latvia, Italy, Ireland and Greece.

4 | Presentation of Findings

In the following sections, the results gathered from the implementation of both abovementioned tools, will be presented.

Key steps of the summer school workflow

There is a workflow of main steps when you planning your first summer school programme. From partners national reports, we can categorize and summarize the data in five (5) essential steps:

STEP 1 – Initiation phase (working group, topic of summer school, period, target audience, location, size)

STEP 2 – Planning Phase (staff, equipment, budget, communication strategy)

STEP 3 – Practical Arrangements Preparation Phase (students’ recruitment, admission policies, academic policies, services, laboratories, facilities, cancellation policies, recognition)

STEP 4 – Implementation Phase (schedule, agenda, training material, timeline of activities, filed trips, events)

STEP 5 – Evaluation Phase (questionnaires)

Existing Training Courses and Manuals for summer school providers

Latvia	Greece	Italy	Ireland
There are no training courses (manuals, handbooks, etc.) for summers school providers and experts in Latvia.	Most existing manuals for summer school in Greece that are published in the web, concerning the primary or secondary education. Even if Greek HEIs are very active in running summer schools in a variety of fields, there is no published manual online . What was only found is the Regulations for Operating Summer Schools by University of Crete.	There are no training courses for summer school providers or staff (for tertiary education) available on the Internet.	Research has not identified any training courses, manuals or handbooks for tertiary level HEI summer school providers or their staff in Ireland. There are opportunities for continuous professional development for primary and

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		second level teachers.
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In case of **Greece**, the Manual concerning the “Regulations for Operating Summer Schools by *University of Crete*” consists of the following topics: the aim of the summer school, the structure, the description of fields of study, the priorities of the summer school, the location, the participants, the duration of it, the schedule, the material needed, the outreach and dissemination strategy, evaluation strategy, rules regarding the data protection.

In case of **Italy**, it is common every Italian educational institution has its regulations for administrative staff in terms of the organization of Summer or Winter Schools (participation, budget sources, fees, etc.); for instance, *University of Bari* (see [here](#)) and *University of Brescia* (see [here](#)).

In the case of **Ireland** Continuous Professional Development (CPD) for those involved in running summer schools is primarily provided by HEI’s focused upon primary and secondary level teachers. Research has not yet identified any training courses for the providers of summer schools in HEI. CPD for teachers is provided by a number of HEI’s, e.g. Dublin City University <https://www.dcu.ie/instituteofeducation/programmes-professional-development>

The Department of Education approve CPD courses for teachers delivering summer schools an example is The Marine Institute <https://www.marine.ie/Home/site-area/areas-activity/education-outreach/explorers/explorers>. The Higher Education Authority in Ireland provides funding and research reports for HEI Summer camps who are supporting Entrepreneurship. <https://hea.ie/assets/uploads/2017/06/2019-Entrepreneurship-Camp-Report.pdf>

New drivers of change

All partners have identified various new drivers, such as current trends and concerns that have effect and transform the summer school programmes nowadays. Summer school providers, and mainly HEIs, should take under consideration the following issues if they wish to organize and operate a successful summer school.

New drivers

- ⇒ **COVID19 pandemic** and its consequences (digital transformation of services and systems; social distancing; cancellations; etc.);
- ⇒ **Social changes** (border closing, BREXIT, political instability, etc.);
- ⇒ **Changes in the value of education** (reduction of the formal education value, concentration on the practical skills, higher role of soft skills and technologies);
- ⇒ **Intercultural societies;**
- ⇒ **Non-formal learning** (skills-based learning)

Trends

- ⇒ **The entrance of ICT technologies** in education (augmented reality, virtual reality simulation, online communication, distance learning);
- ⇒ **Organization of online summer schools;**

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- ⇒ **Emphasis on practical issues / practical value of the summer school** (laboratories, practical activities, project-based learning, scenario-based learning);
- ⇒ **Connection with the labor market, study visits and meetings with experts** (visiting institutions and enterprises);
- ⇒ **Integration** between real-world and virtual opportunities for **collaboration** between the students;
- ⇒ **Study of the Culture and the Civilization of a country** (language, culture, cuisine, history, monuments, etc.);
- ⇒ **Recognition and validation of extra-curricular activities** (ECTS, Open Recognition, Open Badges);
- ⇒ **Norms of hygiene and safety;**
- ⇒ **Creation of networks** (international cooperation and development);
- ⇒ **Emphasis on soft skills, interpersonal skills and networking skills;**
- ⇒ **Emphasis on digital skills and technical skills;**
- ⇒ **Rules for the protection of personal data (GDPR);**
- ⇒ **Locate the summer school in attractive settings and engage academic, non-professional academic, academic communities of interest, and communities with historical or cultural landscape;**
- ⇒ **Introduce culture and travel as part of learning experience.** Focus on topical issues or historical commemorations, national language (ex. Latvia, Ireland), historical and cultural past (such as myths and legends and minority languages and historical background);
- ⇒ **Summer schools in music and dance have grown significantly and attract both national and international participants;**
- ⇒ **Experiential learning methods**

Concerns

- ⇒ **Bureaucracy and formalities** (procurement, reports, accounting and record keeping);
- ⇒ **Traditional approach** (in organization, in course content, in technologies, etc.);
- ⇒ **Local character of summer school** (no international cooperation, no experience and cultural exchange, etc.);
- ⇒ **Unapproachable fees** (It could become increasingly niche and elitist);
- ⇒ **It can be seen only as an opportunity for profit from education;**
- ⇒ **Limitations for international students;**
- ⇒ **No innovation;**
- ⇒ **Issues in finding the funds** necessary to support the event;
- ⇒ Finding the **right location** with **accommodations** for participants' availability might be challenging (i.e. dormitories, canteen, etc.);
- ⇒ **Reaching** all the potentially **interested students** might be hard;
- ⇒ **Tight or/and exhausting schedule** for participants;
- ⇒ **Participants protection and safeguarding.**

Evaluation surveys from participating students in summer schools

There are not a lot of evaluation surveys published online, since most times, such surveys are an internal document of the organization in order to define the weakness of its summer school and proceed to some improvements. The main evaluation methods are being carried out via questionnaires or/and in-depth interviews in order to identify the quality of the summer school programme and the satisfaction of participants. More commonly, the evaluation of a summer school is being carried out in the inputs, the activities, the outputs, the outcomes and finally the results. The **negative aspects** are various in partner countries, however the most popular comments on what could be done better are:

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Latvia	Greece
<ul style="list-style-type: none"> • lack of attention and individual work with each student; • problems with accommodation level and/or quality; • problems with information dissemination before and during the summer school events. 	<ul style="list-style-type: none"> • Lack of equipment and facilities • Lack of laboratories • Lack of information about the Greek culture and civilization • Lack of speakers and facilitators • Lack of means of transportation • Lack of entertaining activities • Lack of free time
Italy	Ireland
<ul style="list-style-type: none"> • Poor communication & social media strategies • tight schedule, students want more time to experiment and work on their own projects 	<ul style="list-style-type: none"> • Is predominantly available to those who can pay • Gives advantage to those who can attend • Draws people away from their own social and cultural capital • Learners may experience language difficulties, dialect, syntax etc. • Less enrichment, more basic catch up with curricular requirements • Can create additional academic and peer pressure to participate • Duplication of the application process

Occupational Profiles

There is a create diversity and variety regarding the professions (“occupational profiles”) that are consisting the summer school staff in partner countries. However, they can be categorized in two major groups (i) the academic staff and (ii) the administrative staff. In the following tables, we list the occupations that have been identified under the two main categories:

HEI academic staff

- University and higher education teachers, professors, lecturers, deans, directors, etc.
- Researchers, research fellows, PhD students, etc.
- Scientists that have been invited as speakers to give some lectures coming from same or different campus in country or abroad
- Visiting scholars coming from around the world

HEI administrative staff

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- **Administration professionals of a university or higher education institution, (i.e. secretary of a faculty)**
- **Marketing professionals**
- **Information and Communications Technology Sales Professionals**
- **Public Relations Professionals**
- **International Cooperation and Development Specialists**
- **Project coordinators, directors, managers, etc.**
- **Procurement, accounting, record keeping, planning specialists, etc.**
- **Summer school co-organizers**

As it has already stated, the staff running a summer school programme is normally academic and administrative staff from a HEI. Not few times, it is observed that professors are responsible both for the organisation of the summer school and for lectures and didactical aspects of it. However, a clear separation of those two categories of summer school staff are important in order to define their roles, duties and tasks required by them. In the following tables, we have gathered the **key duties and tasks** of these major categories:

Duties & Tasks of HEI academic staff

- ✓ Prepare and deliver lectures and seminars and laboratory experiments; during the summer school;
- ✓ Run tutorial sessions for participants of summer school;
- ✓ Conduct and direct research, and prepare scholarly papers and books;
- ✓ Designing and modify curricula and define the learning outcomes;
- ✓ Stimulate discussion and independent thought among students;
- ✓ supervise, where appropriate, experimental and practical work undertaken by students;
- ✓ Administer, evaluate and make examination papers and tests;
- ✓ Participate in departmental and faculty meetings and in conferences and seminars
- ✓ Encourage students' interest;
- ✓ Increase student's effort;
- ✓ Implement Experiential learning, project-based, or place-based learning.

Duties & Tasks of HEI administrative staff

- ✓ Gather initiatives on new or recurring summer schools;
- ✓ Plan summer school activities (dates, duration, logistics, contents, etc.);
- ✓ Performing practical preparations (marketing, attraction of students, student registration, communication, providing information, program, payments, etc.);
- ✓ Perform the summer school (performing the events, development of academic and business contacts, informal events, trips and communication, etc.);
- ✓ Finalize and evaluate the summer school (feed-back from the students and staff, internal evaluation, formalizing the experience, official reports, setting KPIs etc.);
- ✓ Keep records, entry data, Procurement organization, record keeping, accounting, finances, reports for state institutions, contracts, legal support, etc.);

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- ✓ Plan and organize publicity campaigns;
- ✓ Realize communication and meditation actions (i.e. managing platforms, social media, and other means of communication);
- publishing and updating news and important announcements;
- ✓ Service the needs of students, graduates or staff of the university;
- ✓ Find the sponsors and supporters
- ✓ Find partners and community members

Common Duties & Tasks

- ✓ Formulate summer school initiatives
- ✓ Participate in summer school planning activities
- ✓ Participate in summer school evaluation
- ✓ Expand network of diverse partners
- ✓ Meet the needs of students and graduates

Knowledge, Skills, Abilities of Summer School Staff

According to Bell, et. al., 2007, among the top skills of summer school staff are critical thinking, proactiveness, collaboration, planning and management, responsibility, ability to tackle problems, leadership, etc. After having defined 5 knowledge/learning areas from the literature review and surveys conducted during previous stages of the project, we gathered the most valuable knowledge, skills (soft & hard), abilities needed by the summer school staff. The following KSAs are aligned with the European Frameworks, such as DigiComp, EntreComp, ESCO, CEDEFOP Skills Panorama, etc.

KNOWLEDGE, SKILLS, ABILITIES	ADMINISTRATORS	ACADEMIC PROFESSORS	BOTH OF THEM
General Soft skills			
Self-awareness	✓	✓	✓ ✓ ✓
Autonomy		✓ ✓	✓ ✓
Creativity	✓	✓ ✓	✓ ✓
Critical Thinking	✓ ✓	✓	✓ ✓
Adaptability	✓		✓ ✓
Emotional Intelligence	✓	✓	✓ ✓ ✓
Self-discipline	✓	✓	✓ ✓ ✓
Professionalism	✓	✓	✓ ✓ ✓
Ability to work in teams	✓	✓	✓ ✓ ✓
Problem Solving	✓	✓	✓ ✓ ✓
Intercultural Skills			
Respect for people from other countries	✓	✓	✓ ✓ ✓ ✓
Good level of foreign languages	✓	✓	✓ ✓ ✓
Open mindedness			✓ ✓ ✓
Adaptability to culturally new contexts	✓	✓	✓ ✓

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Valuing cultural diversity	✓	✓	✓ ✓ ✓
Digital Skills			
Computer skills	✓		✓ ✓
Use of Microsoft Tools	✓		✓ ✓ ✓
Browsing, searching and filtering digital information		✓	✓ ✓ ✓
Ability to store and recover multimedia files	✓	✓	✓ ✓
Data literacy	✓	✓	✓ ✓ ✓
Privacy (GDPR)	✓ ✓	✓	✓ ✓ ✓
Safety at the net	✓ ✓	✓	✓ ✓
Digital Identity	✓ ✓ ✓		✓
Content Creation	✓		✓ ✓
Online Communication	✓ ✓	✓	✓ ✓
Marketing and Communication Skills			
Customer Service skills	✓ ✓ ✓		✓
Communication & Body Language Principles	✓		✓ ✓
Use of social media	✓ ✓ ✓		✓
Planning a promotional Campaign	✓ ✓ ✓		✓
Techniques and Methods in Digital Marketing	✓ ✓ ✓		✓
Harnessing social media to sell your product or service	✓ ✓ ✓	✓	✓
Developing a personal brand	✓ ✓ ✓	✓	✓
Social networking	✓ ✓ ✓	✓	✓
The tone of online communication	✓ ✓	✓	✓ ✓
Entrepreneurial Skills			
Leadership and Vision	✓		✓ ✓ ✓ ✓
Spotting Opportunities	✓	✓	✓ ✓ ✓
Working with others	✓	✓	✓ ✓ ✓
Conflict Resolution	✓		✓ ✓ ✓ ✓
Organizational Skills	✓ ✓	✓	✓
Planning and Management	✓ ✓ ✓		✓
Financial and Economic Literacy	✓ ✓ ✓	✓	✓
Evaluation	✓	✓	✓ ✓ ✓
Privacy and confidentiality policy (GDPR)	✓ ✓		✓ ✓ ✓
Fundraising and Networking			
Funding sources	✓	✓	✓ ✓
Promote networking and cooperation	✓	✓	✓ ✓
Fundraising theories	✓ ✓	✓	✓
Fundraising Campaigns Implementation	✓ ✓	✓	✓ ✓
Curriculum Design and Organization of activities			
Skills for lecturing and developing a course – programme design	✓	✓ ✓ ✓	✓
Implementation of the didactic plan		✓ ✓	
organizing a field trip, a tour, an excursion, outdoor activities	✓	✓ ✓	✓
activities for team building and soft skills	✓	✓ ✓	
People Management	✓	✓	✓ ✓ ✓
Course Assessment and Evaluation		✓ ✓	✓



Online course and digital material	✓	✓✓	✓
Mobility			
Basics on European youth and students' mobility	✓	✓	✓✓✓
Recognition of experience	✓	✓	✓✓✓✓

Weaknesses of summer schools

In order to develop a tailor-made, innovative and successful Capacity Building Programme for European SumHEIS, we need to define the **weaknesses** so as to decide what **interventions** should be done. In this part of the report, we present the areas in which SumHEIS project should take under consideration. The gaps should be covered within Capacity Building programme are the following:

	Establish a working group	Develop a communication strategy	Recruiting students	Creating a schedule	Funding and supplies	Measuring Success – Set KPIs / Reporting
Latvia		✓				✓
Greece		✓	✓	✓		✓
Italy	✓	✓	✓		✓	
Ireland	✓	✓	✓			✓

➤ Latvia

In case of Latvia, it is crucial to **develop communication strategies**, since there are identified weaknesses in summer school project information dissemination, communication with summer school, teachers/lecturers, professionals and students, internal and external marketing. The SumHEIS Capacity Building programme school foster the summer school staff with communication skills, digital marketing, advertising and social networking skills, including modern marketing and youth psychology approaches. **Measuring Success** is another important area that needs improvement in the case of Latvia, since the processes of HEI organized summer schools are bureaucratized and embarrassed with a lot of formalities and reporting activities on HEI and state institutions levels. The Summer School staff need efficiency management skills, record keeping digitalization skills, business process management and optimization skills.

➤ Greece

In case of Greece, there is also need for **developing a communication strategy**. In particular, there is need to create a specific pathway for promoting and communicate a summer school before, during and after its completion. Summer schools can play an important role in communicate a vision regarding youth generation, academic achievement, SDGs or other broaden issues. There is need to collect and create tactics and strategies in order to **recruit and attract students** participating in the summer school programmes (outreach strategy). Since, international students' rate is one of the lowest among EU countries, it is really important to attract both national and international students in order to let them interact and



exchange experiences and learn from each other cultural background. Some criteria should be set and for this purpose. There is also need to **create a schedule** which will take under consideration the learning needs of students, the trends occurring and the mission and vision of the HEI running a summer school. Finally, there is need to **create an evaluation plan and set some specific indicators (keys to success) so as to assess the effectiveness**, the results and the impact of our summer school. What is more, we should create an evaluation questionnaire and distributing to the students of the summer school.

➤ Italy

In Italy, there is a need to **create a specific and wide working group within the University**, including all the academic and administrative staff who have experience and have been involved in organizing and managing Summer schools. The working group must support the implementation and dissemination of the entire annual summer school program. There is also need to **create an effective communication strategy and a recruitment strategy**. Last, but not least, summer school staff should be trained on the **possibilities and means of finding co-financing** for the implementation of summer schools.

➤ Ireland

In the case of Ireland there is a need for **inter-institutional collaboration amongst HEI's** who deliver summer schools. Each of the universities involved in delivery of Summer Schools currently act autonomously and independently of each other. This creates complexity for the participant, creates unnecessary competition amongst HEIs and hosts the potential for duplication of provision. It also means that gaps in provision may not be immediately recognized. A **national coordinating platform** that supports and manages an **effective communication and recruitment strategy** would enhance provision and streamline the process. A national coordinating platform, under the auspices of the newly formed Dept of Further and Higher Education and within the Higher Education Authority could host opportunities for **greater financial and management efficiencies**.

Partners Recommendations for creating valuable capacity building programmes for summer schools:

Latvia

- leadership skills and bottom-up initiative (willingness).
- highly motivated team
- the ability to organize “planning process” in the timely manner
- crisis management to have back-up for unplanned situations (effective planning)
- Usage of modern technologies (e.g., virtual reality, augmented reality, distance learning, online communication);
- Development of modern study course (strongly connected to the actual demand and practical issues);
- Experience and cultural exchange management for HEI staff and summer schools’ organizers

Greece



- Enhance the quality of the summer school programmes by creating quality standards and assessments
- Use blended approaches in learning
- Hands on activities that foster critical 21st century competitiveness skills like collaboration, innovation, creativity, communication, and data analysis
- Reform strategies through better planning, evaluation, data collection, and accountability
- Test new models of teaching and gain valuable leadership experience

Italy

- Universities should train their teaching and administrative staff in order to gain the expertise necessary to create a completely digital summer school.
- excellent command of the main digital platforms for video-meeting (such as zoom, google meet, teams) and their potentialities, upgraded licenses for multiple uses of the main platforms
- improve the integration between real-world and virtual opportunities for collaborations between the students.
- Coordination between Professors and Administration on Schools, Calls, Communication tools
- Coordination among HEIs and mutual communication on Summer School Programs
- Online learning / virtual classroom
- National Guidelines & Database improvement

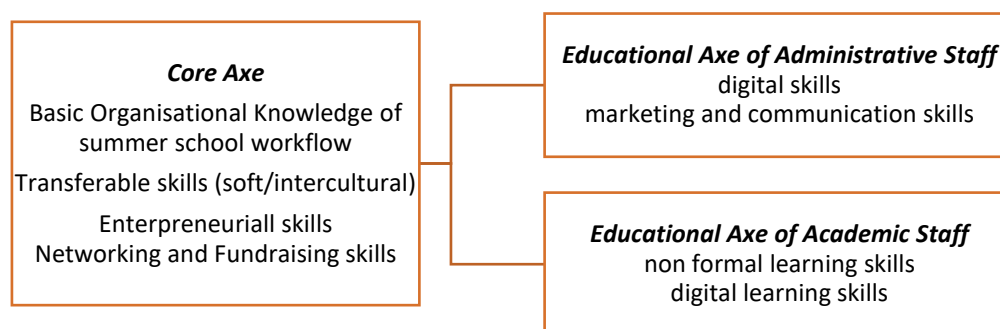
Ireland

- An ECT system of recognition of Summer School Continuous Professional Development of staff is needed to support and upskill those that organize summer schools.
- Training is needed to enhance the skills and opportunities for rural and community organisations who often play a key role in offering bespoke cultural opportunities for summer school participants.
- Coordination and training of HEI staff is needed at a policy level, in terms of student protection and wellbeing. This would reflect the Children First Guidelines, <https://www.gov.ie/en/policy-information/d1b594-children-first/> but adapted to the needs of youth and international students' protection, welfare and GDPR provisions.
- Training to develop a monitoring and evaluation framework for all summer schools. This framework would provide tools and methods that could be used consistently across all provision and would support further research and the development of quality standards.
- Training in foreign language competencies for summer school staff is needed. Very often there is a gap in capacity of staff to speak proficiently in another language, i.e. the languages of the summer school participants. Along with that, increased training provision in English for Speakers of Other Languages (ESOL) for staff delivering summer schools with international students.



5 | Training Needs of the summer school staff

Summarizing the data that have been collected during the analysis phase of SumHEIS project, we have been identified the following training needs of summer school staff that are going guide the design and development of the Capacity Building Programme. We have categorized them into three main educational axes; the core axe concerning the needs of both academic and administrative staff and the secondary axes concerning the special training needs of each occupational profile separately.



6 | Training Plan

6.1. Analysis of the educational problem

During the analysis phase the training problem that will be addressed through the MOOC (under IO4) will be analyzed in order to specify the purpose of training, the knowledge domain, the main learning goals, the basic learning objectives, the learners' profile and the timeframe of the training process. It is equally important, to define the learners' background knowledge and to set any necessary limitations and knowledge prerequisites.

In particular, the SumHEIS Capacity Building Programme addresses ***the need of summer school personnel to acquire new skills in order to effectively and successfully design, develop, operate and manage Summer School programmes in HEIs, to increase the programmes quality and modernize them in an efficient and accurate way, as well as to reinforce the internationalization of HEIs through Summer School Programmes.***

The ***MOOC (Massive Open Online Course)*** course will last 4 weeks and consists of 5 core lessons and 3 specialization lessons (introduction + 2 Modules for each specialization). Each week will contain 2 lessons (modules). The total length of whole MOOC course (per specialization) is 6 hours of study (4 hours of theory and 2 hours for assessment activities/quiz (approx.). The learner could add an amount of additional educational materials into his/her learning path (extra links and online resources) provided by SumHEIS project in order to increase the course length.

Every lesson consists of 3-5 Units (topics) (theory part) and 8-10 assessment activities/ quiz (evaluation part).



The learning material provided for each lesson (module) include a PowerPoint presentation (or/and Videos, Articles, Case studies, Reflection Questions), one or two working documents (optional) and extra educational online resources (videos, articles, links).

6.2. Design Phase

The design phase is the most essential and demanding one when creating a new curriculum or/and a new online course. The purpose of this phase is to define and describe the detailed learning objectives for each module, the units in which each module is divided, the educational strategy that will be applied in each unit and the learning outcomes of each unit and to define the assessment method.

We designed the learning outcomes based on several factors:

- i. The roles, duties and tasks of both the academic and administrative personnel of a summer school programme of a European HEIs;
- ii. The main needs of the summer school staff in order to design and manage successfully summer school programmes;
- iii. The current trends and the new drivers affecting modern summer school programmes;
- iv. The skills and competences needed the most form summer school personnel;
- v. The Occupational Profile of the Learners: University and higher education, professors, lecturers, directors, researchers, and administration professionals of a university or higher education institution;
- vi. The Qualification Level of the Learners: EQF 6 or/and EQF 7.

6.3. Course Description

Course Title	Capacity-building Programme for Academic & Administrative Staff on Summer School Programmes
About this course	<p><i>The aim of this course is to increase the capacity of academic and administrative staff who get involved in the operation of Summer School Programmes. It will help them to develop new skills and competencies for effectively running Summer Schools as innovative educational and pedagogical procedures.</i></p> <p><i>This course is going to have a strong added value for both those institutions running Summer Schools (assisting them in the uplifting of their services quality through better trained staff) and for institutions aspiring to run such programmes in the near future, by acquiring skills and competences needed for establishing such programmes.</i></p>
Who this course is for:	<ul style="list-style-type: none"> ➤ University and higher education, professors, lecturers, directors, ➤ Researchers, and ➤ Administration professionals of a university or higher education institution;
Learners profile	<i>The learners they are holders of a Bachelor (EQF 6) or Master (EQF 7) with working experience in the educational settings. Alternatively, it addresses</i>

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	<p><i>the needs also of people (holders of EQF 6 & 7) that would like to work in HEIs and operate summer schools programmes.</i></p>
<p>Educational Problem</p>	
<p><i>The particular course addresses the need of summer school personnel to acquire new skills in order to effectively and successfully design, develop, operate and manage Summer School programmes in HEIs, to increase the programmes quality and modernize them in an efficient and accurate way, as well as to reinforce the internationalization of HEIs through Summer School Programmes.</i></p>	
<p>What will you achieve?</p>	
<p><u>After this course learners will achieve the following learning outcomes (LOut):</u></p> <p>⇒ <u>Core Course:</u></p> <p>LOut1 <i>to understand the definition and main concepts of summer school programmes</i> LOut2 <i>to be able to list the five main steps of summer school successful operation</i> LOut3 <i>to understand the importance of enhancing their transferable skills when implementing a summer school programme</i> LOut4 <i>to apply entrepreneurial skills when organizing a successful summer school</i> LOut5 <i>to develop networking, internationalization and fundraising strategies</i></p> <p>⇒ <u>Specialization Course for Academic Staff</u></p> <p>LOut6 <i>be aware of his/her role as Academic personnel of a summer school and will be able to contribute to its successful operation</i> LOut7 <i>to apply non-formal education methods and to design extra-curriculum activities</i> LOut8 <i>to design a virtual class and enhance the collaboration of their students in digital learning environments</i></p> <p>⇒ <u>Specialization Course for Administrative Staff</u></p> <p>LOut6 <i>be aware of his/her role as Administrative personnel of a summer school and will be able to contribute to its successful operation</i> LOut7 <i>to use effectively and responsibly the web and the social media for their summer school communication and dissemination</i> LOut8 <i>to understand the language and principles of marketing and communication in summer school organisation</i></p>	
<p>Course Length:</p>	<p><i>4 weeks (approx.2 lessons per week)</i> <i>6 hours of study in total</i></p> <ul style="list-style-type: none"> ○ <i>4 hours for theory (pptxs, articles, videos, etc.)</i> ○ <i>2 hours for quiz</i>
<p>Participation Prerequisites:</p>	<p><i>No Prerequisites</i></p>



Special needs from the educational environment:	<i>The educational environment (LMS) is accessible through a personal computer or a tablet, both connected to the internet</i>
This course includes:	<i>11 downloadable resources (pptx)</i> <i>30 (approx.) mins on-demand video</i> <i>10 (approx.) online articles</i> <i>Free Access</i> <i>Certificate of completion</i>

6.4. Curricular Structure

The present section provides an **overview** of the SumHEIS MOOC course overview including the theory and assessment parts. Furthermore, it could be use as the map (flowchart) of the learning journey of the users.

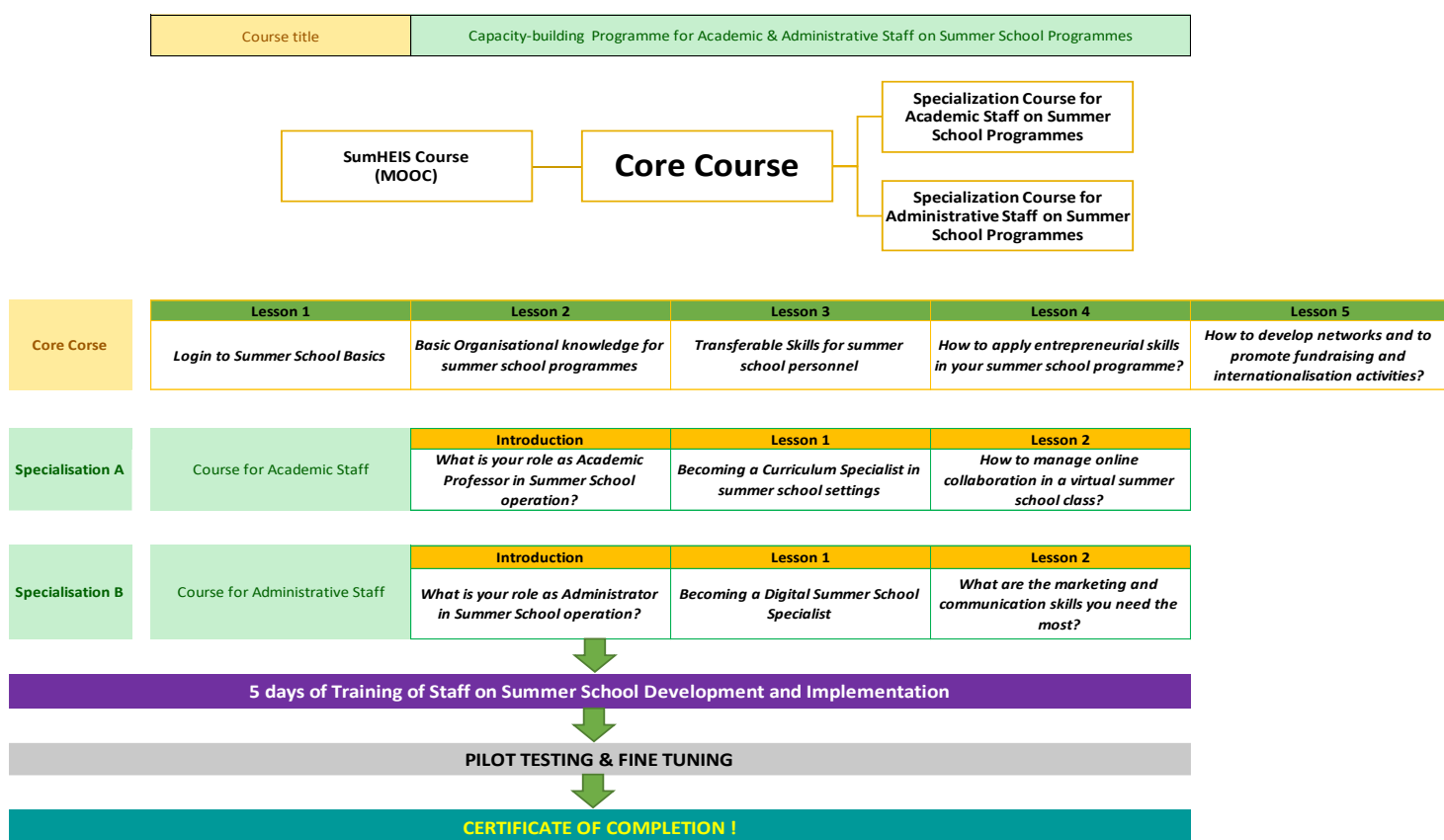


Figure 1. Curriculum Outline

This flowchart will be updated after the validation workshop and the finalization of the development phase of modules by the partners and after the piloting (user testing) phase under the IO4.



Core Course						
Modules	Titles	Indicative Topics	LOut	Training Methodology	Assessment Activities	Minutes
Lesson 1	<i>Login to Summer School Basics</i>	<ul style="list-style-type: none"> · Definition and characteristics of summer schools · Why organize a summer school? · What are the challenges/ new drivers/ trends/ concerns? 	By the end of this module, the learner will be able to understand the definition and main concepts of summer school programmes.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
Lesson 2	<i>Basic organisational knowledge for summer school programmes</i>	<ul style="list-style-type: none"> · What is the life cycle (key steps of the workflow) of a summer school programme (planning, designing, implementing, evaluating - measuring success)? · What are the main elements of a quality summer school schedule? 	By the end of this module, the learner will be able to list the five main steps of summer school successful operation.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
Lesson 3	<i>Transferable Skills for summer school personnel</i>	<ul style="list-style-type: none"> · Understanding the soft skills and their application in summer school operation (Self-awareness, active listening, emotional intelligence, professionalism, problem solving, ability to work in teams) · What is an intercultural competent person like? (Respect for people from other countries, Open mindedness, Valuing cultural diversity) 	By the end of this module, the learner will be able to understand the importance of enhancing their transferable skills when implementing a summer school programme.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
Lesson 4	<i>How to apply entrepreneurial skills in your summer school programme?</i>	<ul style="list-style-type: none"> · Leadership and Vision/ inspiring people · Crisis management/Conflict Resolution · Planning and Management · Privacy and confidentiality policy (GDPR) · Monitoring and Evaluation 	By the end of this module, the learner will be able to apply entrepreneurial skills when organising a successful summer school.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
Lesson 5	<i>How to develop networks and to promote fundraising and internationalisation activities?</i>	<ul style="list-style-type: none"> · Promote networking and international cooperation · Summer school as an internationalisation and outreach strategy · Basics on European youth and students' mobility · Fundraising theories and activities 	By the end of this module, the learner will be able to develop networking, internationalisation and fundraising strategies.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
Total hours of study (approx)						4 hours
Hours of study per lesson						30 min for theory + 15 for Quiz

Specialization Course for Academic Staff						
Modules	Titles	Indicative Topics	LOut	Training Methodology	Assessment Activities	Minutes
Introduction	<i>What is your role as Academic Professor in Summer School operation?</i>	<ul style="list-style-type: none"> · Tasks and duties when operating a summer school · Key skills when operating a summer school 	By the end of this module, the learner will be aware of his/her role as Academic personnel of a summer school and will be able to contribute to its successful operation.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	30 min
Lesson 1	<i>Becoming a Curriculum Specialist in summer school settings</i>	<ul style="list-style-type: none"> · Learning Methods for non formal learning (experiential, learning, project-based learning, intercultural learning, peer learning, learning outside the classroom) · Organizing a field trip, a tour, an excursion, outdoor activities · Act as facilitator · Recognition of experience 	By the end of this module, the learner will be able to apply non-formal education methods and to design extra-curriculum activities.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
Lesson 2	<i>How to manage online collaboration in a virtual summer school class?</i>	<ul style="list-style-type: none"> · How to design an online course and digital material · How to manage virtual classrooms · How to encourage online collaboration (tools and methods) 	By the end of this module, the learner will be able to design a virtual class and enhance the collaboration of their students in digital learning environments.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
					Total hours of study (approx)	2 hours
					Hours of study for introduction	20 min for theory + 10 for Quiz
					Hours of study per lesson	30 min for theory + 15 for Quiz

Specialization Course for Administrative Staff						
Modules	Titles	Indicative Topics	LOut	Training Methodology	Assessment Activities	Minutes
Introduction	<i>What is your role as Administrator in Summer School operation?</i>	<ul style="list-style-type: none"> Tasks and duties when operating a summer school Key skills when operating a summer school 	By the end of this module, the learner will be aware of his/her role as Administrative personnel of a summer school and will be able to contribute to its successful operation.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	30 min
Lesson 1	<i>Becoming a Digital Summer School Specialist</i>	<ul style="list-style-type: none"> Digital identity & social media use online communication and online writing skills Safety at the net Intellectual property rights 	By the end of this module, the learner will be able to use effectively and responsibly the web and the social media for their summer school communication and dissemination.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
Lesson 2	<i>What are the marketing and communication skills you need the most?</i>	<ul style="list-style-type: none"> Communication & Body Language Principles Customer Service skills Planning a promotional campaign Building Events 	By the end of this module, the learner will be able to understand the language and principles of marketing and communication in summer school organisation.	Pptx, Videos, Articles, Case studies, Reflection Questions	Quiz (multiple choice, true-false, choose the correct answer, etc.).	45 minutes
Total hours of study (approx)						2 hours
Hours of study for introduction						20 min for theory + 10 for Quiz
Hours of study per lesson						30 min for theory + 15 for Quiz

Total course length (core course + one specialization course)	6 hours (approx)
Theory	4 h
Assessment activities	2 h

Figure 2. Learning Outcomes of SumHEIS course




SumHEIs

Summer School Development Programme for European HEIs



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