**D.2.1. - Quality assurance (QA) Handbook for Virtual Mobility (VM)**

## Phase 1. Decision making

| **1. No.** | **2. VM feature** | **3. Description** | **4. TVM** | | **5. SVM** | | **Preparedness of your institution for VM (different modes)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Bilateral** | **Multilateral** | **Bilateral** | **Multilateral** |
| **1.1.** | **International student groups** | International student groups should be formed at a hosting HEI in order to ensure credit transfer and recognition at a later phase. | **O** | **O** | **M** | **M** |  |
| *1.1.1.*  *(18-2)* | *International inter-institutional agreement is signed for SVM, is publicly accessible and is well known by all stakeholders involved* | *Bilateral or multilateral institutional agreements should be signed and annexed with commonly agreed student application forms for SVM and student academic certificate and credit transfer and recognition forms.* | O | O | *M* | *M* |  |
| *1.1.2.* | *International relations office has approved student application forms for SVM and are trained to proceed them* | *Institution has regulations and order on how to treat applications for SVM.* |  |  | *M* | *O* |  |
| *1.1.3.* | *Department of academic affairs and study departments have approved SVM academic certificate and credit transfer and recognition forms for SVM and are trained to proceed with them* | *HEI has approved that academic certificate, credit transfer and recognition forms adapted and ready to use for SVM.* |  |  | *M* | *O* |  |
| *1.1.4.* | *HEI is prepared to ensure building international student groups including host students, students on physical mobility visit and virtual mobility students* | *HEI has clear regulations which allow student groups to consist of physically present and online students in SVM.* |  |  | *M* | *O* |  |
| *1.1.5.*  *(13-1)* | *In case when SVM happens in joint study programs, institutions participating have a clear policy for joint programs and joint titles* | *HEI has policy and / or regulations for joint study programs and joint title recognition and requirements.* | *M* | *O* | *M* | *O* |  |
| *1.1.5.*  *(13-2)* | *The international relation by rectorate is supportive of VM and helps integrating it in the overall international relation function as a partnership – building option* | *The Rectorate supports VM in a written form (regulation or order is issued and approved).* | *M* | *M* | *M* | *M* |  |
| *1.1.6.*  *(16-1)* | *Compliance with existing norms and regulations is fully implemented* | *VM implementation is discussed among study organization departments and approved as compliant with other study organization regulations and norms.* | *M* | *M* | *M* | *M* |  |
| **1.2.** | **International Teaching Group** | Participating teachers should belong to institutions of different countries in order to guarantee that different national and cultural perspectives are made available to the learners | **M** | **M** | **O** | **O** |  |
| *1.2.1.*  *(18-2)* | *International inter-institutional agreement is signed for TVM, is publicly accessible and is well known by all stakeholders involved* | *Bilateral or multilateral institutional agreements should be signed and annexed with commonly agreed teacher application forms for TVM and documents certifying TVM recognition forms.* | *M* | *M* |  |  |  |
| *1.2.2.* | *International relations office approved TVM application forms and are trained to proceed them* | *Institution has regulations and order on how to treat applications for TVM.* | *M* | *M* |  |  |  |
| *1.2.3.* | *Department of academic affairs and study departments have approved TVM organization and recognition forms and are trained to proceed with them* | *HEI has approved that academic certificate, credit transfer and recognition forms adapted and ready to use for TVM.* | *M* | *M* |  |  |  |
| *1.2.4.* | *HEI is prepared to ensure building international teacher groups and ensuring their collaboration in terms of sharing study subject organization* | *HEI has clear regulations which allow teacher groups to organize and implement VM, when one or more teachers are present online or virtually.* | *M* | *M* | *O* | *O* |  |
| *1.2.5.* | *Participating teachers should have agreed upon joint curriculum (on the level of subject), developed curriculum and are aware of virtual exchange syllabus and schedule* | *Teachers implementing VM have reviewed and validated curriculum and agreed upon VM organization schedule.* | *M* | *M* | *O* | *O* |  |
| *1.2.6.*  *(8-1)* | *VM activities are recognized as integral part of academic activity at HEI* | *If virtual mobility is not an integral part of academic activity and creates additional administrative or other issues for participants to get involved, the motivation to participate may be much less, and participants may also underestimate the vm benefits* | *M* | *M* | *M* | *M* |  |
| *1.2.7.* | *Teachers are competent in VM curriculum designing, organization and assessment of learning outcomes* | *The competence of teachers to design vm curriculum affects students engagement, vm experience and attitude towards vm implementation, which are very important in the beginning of vm process implementation.* | *M* | *M* | *M* | *M* |  |
| *1.2.8.*  *(9-1)* | *Teachers are competent in identification of VM activity potentials and benefits* | *As teachers are the key players of vm implementation process, their knowledge about vm possibilities and benefits play a crucial role in curriculum design and organization and communication phases* | *M* | *M* | *M* | *M* |  |
| *1.2.9.*  *(11-3)* | *Joint resource development is common practice among teachers in different countries/ institutions and this activity is recognized during promotion and attestation* | *HEI has procedure on how to review and recognize joint resource development efforts, as well as motivate teachers to share resources.* | *M* | *M* | *M* | *M* |  |
| *1.2.10.* | *Technical assistance is ensured by all participating institutions to teachers working in VM* | *HEI has technical assistance office.* | *M* | *M* | *M* | *M* |  |
| *1.2.11.*  *(18-2)* | *Teachers are visible in and recognized by partnership agreements for VM implementation* | *Partnership agreements exist and teachers are recognized and indicated in partnership agreements or their Annexes.* | *M* | *M* | *M* | *M* |  |
| *1.2.12.* | *Teaching hours are re-structured (but maintained) meeting the needs of VM processes* | *HEI has a flexible policy on restructurisation of teaching hours.* |  |  |  |  |  |
| **1.3.** | **Appropriate technological solutions** | *The process organizational and cost effectiveness depends on the technologies that institutions possess or have access to, so the assessment of appropriate technological solutions to be used should be made in decision phase.* |  |  |  |  |  |
| *1.3.1*  *(12-1)* | *ICT solutions ensure equal access to all VM participants* | *ICT solutions are appropriately chosen to ensure access to all material and for all VM participants.* | *M* | *M* | *M* | *M* |  |
| *1.3.2.* | *Technological infrastructure is used which is commonly known to participating institutions and allows user identification at home institution* | *Technological solutions do not bring challenges to participants or adequate support is provided. Participants are identified at home institution, as well as hosting institution.* | *M* | *M* | *M* | *M* |  |
| *1.3.3.* | *Technical solutions are highly context related and suited and up to date with technological trends* | *Modern technological solutions are used according to teacher needs.* | *M* | *M* | *M* | *M* |  |
| *1.3.4.* | *Technological solutions allow networking and sharing* | *Social networking tools are integrated.* | *M* | *M* | *M* | *M* |  |
| *1.3.5.*  *(12-2)* | *Support unit services are ensured for all participants* | *Each participating institution has to have a technical support unit that participants could address before or during the vm exchange* | *M* | *M* | *M* | *M* |  |
| **1.4.** | **Joint choice of the subject to be studied through VM** | The joint choice of the subjects to be studied through VM and the design of the learning approach should reflect a clear perception of the advantages that a multi-country, multi-cultural a broadly comparative approach may bring to the students. Examples such as comparative literature, important policy and social issues (in general all address issues related to the well-being of the population) may well illustrate fields in which the value added of a multi-country and an intercultural perspective of VM is considerable. | **O** | **O** | **O** | **O** |  |
| *1.4.1.* | *HEI consolidates study departments in search of interdisciplinary and global subject – based subjects integrated in study programs* | *HEI policy allows and gives priority to offer interdisciplinary and global study subjects for VM.* | *O* | *O* | *O* | *O* |  |
| **1.5.** | **Joint curricula design** | This feature adds enormous value in terms of reciprocity and mutual benefits in the relationship among participating HEIs, avoiding the possible inconvenient of having a leading HEI providing the conceptual and scientific strength to the teaching/ learning programme and the partner HEIs assuming a mere teaching and local support role. This point is particularly delicate when HEIs of differently developed continents are involved as partners. The correct identification of complementarities between HEIs and partners promotes a sense of a shared goal with shared responsibilities and outcomes. | **M** | **M** | **O** | **O** |  |
| *1.5.1.* | *Joint curriculum is based on jointly agreed learning outcomes which are a part of HEI study program curriculum.* | *Participating institutions agree learning outcomes which are a part of HEI study program curriculum.* | *M* | *M* | *O* | *O* |  |
| *1.5.2.*  *(4-1)* | *All participating HEI ensure learning organization using coherent learning strategies with learning outcomes.* | *Teachers review curriculum and offer learning strategies and assessment methods that are consistent.* | *M* | *M* | *M* | *M* |  |
| *1.5.3.*  *(4-3)* | *All components of joint curriculum design meet the quality criteria for TEL curriculum, and VM organization is ensured by coherent application of inter-cultural, international cultural and academic exchange.* | *Curriculum ensures inter-cultural, international cultural and academic exchange.* | *M* | *M* | *M* | *M* |  |
| *1.5.4.*  *(16-2)* | *IPR and code of practice are in place.* |  | *M* | *M* | *M* | *M* |  |
| *1.5.5.* | *VM and TEL curriculum quality assurance should be organized and formalized in each participating institution.* |  | *M* | *M* | *M* | *M* |  |
| **1.6.** | **Joint titles** | Although not a necessary element in VM from a theoretical and methodological perspective, the agreement - among the participating institutions - to deliver a joint certificate at the end of the programme acts as a powerful motivation factor which allows participants to credit the virtual mobility experience as a fully recognized part of an academic or training experience and achievement. | **O** | **O** | **O** | **O** |  |
| *1.6.1.* | *Learning outcomes should be jointly recognized and used in a joint course/ program* |  | *O* | *O* | *O* | *O* |  |
| **1.7.** | **Mutual confidence relationship** | Last but not least, the mutual confidence relationship has a fundamental role in VM experiences. It is an intangible but powerful element that strengthen all other VM components and enable the activation of HEI unaware resources and potentialities that could  benefit VM further development. Mutual information openness and transparency with regards to different missions and performance of HEIs are then the capstone of this peculiar component. | **M** | **M** | **M** | **M** |  |
| *1.7.1.* | *Inter-institutional confidence is built on the basis of quality assurance, problem – solving, teacher professionalism, transparency and openness* | *HEIs participatin in VM recognise each other professionalism in all VM quality assurance requirements via inter-institutional contract, even without mentioning specific details.* | *M* | *M* | *M* | *M* |  |
| *1.7.2.* | *Inter-institutional confidence relationship is witnessed and openly visible, bringing successful project result testimonies* | *Testimonies are prepared and made available after VM sessions.* | *M* | *M* | *M* | *M* |  |
| **1.8.** | **Resources and support** |  |  |  |  |  |  |
| *1.8.1.* | *Policy and management resources are available to support VM and cooperation.* | Administration discusses resources needed for VM and ensures their availability. | M | M | M | M |  |
| *1.8.2.* | *Economic resources for VM designing and implementation are available* | Administration discusses resources needed for VM and ensures their availability. | M | M | M | M |  |
| *1.8.3.* | *ICT resources, such as virtual learning infrastructure, available to all participants, video conferencing, multimedia laboratories are in place and available* | HEI has technical support centre and adequate ICT resources discussed and confirmed among all participating institutions/ individuals. | M | M | M | M |  |
| *1.8.4.* | *Human resources to support teachers and learners are in place and available (a separate administrative or study unit is necessary for this support)* | HEI has technical support specialists who are assigned and introduced to all participating institutions/ individuals. | M | M | M | M |  |
| *1.8.5.* | *Online support system is available for participants (help desk, FAQ, automatic registration or other type of support)* | HEI has adequate online support system for automatisation of VM support process. | M | M | M | M |  |

## Phase 2. Curriculum design

| **1. No.** | **2. VM feature** | **3. Description** | **4. TVM** | | **5. SVM** | | **Preparedness of your institution for VM (different modes)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Bilateral** | **Multilateral** | **Bilateral** | **Multilateral** |
| **2.1.** | **International student groups** | Curriculum designing should allow international student group collaboration, moderation and assessment | **O** | **O** | **M** | **M** |  |
| *2.1.1.* | *Curriculum should be based on group work, focusing on internationalization.* | *Group work and international activities are the key learning methods and are designed to illustrate the competences described in learning outcomes.* | *O* | *O* | *M* | *M* |  |
| *2.1.2.* | *Group work should be focused on tangible results, such as group artifacts (project work, presentations, user content generation, etc.)* | *Group artifacts are clearly described, and groups are explained what expectation to artifacts exist, and how they should be presented.* | *O* | *O* | *M* | *M* |  |
| *2.1.3.*  *(3-3)* | *Curriculum should make the best use of intercultural and academic exchange of international student groups, taking into consideration linguistic, geographical, cultural insights and available open learning resources for virtual exchange* | *At least some learning activities designed should include linguistic, geographical, cultural insights and available open learning resources for virtual exchange.* | *M* | *M* | *M* | *M* |  |
| *2.1.4.*  *(12-1)* | *Equal participation, easy access and equal contributions should be pre-planned in the curriculum taken into consideration cultural differences* | *Cultural and national coordinators from local context and HEIs should review curriculum to ensure that this requirement is met.* | *M* | *M* | *M* | *M* |  |
| *2.1.5.* | *Curriculum designers and authors should ensure academic and ethical standards to avoid any kind of discrimination or culture stereotypes.* | *Curriculum should be reviewed and confirmed by all participating HEIs. If stereotyping and/ or cultural discrimination is not among quality assurance requirements, notices should be provided by peer institutions.* | *M* | *M* | *M* | *M* |  |
| *2.1.6.*  *(1-1*  *4-1*  *4-3)* | *International student groups should implement the tasks which demonstrate the achievement of curriculum learning results.* | *Students should work in international mixed student groups.* | *M* | *M* | *M* | *M* |  |
| *2.1.7.*  *(14-2)* | *Diversity of learning groups is fully exploited as a learning result.* | *Learning results which are not described in the study subject, but which are achieved during international learning, should be recognised.* | *M* | *M* | *M* | *M* |  |
| *2.1.8.* | *There are clear instructions on how many students compose one international student group and how these groups can be built* | *Teachers should agree prior to VM sessions on the size of the groups.* | *M* | *M* | *M* | *M* |  |
| **2.2.** | **Interactivity and communication** |  | *M* | *M* | *M* | *M* |  |
| *2.2.1.*  *(19-1)* | *Intensive country – to country interaction is well pre-planned in the curriculum.* | *Tasks and activities require students to communicate actively in international groups to implement a task.* | *M* | *M* | *M* | *M* |  |
| *2.2.2.*  *(2-3)* | *Means and strategies to different specific – needs groups (people with disabilities, people with organizational difficulties (family constraints, time, etc.) are ensured* | *All the disadvantaged participants should receive adequate support.* | *M* | *M* | *M* | *M* |  |
| *2.2.3.* | *Participants have a possibility to interact on all curriculum constituents, to contribute and improve them* | *Students are enabled to discuss curriculum and to contribute to curriculum theoretical material and / or sometimes to learning and / or assessment strategy.* | *M* | *M* | *M* | *M* |  |
| *2.2.4.* | *All participants are competent for communication and interactive learning or have a possibility to gain additional skills prior to interactive learning* | *Participation requirements are clearly indicated for potential learners in advance.* | *M* | *M* | *M* | *M* |  |
| *2.2.5.*  *(14-1)* | *Respect for diversity and interculturalism is inspired by curriculum design and day – to – day communication* | *Curriculum and teachers emphasize diversity and inter-cultural importance.* | *M* | *M* | *M* | *M* |  |
| *2.2.6.*  *(3-2*  *3-3)* | *Communication strategies identify new perspectives and new objectives of learning, and helps to achieve innovative results* | *Communication strategies ensure the measurement of contribution and non-formal learning result identification.* | *O* | *O* | *O* | *O* |  |
| *2.2.7.* | *There are clear plans and guidelines how synchronous and asynchronous communication will be ensured between teachers and among students* | *Communication is planned and announced.* | *M* | *M* | *M* | *M* |  |
| *2.2.8.*  *(19-2)* | *Comparative analysis and joint working results are evident outcomes of intercultural group interactions* | *Tracking systems allow to get and compare learning contributions.* | *M* | *M* | *M* | *M* |  |
| **2.3.** | **International Teaching Group** | Participating teachers should belong to institutions of different countries in order to guarantee that different national and cultural perspectives are made available to the learners | **M** | **M** | **O** | **O** |  |
| *2.3.1.* | *Curriculum learning outcomes are shared among participating international teaching groups and allow teaching exchange* | *All participating teachers share learning outcomes and moderate learning activities consistently pre-planned to achieve learning outcomes.* | *M* | *M* | *O* | *O* |  |
| *2.3.2.* | *Curriculum guidelines are establish to design equally distributed learning hours and learning resources* | *Learning hours and learning resources are harmonized.* | *M* | *M* | *M* | *M* |  |
| *2.3.3.* | *There are clear guidance for international curriculum designing groups on how many activities and learning resources should be distributed consistently among study subject milestones (weeks, months)* | *Learning outcomes are distributed into consistent and measurable learning activities on equal terms.* | *M* | *M* | *M* | *M* |  |
| *2.3.4.* | *ECTS are assigned for learning hours* | *ECTS are assigned for learning hours* | *M* | *M* | *M* | *M* |  |
| *2.3.5.* | *Curriculum has clear guidance on distribution of teaching schedule among different teachers in international teaching group* | *Learning schedule clearly indicates which HEI and which teacher moderates learning: which week it is, which learning activities have to be implemented, how artifacts should be presented, etc.* | *M* | *M* | *M* | *M* |  |
| *2.3.6.* | *There are clear guidelines what assessment methods and criteria will be used* |  | *M* | *M* | *M* | *M* |  |
| *2.3.7.* | *Bilaterally/ multilaterally teacher – designed curriculum should be peer reviewed before SVM* | *All participating teachers and HEI review curriculum before VM implementation.* | *M* | *M* | *M* | *M* |  |
| **2.4.** | **Appropriate technological solutions** |  |  |  |  |  |  |
| *2.4.1.* | *Proper and up-to-date technological solutions are offered and implemented by hosting institution(s) to meet didactical requirements of VM* | *Teachers defined learning activities, and technological support centres offer and implement VM curriculum.* | *M* | *M* | *M* | *M* |  |
| *2.4.2.*  *(15-1)* | *Virtual learning environment is fully functional and supportive to the learning process and cultural exchange* | *Virtual learning environment is fully functional and supportive to the learning process and cultural exchange* | *M* | *M* | *M* | *M* |  |
| *2.4.5.* | *Curriculum guidelines clearly indicate technical support available for all participants (a dedicated unit for curriculum designing and VM organization)* | *Technical support unit is available in teach institution and is publicaly identifiable.* | *M* | *M* | *M* | *M* |  |
| *2.4.6.* | *Curriculum technological solutions allow closed and open communication using all types of networking and exchange* | *Technological solutions allow publishing resources in both, opened, and closed areas.* | *M* | *M* | *M* | *M* |  |
| *2.4.7.*  *(11-1)* | *Curriculum designing is supported and documented by professionally developed learning resources* | *Learning resources are validated by teachers.* | *M* | *M* | *M* | *M* |  |
| *2.4.8.*  *(11-2)* | *User generated content is allocated, classified and made available to be presented to future learners* | *User generated content is suggested either activities designed or learner groups are inspired to create and share content as user generated.* | *O* | *O* | *O* | *O* |  |
| *2.4.9.*  *(7-2)* | *Technological solutions allow transference of curriculum to large scale VM* | *VM curriculum can easily be transferred to other tools and infrastructures.* | *M* | *M* | *M* | *M* |  |
| *2.4.10.*  *(7-4)* | *Technological solutions allow to ensure sustainability of learning records and their use in the future* | *HEI ensure saving learning records for future needs.* | *M* | *M* | *M* | *M* |  |
| *2.4.11.*  *(8-1)* | *Technological solutions are integrated with usual academic environments used by host institution* | *Hosting institution integrates VM students into their own learning environments.* | *M* | *M* | *M* | *M* |  |
| *2.4.12.*  *(10-2)* | *Chosen technologies do not bring new barriers to learner and teacher competences to use them, but are largely used and/ or provide a user – friendly user guide* | *Technologies are recognised and are used frequently by participants.* | *M* | *M* | *M* | *M* |  |
| **2.5.** | **Joint choice of the subject to be studied through VM** | The joint choice of the subjects to be studied through VM and the design of the learning approach should reflect a clear perception of the advantages that a multi-country, multi-cultural a broadly comparative approach may bring to the students. Examples such as comparative literature, important policy and social issues (in general all address issues related to the well-being of the population) may well illustrate fields in which the value added of a multi-country and an intercultural perspective of VM is considerable. | **O** | **O** | **O** | **O** |  |
| *2.5.1.* | *Curriculum designers search and ensure joint choice of the subjects to be studied for all international groups of students* | *The majority of students choose curriculum available for learning.* | *O* | *O* | *O* | *O* |  |
| **2.6.** | **Joint curricula design** | This element adds enormous value in terms of reciprocity and mutual benefits in the relationship among participating HEIs, avoiding the possible inconvenience of having a leading HEI providing the conceptual and scientific strength to the teaching/ learning programme and the partner HEIs assuming a mere teaching and local support role. This point is particularly delicate when HEIs of differently developed continents are involved as partners. | **M** | **M** | **O** | **O** |  |
| *2.6.1.* | *Teachers and participating institutions share learning outcomes and develop learning resources jointly* | The correct identification of complementarities between HEIs and partners promotes a sense of a shared goal with shared responsibilities and outcomes. | *O* | *M* | *O* | *O* |  |
| **2.7.** | **Joint production of learning resources** |  | **O** | **M** | **O** | **O** |  |
| *2.7.1.*  *(11-3)* | *Joint production of learning resources is common practice of teachers at different institutions* | *Teachers are motivated to produce learning resources for all kinds of studies at HEIs.* | *O* | *M* | *O* | *O* |  |
| *2.7.2.* | *Teachers produce learning resources and then combine them for joint curriculum* | *Teachers produce learning resources and then combine them for joint curriculum* | *O* | *M* | *O* | *O* |  |
| *2.7.3.*  *(11-4)* | *Learning resources reflect multicultural balance and are not nationally biased* | *Learning resources are with international references.* | *M* | *M* | *M* | *M* |  |
| *2.7.4.* | *Learners are involved in joint resource production or search and adaptation for intercultural learning and interactivity* | *Learners are involved in joint resource production or search and adaptation for intercultural learning and interactivity* | *M* | *M* | *M* | *M* |  |
| **2.8.** | **Joint titles** | Although not a necessary element in VM from a theoretical and methodological perspective, the agreement - among the participating institutions - to deliver a joint certificate at the end of the programme acts as a powerful motivation factor which allows participants to credit the virtual mobility experience as a fully recognised part of an academic or training experience and achievement. | **O** | **O** | **O** | **O** |  |
| *2.8.1.* | *Joint title curriculum designing is based on identical learning outcomes in all participation institutions* | *Curriculum is based on identical learning outcomes in all institutions on the subject level.* | *M* | *M* | *M* | *M* |  |
| *2.8.2.* | *Learning methods differentiate and vary in participating institutions, with respect to equal ECTS hours* | *Teachers from different HEIs can use different learning resources and learning methods.* | *O* | *O* | *O* | *O* |  |
| *2.8.3.*  *(13-1)* | *All participating institutions have clear policies and rules for joint study programs and joint titles* | *All HEIs have regulations and orders on joint study programs.* | *M* | *M* | *M* | *M* |  |
| **2.9.** | **Mutual confidence relationship** | Last but not least, the mutual confidence relationship has a fundamental role in VM experiences. This feature is one of the most powerful elements when trying to establish a successful VM experience.  It is an intangible but powerful element that strengthens all other VM features and enables the activation of HEI unaware resources and potentialities that could benefit VM further development. Mutual information openness and transparency with regards to different missions and performance of HEIs are then the capstone of this peculiar component. | **M** | **M** | **M** | **M** |  |
| *2.9.1.*  *(16-2)* | *IPR management and code of practice is in place and ensured in curriculum designing* | *HEIs use IPR management and code of practice, and they have regulations and assign responsibilities for problematic use of these.* | *M* | *M* | *M* | *M* |  |
| **2.10.** | **Resources and support** |  | **M** | **M** | **M** | **M** |  |
| *2.10.1.* | *Administration support motivates design curriculum for intercultural VM exchange* | Administration discusses resources needed for VM and ensures their availability. | *M* | *M* | *M* | *M* |  |
| *2.10.2.* | *Economic tools are in place and support teacher motivation to design international VM practices* | Administration discusses resources needed for VM and ensures their availability. | *M* | *M* | *M* | *M* |  |
| *2.10.3.* | *A dedicated technological support unit for curriculum designing is available during and after curriculum designing* | *HEI has technological support unit clearly identifiable and open for support.* | *M* | *M* | *M* | *M* |  |