



EQUIiP Certification

Introduction

The EQUIiP Continuous Professional Development (CPD) programme is targeted towards Educational Developers (EDs). It comprises five modules with a total workload of 2 ECTS credits, or approximately 50-60 work hours. The programme may be taken as an intensive four-day course or as a series of stand-alone workshops over a period of one year.

In order to obtain the EQUIiP Certification, participants must complete all five modules and submit a presentation portfolio for approval no later than three months after the completion of the last module.

In this process, participants will be asked to develop two complementary portfolios:

- A **learning portfolio** for their own personal use and, based on that,
- A **presentation portfolio** that forms the basis for their EQUIiP Certification. The EQUIiP ED Profile will function as benchmark for the assessment of these portfolios.

Learning portfolio

Before and during the programme, participants will develop their own learning portfolio in which they collect records that reflect their experience, accomplishments, new knowledge and skills.

The learning portfolio should highlight samples of their work and preserve reflections documented throughout the five modules. In this way, the learning portfolio will include evidence of the ED's progress when working with aspects covered during the modules. These aspects are described in the learning outcomes for each module, which can be found in the EQUIiP ED Profile.

At the end of the EQUIiP CPD programme, the learning portfolio will serve as a rich resource from which each participant can develop his/her presentation portfolio.

Preparatory work

Individual reflections

Before the beginning of the first module, participants will document the following:

- describe their role as ED in their local context (current and prospective);
- reflect on what they expect to get out of the EQUIiP programme;
- reflect on how they may be able to use this outcome in their local contexts.



These reflections should be kept as the first entry in participants' learning portfolio and serve as the baseline or starting point against which they can subsequently evaluate their own learning and development during the EQUiIP programme.

Cases from participants' local contexts

Before the beginning of the first module, participants will be asked to each produce an example case of a lecturer who is involved in the internationalisation of their own higher education institution and its programmes. They will be encouraged to relate their individual reflections in their learning portfolios (above) to these example cases, thereby preparing for their presentation portfolios that are to be finalised after the training programme. This process will allow participants to anchor and apply what they learn during the programme in their own local, institutional contexts.

Participants will receive a set of instructions to support them in the writing of their cases: They must each interview one lecturer and write up the results in a case study. Alternatively, they may collect similar information in a focus group session e.g. with a number of lecturers, perhaps together with other stakeholders from a specific programme or faculty. This case study is for their own purposes and they will not be asked to formally present it during the programme, although they may choose to refer to it themselves in discussions and reflections during the modules.

Pre-sessional preparation for the five modules

There will be some preparatory work, such as reading, that participants are expected to complete before the beginning of each module.

During the programme (see table below for a graphical representation of a generic integrated CPD programme)

During or after each module, participants will be given time each day for reflection and portfolio writing, typically following or followed by some peer interaction. Part of this exchange of ideas takes place either in pairs or in small groups in the module on *Feedback and reflective processes* for teaching and learning the international classroom. Participants will be encouraged to address the following points in their portfolios:

- How does the content of each module contribute to my understanding of the approach to internationalisation in my institution?
- How does the content of each module contribute to my understanding of my role as ED in my institution? Does it imply changes to my role, partnerships with other stakeholders within my institution, different ways of working with lecturers and other colleagues?
- What new initiatives or amended practices are needed in my HEI?
- How does the content of each module help me to support the lecturer or group of lecturers in my case? (see *Preparatory work* above)





- Does the above imply that I need to extend my knowledge and competences – if so, am I aware of how to find that information?

The above points should be included in the reflection paper that is required as part of the presentation portfolio (see below). By the end of the programme, participants should have come a long way towards a draft plan of action to support the lecturer or group of lecturers (and other stakeholders) in their own cases.

Presentation portfolio

Participants are encouraged to follow up with the lecturer or group of lecturers (and other stakeholders) that they initially described in their example cases, before finalising an action plan outlining changes and new initiatives needed in their local contexts. They may also discuss this plan with other stakeholders in their context to provide a full overview of what is necessary, what is seen as realistic, and where constraints may lie to following up in an EQUiIP-inspired way.

The final version of their presentation portfolio should contain the following elements:

- A 600-700 word reflection paper based on and summarising the reflections in their learning portfolio;
- The description of their local example case (a template will be provided during the Winter School);
- A description of their plan of action for how to move forward in their local contexts, meeting the needs identified in their case
 - (using a template to be provided during the Winter School);
- A short reflection on how they intend to move forward with their own professional development (100-150 words) after the end of the EQUiIP programme.

In order to qualify for the EQUiIP Certification, participants must submit their presentation portfolio no later than 3 months after the end of all the EQUiIP programme modules.

Language

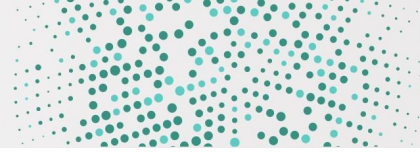
The EQUiIP modular materials are in English and the programme is produced with the idea that it will be delivered and assessed through English *unless otherwise decided*. Reflections can be carried out in another language (e.g. participants' first language(s)), which means that (some of) the content in the learning portfolio will be in that other language.

The language of the presentation portfolio will be English unless otherwise decided and communicated beforehand. In the latter case, it is essential that there are assessors available who are proficient in that language.

Outline of the EQUiP CPD intensive programme

(generic version - recommended timings may be adjusted for local use)

Preparation	Schedule	Monday	Tuesday	Wednesday	Thursday	Friday	
Before the intensive programme: Reading of introductory thematic material & preparation of an example case of a lecturer in participants' local context & completion of Pre-course survey	1 ½ hours	Arrival and Opening Formalities	Introduction to the International Classroom	Internationalising Course Design	Intercultural Group Dynamics	The Role of Language	
	break		break	break	break	break	
	1 ½ hours		Feedback & Reflective Processes	Feedback & Reflective Processes	Feedback & Reflective Processes	Feedback & Reflective Processes (45 minutes)	
	lunch		lunch	lunch	lunch	lunch	Wrap up course Post-course survey (45 minutes)
	1 ½ hours	Introduction to the International Classroom	Internationalising Course Design	Internationalising Course Design	Intercultural Group Dynamics	The Role of Language	
	break	break	break	break	break	break	
	1 ½ hours	Introduction to the International Classroom	Internationalising Course Design	Internationalising Course Design	Intercultural Group Dynamics	The Role of Language	
	Evening (own time): Any further preparation and input to Learning Portfolio	Instructions for Portfolio and Certification and input to Learning Portfolio	Input to Learning Portfolio	Input to Learning Portfolio	Input to Learning Portfolio	Input to Learning Portfolio	After the intensive programme: Completion of Presentation Portfolio within 3 months



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