



Deliverable 2.3

The internal regulations of the Virtual Exchange Programs Implementation

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¹**Types.R:** Document, report (excluding the periodic and final reports); **DEM:** Demonstrator, pilot, prototype, plan designs; **DEC:** Websites, patents filing, press & media actions, videos, etc.; **OTHER:** Software, technical diagram, etc.

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Table of Contents

1	MOVEx identification data	4
2	Brief description of the project.....	5
3	Description of the activity.....	7
4	Scenarios for integrating virtual exchange projects into the curriculum	7
4.1	Virtual exchange as a preparation or extension of physical mobility (mixed mobility).....	7
4.2	Virtual exchange as an interconnected component of physical mobility (mixed mobility).....	8
4.3	Virtual exchange as a separate learning activity.....	8
4.4	Virtual exchange as a component of a course (traditional or online).....	8
5	Roles and responsibilities of participants in virtual exchange programmes	8
6	Development and approval of virtual exchange programmes	10
6.1	Submitting a proposal.....	10
6.2	Integration of virtual exchanges into the educational programmes of the university	11
6.3	Hold a competition and select candidates for participation in the virtual exchange programme.....	13
6.4	Quality assurance and monitoring.....	14
7	Links to the published Regulations at the partner’s web-sites	16
8	Conclusions.....	17
	Annex A. Example of the structure of an application for the development/implementation of a virtual exchange programme	18
	Annex B. Example of the structure of the electronic application form for participation in the virtual exchange programme.....	21
	Annex C. Example of the structure of an individual protocol for assessing learning outcomes in a virtual exchange programme.....	24
	Annex D. Example of the structure of the document on the completion of the virtual exchange programme	26
	Annex E. Example of the structure of the report on the virtual exchange programme	28
	Annex F. Example of a questionnaire for applicants to assess the quality of a virtual exchange programme	30

1 MOVEx identification data

Project acronym	MOVEx
Project full title	Development of the Model and Common Information Space of Virtual Exchange Programs
Action	ERASMUS-EDU-2021-VIRT-EXCH, Virtual Exchanges in Higher Education and Youth
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Coordinator institution	Politechnika Wrocławska (Wrocław Tech), Wroclaw University of Science and Technology, Wroclaw Poland
Coordinator	Mariusz Mazurkiewicz
EU partner institutions	Politechnika Wroclawska, Wrocław. Poland Harokopio University, Athens, Greece Tallinn University of Technology, Tallin, Estonia
Ukrainian partner institutions	Ivan Franko Lviv National University , Lviv (WP6 Leader) Kryvyi Rih National University, Kryvyi Rih Khmelnitsky National University Kharkiv National University of Radio Electronics, Kharkiv
Georgian partner institutions	Sokhumi State University, Tbilisi Shota Rustaveli State University, Batumi Akaki Tsereteli State University, Kutaisi
Associated Partners (NGOs)	Public Organization "Ukrainian Scientific and Educational IT Society", Kyiv, Ukraine Kryvyi Rih Foundation of the Future, Kryvyi Rih, Ukraine Laboratory of Ideas, Lviv, Ukraine
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2 BRIEF DESCRIPTION OF THE PROJECT

2.1. Aim of the project

MOVEs is a 3-year project focused on organising an effective Virtual Exchange Programme as a platform for professional and intercultural interaction, exchange of experiences, ensuring high quality educational services and creating conditions for developing young people's cooperation and communication skills, and widening access to international learning for every student, regardless of their circumstances, background or abilities, especially in times of limited student mobility and financial constraints.

The Virtual Exchange Programme is not only a short-term solution to the disruption that the universities of Ukraine and Georgia are facing today, but also part of a comprehensive plan to advance internationalisation for each university and each student.

In order to organise active interaction between the units involved in student recruitment and training within the academic mobility projects, we propose a model of Virtual National and International Academic Exchange Programs, which includes interrelated components: organisational structure, digital support, communication and interaction.

The project aims to improve the areas and forms of cooperation and communication for all academic and administrative units of the university; to train expert facilitators to develop virtual exchange projects with colleagues from other countries; to improve the qualifications of administrative and teaching staff to acquire skills in working with mobile students and to help them master intercultural communication skills; to develop a tool for information exchange and intercultural dialogue between students and teachers from different universities, nationalities, cultures, religions and languages.

The project activity will focus on sharing knowledge and forming skills of interaction in a multi-ethnic environment, simplified procedures for creating and distributing teaching materials, methods of remote interaction, providing access to various resources necessary for a high quality educational process.

2.2. Project objectives

Wider objective: To organise an effective virtual exchange programme as a platform for professional and intercultural interaction, exchange of experiences, to ensure high quality educational services and to create conditions for the development of cooperation and communication skills of young people to face the challenges of the world and to widen access to international learning for every student, regardless of their circumstances, background or abilities, especially in times of limited student mobility and financial constraints.

Specific objectives:

1. To create an effective support mechanism and virtual exchange programme, adapted to the new academic context and integrated into the educational system of the host university.
2. To develop global competences and skills (digital literacy, cultural awareness and the ability to negotiate and cooperate across borders) necessary for the professional development of young people in Ukraine and Georgia.
3. To improve the skills of administrative and teaching staff in working with mobile students and to help them to master intercultural communication skills and to organise effective interaction with students as representatives of different cultures.
4. To develop a tool for information exchange and intercultural dialogue among students and teachers of different universities, nationalities, cultures, religions and languages, improving the efficiency of the educational process by creating the web portal Common Information Space (CIS).
5. Creation of an international consortium within the system of advanced training of administrative and teaching staff to work with intercultural groups and to develop the educational, scientific and cultural potential of all programme participants.

6. Improvement of the areas and forms of cooperation and communication for all academic and administrative units of the universities, methodological and technical support for the implementation of virtual exchanges and other issues that have a significant impact.

2.3. Project results

The realisation of virtual exchange programmes is linked to the fact that there are clear benefits for all interested parties. Benefits for students include, first and foremost, the possibility to choose an individual academic path, the opportunity to be absorbed by another educational environment and to receive better educational services; the improvement of professional and communication skills and career prospects. The benefits for higher education institutions are associated with both economic (increased profits and academic load) and social factors (formation of a dynamic educational environment, creation of conditions for effective competition and cooperation, motivation to develop programmes on a continuous basis), as well as certain image advantages, since an active student mobility programme is a sign and a factor of attractiveness of universities at international, national and regional levels.

An equally important advantage is that the students of the partner universities will be able to expand the student network, increase motivation for active participation in research and technical activities and physical academic mobility projects.

In order to share the positive results of the project, the web portal "Common Information Space" will be developed. The web portal will enable students to get to know each other during the virtual exchange and to communicate with each other after the exchange. As soon as the students are enrolled, network interaction and preparation for counseling at their home universities will be arranged. Students will be able to get answers to all their questions before and during the Virtual Exchange project. It is easier for students to discuss these issues with each other than with their teachers and administrators.

Once the students have completed the Virtual Exchange Programme, they will maintain these relationships in order to enhance interregional cooperation both in the academic process and in their professional activities after graduation. Using the web portal "Common Information Space", the programme leaders of the partner universities will enhance the cooperation of all participants of the Virtual Exchange Programme of the previous, current and future years.

Virtual exchange programmes will improve cooperation not only between the partner universities, but also between the basic enterprises of the region involved in the educational process. New ways of cooperation in the field of research carried out within the course and beyond will expand the possibilities of testing and industrial implementation of research results. International activity of participants in internal academic mobility will allow to increase the number of potential international partners and facilitate joint participation of universities in international grant programmes.

The development of virtual exchange programmes will facilitate physical mobility and enhance the competitiveness of partner universities in the European academic space.

A virtual exchange programme can also complement physical mobility programmes by creating a pathway to study abroad and to continue participation after the experience abroad.

All project results will be disseminated through:

1. Internet: project and partners' websites, social networks, emails/ mailing lists.
2. Documents: Newsletters, leaflets, press releases, articles published.
3. Seminars: National dissemination events to share project results with general public.
4. Video: YouTube channel to disseminate the contents of the project.

3 Description of the activity

Based on the information gained from the benchmarking exercise and the new knowledge and skills acquired during the study visits, representatives of the partner universities have developed a common policy for virtual exchange programmes, which will be used as the main internal regulatory document for the universities to guide this practice.

3.1. The overall objectives of WP6. Dissemination

This document presents the internal regulations for the implementation of virtual exchange programmes in higher education institutions. This document presents scenarios for integrating virtual exchange projects into the curriculum, roles and responsibilities of participants in virtual exchange programmes, describes the procedure for developing and approving virtual exchange programmes, including submission of a proposal, integration of virtual exchanges into the institution's educational programmes, competition and selection of candidates for participation in the virtual exchange programme, quality assurance and monitoring. The internal guidelines are intended for faculty, students and administrative staff interested in introducing and implementing virtual exchanges (VEs) as part of a mobility/internationalisation strategy at universities.

4 Scenarios for integrating virtual exchange projects into the curriculum

Many projects are dedicated to the creation of virtual exchange practices. Having studied this phenomenon in theory and practice, the European Commission proposed the following definition: "a form of formal higher education, research and communication based on cooperation between at least 2 higher education institutions (HEIs), which includes a significant virtual component through ICT-supported learning environments and virtual social communication, and has an appropriate design involving cooperation between people from different backgrounds and/or cultures who work and study together, with the main objective of enhancing social communication, human understanding and the exchange of knowledge and skills, similar to cooperation in physical mobility".

Virtual Exchange Programs (VEP) can cover a module or course, a semester or a year, depending on institutional agreements. It can be bilateral or multilateral, depending on the scenario.

Based on the analysis of research results, in particular the FRAMES project "Fostering resilience through accredited mobility for European Sustainable Higher Education Innovation" (<https://frames-project.eu/outputs/>), four possible scenarios for integrating virtual exchange projects into educational programmes of educational institutions were identified.

4.1 Virtual exchange as a preparation or extension of physical mobility (mixed mobility)

The use of VEP as a preparatory or follow-up activity to physical mobility means that VEP is offered to students either before or after a physical mobility exchange. In this sense, this scenario is an example of mixed mobility. The goals and benefits of VEP depend on when it takes place.

If virtual learning is offered before a physical exchange, its main goal is to prepare students linguistically, culturally, and psychologically for the period they will spend abroad.

If the VEP takes place after an international exchange, it is mainly aimed at consolidating the experience, allowing students to reflect on their learning together with their international colleagues and fostering post-mobility cooperation.

In some cases, VEP may take place after the physical exchange of one cohort and before the exchange of another cohort from the same institution: in this particular case, where both former and future mobile students from the same institution are involved, VEP also allows the two groups to become socially closer, drawing on the experiences of the former to prepare the latter for the exchange.

4.2 Virtual exchange as an interconnected component of physical mobility (mixed mobility)

In this case, virtual exchange is combined with physical mobility into a single educational experience at the design stage. VO can take place during the students' stay abroad, for example, through a 'study abroad' module developed by two or more institutions. It can also take place as part of a specific initiative, such as a summer school, international conference or workshop, or a broader initiative, such as a student-led project during their mobility. This means that the VEP does not necessarily have to take place during the students' stay abroad. However, it should be directly related to the activities carried out during the period of physical mobility.

4.3 Virtual exchange as a separate learning activity

VEP as a separate learning activity means that it is not considered as part of a blended learning experience. It is recognised as a learning activity in its own right and therefore leads to credits upon completion. This scenario can be positioned as part of a wider curriculum, for example by offering VEP as a compulsory or optional course within a language degree; VEP can also be 'workshop', i.e. involve practical work that takes place alongside more theoretical courses. Alternatively, a virtual course may be offered as part of a set of 'common core competences' or cross-cutting skills modules offered to students across disciplines and courses of study.

Thus, VEP can be offered to all students in an interdisciplinary approach. VEP can also be positioned as an extracurricular activity and included in the diploma supplement with additional credits, recognising the international and/or intercultural experience gained through VEP.

The addition of VEP as a separate type of learning activity to the curriculum offered supports the internationalisation strategy of the university. It complements other mobility programmes and is particularly suitable for students who, for various reasons, cannot participate in the physical mobility programmes offered by the institution.

4.4 Virtual exchange as a component of a course (traditional or online)

VEP offered as a component of a course means that it is an integral part of the course and must be completed for successful completion of the course. The recognition of a VLE component is linked to other course requirements. Therefore, the virtual exchange is used to support specific learning objectives within that course (as opposed to the previous scenario where the virtual course has its own learning objectives and contributes to the broader learning objectives of the entire study programme or major).

The positioning of a virtual learning course always takes place within a specific course. The integration of a standard course with a VLE component is often motivated by the desire to give the course an international dimension. This can be done through the integration of a project jointly developed by teachers of two courses at partner institutions within the framework of joint international projects, or by incorporating one of the existing international HEIs into a specific course.

The biggest advantage of integrating VEP into an existing course may be that it addresses the key issue of recognition: VEP is seen as part of the whole course and does not require additional credits or other forms of recognition. Thus, it is relatively easy to add an international dimension to almost any course offered by a university, through which students can not only develop their soft skills (e.g., communicating in a foreign language in different cultural environments, including with a lay audience), but also experience what the real world (including the world of work) is like.

5 Roles and responsibilities of participants in virtual exchange programmes

The successful implementation and operation of virtual exchange programmes requires a clear division of roles and responsibilities between different stakeholders at the university.

5.1. University administration

5.1.1. Securing the necessary funding and resources to support the development, implementation and sustainability of virtual exchange initiatives.

5.1.2.Ensure and monitor compliance of virtual exchange programmes with institutional policies, legal regulations and ethical standards.

5.1.3.Overseeing the overall quality and effectiveness of virtual exchange programmes, making necessary adjustments to improve their quality and impact.

5.2. The teaching staff

5.2.1.Developing and delivering learning content suitable for virtual exchange. This includes creating curricula, lesson plans and assessments, collaborative elements, and interactive elements that facilitate collaborative online learning.

5.2.2.Working closely with faculty at partner institutions to agree on course objectives, content, and assessment methods; creating a collaborative environment that promotes mutual learning.

5.2.3.Provide guidance and support to students participating in virtual exchanges; facilitate meaningful interaction and ensure that students are engaged and benefit from the experience.

5.2.4.Evaluating the performance of applicants based on predefined criteria and providing constructive feedback.

5.2.5.Collecting data on student engagement, academic performance and learning outcomes through surveys and learning analytics tools.

5.2.6.Participation in professional development opportunities, seminars and workshops on the operation of virtual exchange programmes.

5.2.7.Reflecting on teaching practice and student learning experiences to identify strengths, challenges and opportunities for improving virtual exchange programmes.

5.3. Educational achievements

5.3.1.Active participation in all virtual exchange programme activities, including attending online classes, participating in discussions and completing assignments.

5.3.2.Cultural sensitivity, cultural awareness and respect for diversity; respectful and effective interaction with classmates and faculty from diverse cultural and academic backgrounds.

5.3.3.Developing time management skills and self-control strategies to regulate your learning process and progress towards your learning goals.

5.3.4.Feedback, providing constructive feedback on the experience of virtual exchanges to help improve the programme; participation in evaluations and surveys to determine the effectiveness of the exchange.

5.3.5.Adherence to academic integrity and ethical standards, respect for the rights and views of other participants in virtual exchange programmes, promoting a culture of mutual respect, inclusiveness and diversity.

5.4. Coordinators of virtual exchanges

5.4.1.Providing administrative and technical support to teachers and students, helping to resolve any issues that arise during virtual exchange.

5.4.2.Coordination of virtual exchange programmes, including logistics, scheduling and communication between all stakeholders.

5.4.3.Collaborate with faculty to implement assistive technologies that promote inclusivity and accessibility of virtual exchange programmes.

5.4.4.Monitoring the progress of virtual exchanges and their compliance with the set goals.

5.4.5.Preparing reports on the results and effectiveness of programmes and submitting them to the university management.

5.5. IT support staff

5.5.1.Maintain and support the technical infrastructure required for virtual exchanges. This includes ensuring a reliable internet connection, maintaining the virtual learning environment, including the Virtual Exchange Programme Space (<https://move-x.khmnu.edu.ua/>), and secure data management.

- 5.5.2. Training of users, organisation of trainings for teachers and students on how to effectively use the Virtual Exchange Programme Space platform and virtual exchange tools. Provide ongoing technical assistance as needed.
- 5.5.3. Implementing and enforcing cybersecurity measures to protect the confidentiality and integrity of virtual exchange programmes. Ensure compliance with personal data protection rules.

6 Development and approval of virtual exchange programmes

6.1 Submitting a proposal

Teachers interested in developing a virtual exchange programme should submit a detailed proposal. This proposal should include the HEI's objectives, curriculum, expected outcomes, target audience and partner institution(s) involved. It should also include a timetable and requirements for technical support or resources.

The key elements of a proposal for the implementation of a VEP should include:

1. Programme name
2. Programme objectives
3. Target audience
4. Partner institution/s
 - Partner university: [Name of partner institution].
 - Department: [Relevant faculty at the partner institution].
 - Contact person: [Name and contact details].
5. Programme structure
 - Course duration
 - Training mode
 - Modules
6. Expected results
7. Assessment methods
8. Technical requirements
9. Budget and resources required
 - Estimated budget: [amount].
 - Resources required
10. Timeframe
 - Submission of the project proposal: [Date].
 - Programming: [Date range].
 - Start the application: [Start date].
 - End of the programme: [End date].
11. Involvement of teachers
 - Lead teacher (home university): [Name and contact details].
 - Co-teacher (Partner University): [Name and contact details].
 - Guest lecturers: [Names and contact details].
12. Quality assurance
13. Potential challenges and strategies to overcome them
 - Challenge:
 - Mitigation:
14. Supporting documents
 - Curriculum vitae (CVs) of teachers
 - Letters of support from department heads
 - Preliminary agreement with a partner institution

An example of a proposal for the development/organisation of a VEP is provided in *Annex A*.

Submitted proposals will be reviewed based on several criteria to ensure that they meet the university's educational and internationalisation goals. The main evaluation criteria include:

Relevance to the institution's priority - the proposed programme must meet the academic standards of the university and contribute to the academic development of students.

Feasibility - the proposal must demonstrate that the programme can be realistically implemented within the specified timeframe and budget.

Innovation - preference will be given to proposals that incorporate innovative teaching methods and make effective use of technology.

Compatibility of the partner institution - the partner institution must have a high academic reputation and compatible educational goals.

Inclusiveness - the programme should promote inclusiveness and be accessible to different groups of students, including those with special educational needs.

6.2 Integration of virtual exchanges into the educational programmes of the university

Approved VEPs should be integrated into the existing curriculum of a particular study programme or speciality at the institution. This includes ensuring that the credits earned during the virtual exchange are recognised by the home university and that the courses complement the academic trajectories of the students. The process of organising a virtual exchange programme can be described in the following steps:

- 1) Selecting the type of VEP and developing a scenario (determining the procedure for cooperation between institutions and teachers).
- 2) Signing of agreements between participating institutions on VEP (including scenario, course/programme level, courses for virtual exchange).
- 3) Coordination of pedagogical, administrative and technical support systems for VEP, appointment of contact persons in all participating institutions.
- 4) Virtualisation of educational content, preparation of shared learning resources, adaptation of courses for virtual exchange.
- 5) Preparation of VEP marketing information that is disseminated on the virtual exchange platform for potential students. It includes the main elements:

Institutional overview

- Information about the partner institutions of the HEI participating in the virtual exchange, including their mission, priorities and existing joint initiatives.
- Information on accreditations, global rankings and any significant achievements or recognition of the institution.

Academic offer

- A clear explanation of the goals and benefits of the VEP.
- A detailed description of the VEP, including unique features, core modules and learning outcomes.
- Information about the faculty members participating in the virtual exchange, including their qualifications, research interests and outstanding achievements.

Details of the virtual exchange programme

- Selection criteria, specific requirements for participation, including academic prerequisites, language skills and technical skills.
- Step-by-step instructions on how to apply, including deadlines, required documents and contact information for assistance.

Infrastructure

- A description of the technological support and resources available to ensure a seamless virtual learning experience, such as digital libraries, online learning platforms, and technical support services.
- A virtual tour of the campus (if possible), demonstrating the infrastructure of the host university, including libraries, laboratories, classrooms and any unique resources available to students participating in the virtual exchange.

Student life and support

- Cultural exchange opportunities, information about activities and events that promote cultural exchange and interaction between students from different countries.
- An overview of support services available to students, including academic counselling, mental health services, career counselling and technical support.
- Testimonials from former participants of virtual exchange programmes and success stories highlighting positive results and personal experiences.

Contact information

- Contact details of the programme coordinators and administrative staff who can provide additional information and help with the application process.
 - Frequently Asked Questions (FAQ), which contains answers to the most frequently asked questions about virtual exchange programmes, application procedures and eligibility requirements.
- 6) Holding a competition and selection of applicants for participation in the virtual exchange programme in different institutions. The procedure for organising the competition is given in paragraph 3.3.
 - 7) Signing a study agreement between the applicants, home and host institutions.
 - 8) Forming international (if possible) study groups to facilitate intercultural exchange. Groups can be formed from students who come to study (physical visits to the university campus), students who study under a virtual mobility programme, as well as from students of the host institution from the university. The host institution must ensure equal access to the curriculum for both groups of students (those physically present on campus and those participating virtually) through a pre-prepared ICT infrastructure.
 - 9) Registration of students in the virtual learning environment, and provision of relevant information to students and teachers (address and logins to the virtual learning platform; instructions for registration and work in the virtual learning environment).
 - 10) Organisation of training, monitoring of students' participation and progress, feedback to students and teachers during the VEP.
 - 11) Assessment of applicants in accordance with the rules of the host institution (if necessary, representatives of the home institution may be involved).

Each activity must be assessed in accordance with the rules of the host institution according to the national grading system and ECTS, for further recognition and credit for learning outcomes at the home institution.

**Scale of assessment: national and ECTS
(based on the example of Ivan Franko National University of Lviv)**

Score on the scale of IFNUL (in points)	Rating on the scale ECTS	Score on the national scale	
90-100	A	Excellent work with few errors	enrolled
81-89	B	Very good: above average standards, but with some errors	
71-80	C	Good: Overall good quality work with some noticeable errors	
61-70	D	Satisfactory: the work is done, but with significant shortcomings	
51-60	E	Sufficient: the indicators meet the minimum criteria	
0-50	FX	Unsatisfactory: Significant further work is required	not credited
	F		
	Dishonest behaviour or failure to appear for assessment		not credited

An example of the structure of an individual protocol for assessing the learning outcomes of a virtual exchange programme is provided in *Appendix C*.

- 12) Determination of learning outcomes and ECTS credits for students at the host institution and submission to the home institution in an approved form.

An example of the structure of the document on the completion of the virtual exchange programme is provided in *Annex D*.

- 13) Recognition of learning outcomes and ECTS credits at the home institution.

- 14) Evaluate the effectiveness of the virtual exchange programme, summarise the experience and develop proposals for improvement.

An example of a questionnaire for applicants to assess the quality of the virtual exchange programme is provided in *Appendix D*. An example of the structure of the report on the virtual exchange programme is provided in *Appendix E*.

6.3 Hold a competition and select candidates for participation in the virtual exchange programme

The process of applying for and selecting candidates for the virtual exchange programme consists of several stages to ensure transparency, fairness and identification of the most suitable candidates. This point includes the following components:

6.3.1 Announcements and promotion

- Develop and disseminate an official announcement on the HEI's website with detailed information about the VEP, including objectives, benefits, selection criteria, application deadlines and contact details.
- Use of various communication channels, such as university websites, social media, email newsletters, campus bulletin boards, and informational webinars, to reach a wide audience of potential applicants.

6.3.2. Submitting an application

- Developing (if necessary) or using a universal comprehensive application form for participation in VEP that collects basic information, including personal data, academic background, language skills, motivation to participate and any relevant experience. An example of a universal application form is provided in *Annex B*.
- A list of supporting documents, such as academic transcripts, letters of recommendation, proof of language proficiency, as well as motivation letters or a personal essay.

6.3.3 Evaluation criteria

- Academic performance - evaluating candidates based on their academic performance, ensuring that they meet minimum GPA or grade requirements.
- Motivation and goals - evaluation of motivation letters or personal essays to understand the applicant's motivation and goals, as well as how participation in the virtual exchange programme fits with their academic and professional aspirations.
- Language proficiency - confirmation that applicants have the necessary language skills to participate effectively in the programme, which may require verification of standardised test results or language testing.
- Technical skills - verifying that applicants have the basic technical skills required to participate in a virtual learning environment.

6.3.4 Selection committee

- Formation of a selection committee, which will include teachers, administrative staff and, if necessary, external experts.

- Training and briefing of the panel members, providing them with clear instructions on the evaluation criteria, scoring scale and selection process to ensure consistency and fairness of the evaluation.
- 3.3.5. Review of applications
- Initial screening is the initial selection of applications to ensure that all required documents are submitted and that applicants meet the basic eligibility criteria.
 - Detailed evaluation - each member of the committee independently reviews and scores applications based on predefined criteria. The scores are then summed up to provide a comprehensive score.
 - Interviews - shortlisted candidates may be invited to an interview to further assess their suitability. The interviews may be conducted virtually and should assess communication skills, motivation and readiness for virtual exchange.
- 3.3.6. Selection and notification
- Based on the total score and the results of the interview, the committee selects the most suitable candidates to participate in the virtual exchange programme.
 - Selected candidates receive official letters of acceptance to the programme, and other applicants receive feedback and encouragement to apply for future programmes.
 - Selected candidates confirm their participation by submitting a consent form and any additional required documentation.
- 3.3.7. Consultation before starting a virtual exchange
- Conducting orientation sessions for selected candidates to prepare them for participation in the virtual exchange. This includes technical training, cultural orientation and detailed briefings on the programme structure and expectations.
 - Providing participants with access to the necessary resources, such as technical manuals, addresses and logins to the virtual learning platform, class schedules and contact information for support services.

6.4 Quality assurance and monitoring

Quality monitoring of virtual exchange programmes at Ivan Franko National University of Lviv aims to ensure that programmes meet educational standards, achieve learning objectives and are continuously improved based on participant feedback and performance data. The following procedures and responsibilities ensure compliance with the quality of virtual exchanges:

- 3.4.1. Establishing quality assurance teams
- Quality assurance teams are established at both university and faculty level. These groups are responsible for overseeing the development, implementation and continuous improvement of virtual exchange programmes.
 - The quality assurance teams include representatives of academic staff, administrative staff and students to ensure diverse perspectives and comprehensive oversight.
- 3.4.2. Programme approval and review process
- All virtual exchange programmes must go through a thorough approval process before they can be implemented. This includes a detailed review of the programme proposal, objectives, curriculum and assessment methods by a quality assurance team.
 - Key quality criteria for a virtual exchange programme:

VEP quality criteria	Rate of achievement
The curriculum is based on group work with an emphasis on internationalisation.	fully partially not in progress
There are guidelines on how many students constitute one international study group and how these groups can be established	fully partially not in progress

VEP quality criteria	Rate of achievement
There are means and strategies to reach (promote/market/inform) different categories of potential participants	fully partially not in progress
The learning activities are group-oriented and aimed at producing tangible results, such as project work, presentations, etc.	fully partially not in progress
The curriculum makes use of intercultural and academic exchange between international study groups, taking into account linguistic, geographical and cultural differences, and provides open learning resources.	fully partially not in progress
Equal conditions of participation, easy access and equal contribution are planned in the curriculum, taking into account cultural differences.	fully partially not in progress
Curriculum designers and authors ensure that academic and ethical standards are maintained to avoid any discrimination or cultural stereotyping.	fully partially not in progress
It provides tools and strategies for different groups with special needs (people with disabilities, people with organisational difficulties (family circumstances, time), etc.).	fully partially not in progress
Clear plans and instructions for synchronous and asynchronous communication between teachers and students.	fully partially not in progress
Staff competence for communication and training is ensured	fully partially not in progress
Clear instructions on the evaluation methods and criteria to be used.	fully partially not in progress
The programme is awarded with ECTS	fully partially not in progress
Asynchronous communication is ensured by means of technological solutions, the schedule of which is clearly announced to participants	fully partially not in progress
Participants receive support from technical staff and teachers to ensure that interactivity is accessible	fully partially not in progress
The support service provides feedback in case of conflicts, interpersonal or communication problems.	fully partially not in progress
International communication is based on an agreed language(s) and provides linguistic diversity for cultural exchange and one common language for academic exchange	fully partially not in progress
Virtual learning environments and other integrated technological solutions allow us to implement all scenarios of didactic and cultural exchange.	fully partially not in progress
Participants of VEP are registered in the student records of the host institution, and affiliated academic units provide academic support for them.	fully partially not in progress
Intellectual property and copyright issues will apply to all learning resources and developments	fully partially not in progress

3.4.3. Mechanisms for feedback from participants

- Regular surveys, focus groups, and feedback forms are offered to students, faculty, and administrative staff participating in the programmes.
- The results of the feedback are systematically collected, analysed and used to adjust and improve programmes.

3.4.4. Monitoring academic and operational performance

- Both the academic and operational aspects of virtual exchange programmes are continuously monitored. This includes tracking student performance, engagement and achievement of learning outcomes.
- Operational metrics such as the effectiveness of technology platforms, resource availability and administrative support are monitored.
- An example of a questionnaire for applicants to assess the quality of a virtual exchange programme is provided in *Appendix D*.

3.4.5. Reporting and transparency

- Regular reports on the quality and effectiveness of virtual exchange programmes are prepared and shared with relevant stakeholders, including university management, programme coordinators and external partners.
- Reports include data on participant satisfaction, learning outcomes and recommendations for improvement. Transparency of reporting is ensured.
- An example of the structure of a report on a virtual exchange programme is provided in *Annex E*.

3.4.6. Continuous improvement

- Based on the results of participant feedback, monitoring and annual reviews, action plans for continuous improvement are developed and implemented. This includes updating training programmes, strengthening support services and integrating new technologies.
- Quality assurance teams oversee the implementation of these improvements and ensure that they effectively address identified issues.

3.4.7. Training and development

- Faculty and administrative staff participating in virtual exchange programmes are provided with opportunities for ongoing training and professional development.

7 Links to the published Regulations at the partner's web-sites

Institutional recommendations are presented at project website (for public access) in the following languages:

- ✓ In the English language
- ✓ In the Ukrainian language
- ✓ In the Georgian language

Ivan Franko National University of Lviv:

Khmelnitskiy National University:

Kryviy Rih National University:

Kharkiv National University of Radio Electronics

Sokhumi State University

Shota Rustaveli State University

Akaki Tsereteli State University

8 Conclusions

The report on deliverable 2.3 describes the internal regulations for the implementation of virtual exchange programmes at universities. The deliverable is part of Work Package 2, which is responsible for providing regulatory and organisational support for virtual exchanges in order to integrate them into the educational process at higher education institutions in Ukraine and Georgia.

Annex A

Example of an application structure for the development/implementation of a VEP

1. Programme name

English language: Integrating Digital Tools and Soft Skills for Quality Education

National language: Integrating digital tools and soft skills for quality education

2. Programme objectives

Example:

- *The aim of this programme is to equip participants with the knowledge, skills and attitudes necessary to promote sustainable development through quality education (SDG 4). By integrating the principles of innovation, soft skills development and intellectual property rights, learners will be empowered to effectively promote inclusive and equitable education and lifelong learning opportunities for all.*
- *Upon completion of the VEP, participants will be able to:*
 - a) *Understand the principles and methods of online learning and effectively use digital tools to develop online resources and improve teaching practices.*
 - b) *Demonstrate contemporary soft skills, including critical thinking, creativity, effective communication, teamwork and self-presentation, to promote mutual understanding and collaboration in an educational environment.*
 - c) *Identify and apply the principles of intellectual property rights, including trademarks, copyright, patents and licensing, to protect learning materials and promote innovation in teaching and learning.*
 - d) *Select, develop and integrate online tools into their professional activities to increase student engagement, accessibility and improve learning outcomes.*
 - e) *Apply self-presentation and self-branding techniques to increase their confidence and effectively communicate their experience and contribution to the education sector."*

1. Target audience

Example:

- *Undergraduate students in education, information technology and related fields.*
- *Students from participating universities interested in digital tools and soft skills development.*

4. Partner institution

- *Partner university: [Name of partner institution].*
- *Department: [Relevant faculty at the partner institution].*
- *Contact person: [Name and contact details].*

5. Programme structure

- *Number of credits - 2 ECTS*
- *Course duration: 12 weeks*
- *Learning mode: Synchronous and asynchronous online sessions*
- *Training modules:*

Example:

1. **Introduction to digital tools in education**
 - Overview of key digital tools and platforms.
 - Practical classes on the use of educational technologies.
2. **Development of soft skills**
 - Communication and collaboration techniques.
 - Problem-solving and critical thinking exercises.
3. **Project-based learning**
 - Joint projects between students of both universities.
 - Solving real-world problems with digital tools.
4. **Cultural exchange events**
 - Virtual cultural exchange sessions.
 - Group discussions about educational practices in different cultures.

...

6. Expected results

- Students will gain skills in using various digital tools for education.
- Improved soft skills applicable in academic and professional environments.
- Increased cultural awareness and a global perspective on education.
- Improved collaboration skills through international teamwork.

7. Assessment methods

- Continuous assessment through quizzes and assignments.
- Assessment of project-based learning outcomes.
- Mutual and self-assessment to develop soft skills.
- Final project presentation and report.

8. Technical requirements

- Reliable internet access for all participants.
- Access to the necessary digital tools and platforms (video conferencing software, access to the Virtual Exchange Programme Space (<https://move-x.khmnu.edu.ua/>)).
- Technical support from universities to resolve any issues.

9. Budget and resources

- Estimated budget: \$[amount].
- Necessary resources:
 - A licence for video conferencing software.
 - Trainings for teachers and students.
 - Technical support staff.

10. Timeframe

- Submission of the project proposal: [Date].
- Approval process: [Date range].
- Programming: [Date range].
- Start the application: [Start date].
- End of the programme: [End date].

11. Involvement of teachers

- Lead teacher (home university): [Name and contact details].
- Co-teacher (Partner University): [Name and contact details].
- Guest lecturers: [Names and contact details].

12. Quality assurance

- Regularly collecting feedback from participants.
- Mid-term and final assessment.
- Continuous improvement based on feedback and evaluations.

13. Potential challenges and strategies to overcome them

- **Challenge:** Technical problems during live broadcasts.
 - **Mitigation:** Providing technical support and pre-session checks.
- **Challenge:** The difference in time zones.
 - **Mitigation:** Scheduling sessions at times that are convenient for both parties or offering recorded sessions.

14. 14. Supporting documents

- Curriculum vitae (CVs) of teachers
- Letters of support from department heads
- Preliminary agreement with a partner institution

Annex B

Example of the structure of the electronic application form for participation in the virtual exchange programme

Priority virtual exchange programme:

Integrating digital tools and soft skills for quality education

- ✓ Can you take part in this programme for the entire duration?
[Yes/No]

Section 1: Personal information

1. **Full name**
 - [Name]
 - [Surname]
2. **Date of birth**
 - [DD/MM/YYYY]
3. **Gender.**
 - [Female]
 - [Male]
 - [I do not wish to specify].
4. **Citizenship**
 - [Country]
5. **Contact information**
 - Email address: [Email].
 - Phone number: [Phone number]
 - Mailing address: [Address].

Section 2: Academic information

6. **Current institution**
 - [Name of university]
7. **Department/faculty**
 - [Department].
8. **Educational programme, speciality**
 - [Name of the study programme]
 - [Code and name of speciality]
9. **Degree programme**
 - [Bachelor / Master / Doctor of Philosophy]

10. Year of study

- [Year]

11. Grade point average or equivalent

- [MEDIUM SCORE]

Section 3: Language skills

12. Main language

- [Language]

13. Level of proficiency in the language of instruction

- **Reading:** [basic/intermediate/advanced/fluent].
- **Writing:** [basic/intermediate/advanced/fluent].
- **Speaking:** [basic/intermediate/advanced/fluent].

14. Standardised test results (if available)

Section 4: Technical skills

15. Experience with digital tools and platforms:

- Please list any relevant software or tools you have in your possession: [Details].

16. Previous experience of online learning:

- Have you participated in online learning programmes or virtual exchanges before?
[Yes/No]
- If yes, please provide details: [Details]

Section 5: Setting the goal

17. Motivation and goals:

- Describe your motivation for participating in this virtual exchange programme and how it aligns with your academic and career goals. [500 words].

18. Personal and academic benefits:

- Explain how you expect to benefit personally and academically from this programme. [300 words].

Section 6: Supporting documents

19. Academic references:

- Upload your latest academic transcripts: [Upload button].

20. Letters of recommendation:

- Provide contact information for two academic references:
 - [Name, position, institution, email, phone number].
 - [Name, position, institution, email, phone number].

21. Confirmation of knowledge:

- Upload relevant language test results or certificates: [Upload button].

22. Curriculum vitae (CV):

- Upload your CV: [Upload button].

Section 7: Declarations and agreements**23. Declaration of authenticity:**

- I hereby declare that the information provided in this application is true and accurate to the best of my knowledge.

[Signature/tick box]

24. Acceptance of the terms and conditions of the programme:

- I agree to abide by the rules and regulations of the virtual exchange programme if I am selected.

[Signature/tick box]

25. Consent to data confidentiality:

- I consent to the use of my personal data for the purpose of processing my application and participation in the virtual exchange programme.

[Signature/tick box]

Annex C

An example of the structure of an individual protocol for assessing learning outcomes in a virtual exchange programme

Title

- **Host university logo**
- **Name of the host university**
- **Address and contact information**
- **Programme title:** Integrating digital tools and soft skills for quality education

Information about the student

- **Full name** [Name of the applicant]
- **Student card:** [Student card].
- **Home University:** [Name of home university].
- **Duration of the programme** [Start date] - [End date]

Overview of the assessment

- **Teacher's name:** [Teacher's name].
- **Position:** [Position].
- **Assessment date:** [Assessment date].

Learning outcomes and criteria

Example:

i. Proficiency in digital tools

- **Objective:** *To demonstrate the effective use of digital tools for educational purposes.*
- **Evaluation criteria:**
 - *Competence in the use of specific digital tools (e.g. presentation software, learning management systems).*
 - *Ability to integrate digital tools into educational tasks.*
- **Evaluation:**
 - **Evaluation:** [Score/Grade].
 - **Comments:** [Detailed feedback on the work].

ii. Communication skills

- **Objective:** *To develop and demonstrate effective communication skills.*
- **Evaluation criteria:**
 - *Clarity and consistency in oral and written communication.*
 - *Ability to present ideas and arguments effectively.*

- **Evaluation:**
 - **Score:** [Score/Grade].
 - **Comments:** [Detailed feedback on the work].
- iii. *Teamwork and cooperation*
 - **Objective:** *To improve teamwork and collaboration skills in a virtual environment.*
 - **Evaluation criteria:**
 - *Participation and contribution to group projects.*
 - *Ability to work effectively with colleagues from different backgrounds.*
 - **Evaluation:**
 - **Score:** [score/rating].
 - **Comments:** [Detailed feedback on the work].
- iv. *Cultural competence*
 - **Objective:** *To increase cultural awareness and the ability to work in multicultural teams.*
 - **Evaluation criteria:**
 - *Understanding and respect for cultural differences.*
 - *Integrating different points of view into common tasks.*
 - **Evaluation:**
 - **Score:** [Score/Grade].
 - **Comments:** [detailed review of the work]
- v. *Execution of projects and tasks*
 - **Objective:** *To successfully complete projects and tasks.*
 - **Evaluation criteria:**
 - *Quality and originality of the design work.*
 - *Adherence to instructions and deadlines.*
 - **Evaluation:**
 - **Score:** [Score/Grade].
 - **Comments:** [detailed review of the work]

Overall assessment

- **Summary of achievements:**
 - *i. Proficiency with digital tools:* [total score/rating].
 - *ii. Communication skills:* [total score/rating].
 - *iii. Teamwork and cooperation:* [overall score/rating].
 - *iv. cultural competence:* [total score/grade].
 - *v. Execution of projects and tasks:* [overall score/grade].
- **Final score:** [Total score/percentage].

Teacher's comments

- **Strengths:** [A brief description of the applicant's strengths that were observed during the programme].
- **Areas for improvement:** [Suggestions for areas in which the applicant can improve their performance].
- **Recommendations:** [Further steps or recommendations for further training and development of the applicant].

Certification

- **Signature of the examiner:** [Signature].
- **Date:** [Date].
- **Seal/stamp of the host university**

Annex D

Example of the structure of the document on completion of the virtual exchange programme

Information about the institution

- Host university logo
- Name of the host university
- Address and contact information

Name of the certificate

- Certificate of completion of the virtual exchange programme " "

Information about the participant

- Surname, name of the applicant: [FULL NAME].
- Home University: [Name of home university].
- Programme name: [Name].
- Duration of the programme [Start date] - [End date]

Certificate issuing authority

1. Statement of completion

- This certificate certifies that [Applicant's name] has successfully completed the virtual exchange programme [Programme Title] organised by [Name of the host university] from [Start date] to [End date].

2. Programme description

- *The programme consisted of a series of online modules delivered by*
_____.
- *It included lectures, interactive discussions, joint projects, and practical assignments...*

3. Learning outcomes

- After completing the course, [Name of the applicant] demonstrated knowledge in the following areas
 - _____
 - _____
 - _____

4. Assessment and achievements

- The learning outcomes of [Name of the applicant] were assessed through various types of evaluation, including projects, presentations and participation in discussions, which led to the following results:
 - Final evaluation of the project: [score].
 - Participation and interest: [score].
 - Total score: [Score or percentage].

5. Loans awarded

- In recognition of the learning outcomes achieved, [Student Name] receives [Number] ECTS credits that can be transferred to [Name of home university] for inclusion in his/her academic transcript.

Certification

- **Date of issue:** [Date].
- **Programme Coordinator:** [Name].
- **Representative of the host university:** [Name].
- **Seal/stamp of the host university**

Additional information

- **Additional information**
 - For confirmation or further information, please contact the [Host University Department or Office] at: [contact email address/phone number].
- **Disclaimer of liability**
 - This certificate is issued on the basis of successful completion of the specified virtual exchange programme and is subject to the rules and policies of both the host and home universities.

Annex D

An example of the structure of a report on a virtual exchange programme

1. Summary

- **Programme overview:** Summary of the virtual exchange programme.
- **Evaluation objectives:** Objectives include assessing participant satisfaction, learning outcomes and programme impact.
- **Main results:** Main quantitative and qualitative results.
- **Recommendations:** Actionable steps to improve the programme.

2. Introduction

- **Programme description:** A detailed description of the virtual exchange programme, including objectives, duration and participating institutions.
- **Scope:** An explanation of the scope of the evaluation, including the timeframe and demographics of participants.

3. Methodology

- **Data collection tools:** An overview of the tools used, such as
 - Participant surveys: Surveys of students and teachers before and after completion of the programme.
 - Interviews: Semi-structured interviews with a sample of participants.
- **Sampling methods:** Information on the selection of participants for surveys and interviews.
- **Methods of data analysis:** Explanation of statistical methods for survey data and thematic analysis for interview data.

4. 4. Main conclusions

- **Participant satisfaction**
 - Quantitative results:
 - Overall satisfaction rating: [received / maximum]
 - Satisfaction with content relevance: [received / maximum].
 - Satisfaction with the quality of interaction: [received / maximum].
 - Qualitative feedback: Comments from participants, such as appreciation or suggestions for improvement.
- **Learning outcomes**
 - Acquisition of knowledge and skills:
 - Percentage of applicants who reported acquiring professional skills: [%].
 - Percentage of applicants who reported improved proficiency in digital tools: [%].
 - Percentage of applicants who reported improvement in the development of soft skills (communication, teamwork): [%].
 - Percentage of applicants who reported improvement in language skills: [%].
 - Cultural competence:
 - Percentage of students who felt more culturally aware: [%].

- Percentage of students who improved their ability to work in multicultural teams: [%].
- Assessment results: Average scores for final projects and assignments.

5. Recommendations for improvement

Example:

- i. *Improve the curriculum:*
 - a) *Increase the number of practical classes using digital tools.*
 - b) *Include more case studies from different cultural contexts.*
- ii. *Improve the support service:*
 - a) *Provide additional technical support sessions.*
 - b) *Strengthen pre-programme consultations to better prepare participants.*
- iii. *Strengthen communication channels:*
 - a) *Introduce regular surveys and feedback.*
 - b) *Enhance communication between participants and facilitators.*

6. Conclusion.

- **Evaluation summary:** A summary of the strengths of the programme, such as participant satisfaction and significant learning outcomes.
- **Improvement and sustainability:** Plans for implementing recommendations, developing and scaling up the programme.

7. Appendices.

- **Appendix A. Survey questionnaires:** Copies of the questionnaires used before and after the programme.
- **Appendix B: Interview guidelines:** Protocols for semi-structured interviews.
- **Annex C. Detailed data tables:** Detailed tables of survey results and statistical analysis.
- **Annex D. Examples of projects:** Examples of participant projects that demonstrate learning outcomes.

Annex E

An example of a questionnaire for applicants to assess the quality of a virtual exchange programme

Title.

- **Host university logo**
- **Name of the host university**
- **Programme name:** [Programme name].
- **Programme duration:** [Start date] - [End date].

Information about the student (optional)

- Full name [Student's name] (optional)
- Home University: [Name of home university] (optional)
- Email: [Student email] (optional)

Instructions.

Example:

Thank you for participating in the virtual exchange programme "Integrating Digital Tools and Soft Skills for Quality Education". Your feedback will help us to evaluate and improve the quality of our programmes.

This survey is designed to gather your views and experiences on various aspects of the programme, including content, teaching, support and overall satisfaction. Your responses will help to improve the effectiveness and impact of our future virtual exchange initiatives.

The questionnaire will take approximately 10-15 minutes to complete. All answers are confidential and will be used solely for the purpose of evaluating and improving the programme.

We appreciate the time and effort you have taken to provide this feedback.

Best regards,

[Name of the host university]

[Contact email address/phone number]

Section 1: General information

1. How did you find out about this virtual exchange programme?
 - University website
 - Email
 - Social networks
 - Friend/colleague
 - Other (please specify)
2. Have you participated in a virtual exchange programme before?
 - Yes
 - No

Section 2: Programme content and structure

3. How would you rate the overall content of the programme?
 - Excellent
 - Good

- Satisfactory
- Unsatisfactory
- Other (please specify)

4. To what extent did the programme content meet your academic and professional goals?

- Very relevant
- Somewhat relevant
- Not very relevant
- Not at all
- Other (please specify)

5. How would you assess the balance between the theoretical and practical components of the programme?

- Excellent
- Good
- Satisfactory
- Bad
- Other (please specify)

6. Was the length of the programme sufficient to cover the topics effectively?

- Yes
- No, it was too long
- No, it was too short
- Other (please specify)

Section 3: Teaching and Facilitation

7. How would you rate the quality of teaching?

- Excellent
- Good
- Satisfactory
- Bad
- Other (please specify)

8. How effectively did the trainers/facilitators facilitate the engagement and interaction between participants?

- Very effective
- Effective
- Somewhat effective
- Not effective
- Other (please specify)

9. How accessible and supportive were the trainers/facilitators during the programme?
- Very supportive
 - Supportive
 - Somewhat supportive
 - Did not support
 - Other (please specify)

Section 4: Learning outcomes and skills development

10. To what extent did you improve your professional skills during the programme?
- Significantly
 - Moderately
 - Slightly
 - Not improved at all
 - Other (please specify)
11. How much did you improve your digital skills during the programme?
- Significantly
 - Moderately
 - Slightly
 - Not improved at all
 - Other (please specify)
12. To what extent did you improve your soft skills (e.g. communication, teamwork) during the programme?
- Significantly
 - Moderately
 - Slightly
 - Not improved at all
 - Other (please specify)
13. To what extent did you improve your language skills (reading, writing, speaking) during the programme?
- Significantly
 - Moderately
 - Slightly
 - Not improved at all

- Other (please specify)

14. To what extent did the programme improve your cultural awareness and ability to work in a multicultural environment?

- Significantly
- Moderately
- Slightly
- Not improved at all
- Other (please specify)

Section 5: Technical and organisational support

15. How would you rate the technical support provided during the programme?

- Excellent
- Good
- Satisfactory
- Bad
- Other (please specify)

16. How would you rate the organisational support provided during the programme?

- Excellent
- Good
- Satisfactory
- Bad
- Other (please specify)

17. Were the virtual learning platforms and tools easy to use?

- Yes, very comfortable
- Somewhat comfortable
- Not very comfortable
- Not comfortable at all
- Other (please specify)

18. Did you experience any technical problems that hindered your studies?

- No
- Yes (please specify)
- Other (please specify)

Section 6: Overall satisfaction and recommendations

19. How satisfied are you with the virtual exchange programme in general?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied
- Other (please specify)

20. What did you like most about the programme?

21. What aspects of the programme could be improved?

22. Would you recommend this programme to other students?

- Yes
- No.

23. Do you have any additional comments or suggestions?

Completion

- **Efficiency:** *Thank you for taking the time to provide your feedback. Your answers will help us improve future virtual exchange programmes.*
- **Contact information:** *If you have any further comments or require assistance, please contact us at [contact email/phone number].*