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IN.TUNE

Innovative Universities in Music and Arts in Europe

Inventory of existing arrangements for mobility

Seamless mobility for our students and staff (WP2)

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Work Package leader:	Universitatea Națională de Muzică din București, Romania (UNMB)
Contributors:	• Norges musikkhøgskole, Norway (NMH) • Universitatea Națională de Muzică din București, Romania (UNMB) • Conservatoire National Supérieur de Musique et de Danse de Paris, France (CNSMDP) • Taideyliopisto, Finland (UniArts) • Escola Superior de Música de Catalunya, Spain (ESMUC) • Universität für Musik und darstellende Kunst Wien, Austria (mdw) • Stichting Hogeschool der Kunsten den Haag, The Netherlands (HdK) • Univerzitet umetnosti u Beogradu, Serbia (UAB)
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Introduction to the Context

IN.TUNE

The European University Alliance [IN.TUNE – Innovative Universities in Music & Arts in Europe](#) brings together eight universities across the continent, committed to the development of a joint long-term strategy for excellence in education, research, innovation and service to society. This strategy is built on a shared perspective on our institutions' roles within society, a joint vision and approach towards deep institutional cooperation, and a shared dedication to the European values of diversity, democracy, and social and human rights. Through the establishment of IN.TUNE, we aim to:

- Build an effective, systemic and sustainable framework for deep institutional cooperation, drawing on our previous and existing collaborations to drive transformational change across our institutions.
- Strengthen, through this deep institutional cooperation, artistic and educational innovation and research, not only within our institutions but also throughout the higher music education sector and the broader cultural and creative sector industries, providing students and professionals with unique educational opportunities that will improve their ability to access, create and maintain sustainable careers.
- Play an active role in shaping the future of our sector and our societies by addressing contemporary educational, professional, societal, technological and ecological challenges. Together, through the joint creation of forward-looking institutional environments, we will empower students and staff to engage with these challenges through their creative work, both at the institutional and transnational levels.

Work Package 2: Seamless Mobility for Our Students and Staff

Seamless mobility for our students and staff (Work Package 2) focuses on developing IN.TUNE Mobility Framework aiming to enhance seamless mobility within the Alliance by creating advanced administrative and recognition arrangements for students and staff, promoting language support and linguistic diversity, and providing incentives for collaboration through teacher exchanges.

It will also develop a joint course database to facilitate flexible learning pathways. Furthermore, it aims to develop the IN.TUNE eLearning Policy focused on improving digital education skills by inventorying and connecting existing digital Learning Management Systems (LMS) and low latency systems, developing a unified digital education approach, supporting both technical and educational content advancements in collaboration with other work packages.

Executive Summary

An *Inventory of existing arrangements for mobility* (D2.3), a key deliverable of Work Package 2, identifies existing arrangements to support seamless mobility for students and staff. By addressing practical, administrative, and recognition challenges, the inventory lays the groundwork for advanced solutions within the alliance.

The document analyses key aspects of mobility, including admissions and recruitment, funding and financial support, administrative infrastructure, and practical on-site support. It highlights shared practices, such as using Erasmus+ grants, and diverse approaches to challenges like housing, visa support, and integration activities. The inventory also emphasizes the importance of recognition systems and the need for joint solutions, such as mobility windows in study programmes, to ensure seamless integration of achievements during mobility.

Task No.	Task Name	Description	Time	Participating institutions
T2.2	Elaborate an inventory of existing arrangements on mobility and development of a set of advanced arrangements for seamless mobility within the alliance inventory of existing arrangements for mobility finalized	The Mobility WG will: undertake an inventory of existing arrangements for admission, administration, practical support and recognition of mobility in the alliance partners. Based on this, a set of advanced arrangements for seamless mobility within the alliance will be developed.	Months 1 to 12 (January – December 2024)	NMH, UNMB, CNSMDP, Uniarts, ESMUC, mdw, HdK, UAB
Milestone No.	Milestone Name	Means of verification	Date	Participating institutions
M11	Inventory of existing arrangements for mobility finalized	Inventory communicated internally.	December 2024 (month 12)	NMH, UNMB, CNSMDP, Uniarts, ESMUC, mdw, HdK, UAB

Table 1. The main task carried out and milestone reached to achieve the deliverable

The [methodology](#) for creating this document was designed to systematically capture and analyse the current mobility practices across IN.TUNE partner institutions. The process began with the

working group identifying the various types of mobility currently in use, including long-term and short-term student mobilities (both incoming and outgoing), Erasmus+ BIP short mobilities, traineeships, and staff mobilities for teaching and training. A detailed data collection template was then developed (Figure 1), enabling each institution to describe its processes for these mobility types comprehensively. Both qualitative and quantitative data were gathered, focusing on key thematic categories such as recruitment and selection, recognition of mobility outcomes, and on-site support. The template was iteratively refined during the process to incorporate emerging data needs. Through this approach, the working group identified similarities and differences in institutional practices, organised the findings into thematic areas, and synthesised the information into a cohesive narrative for the inventory.

	B	C	D	E	F	G
1	Process	Source of funds	Time of mobility: Typical period and length.	Financing details and practicalities (i.e. grant amount, top-ups, is there enough for everyone? Payment rules)	Promotion /incentives	Recruitment/ When and
2	Student: Long mobility - Outgoing	Erasmus+				
3	Student: Long mobility - Outgoing	???				
4	Student: Long mobility - Incoming	Erasmus+				
5	Student: Long mobility - Incoming	Erasmus+ KA171/ICM				
6	Student: Short mobility - Outgoing	Erasmus+				
7	Student: Short mobility - Outgoing	???				
8	Student: Short mobility - Incoming	Erasmus+				
9	Student: Short mobility - Incoming	???				
10	Student: Erasmus+ BIP short mobility - Outgoing	Erasmus+				
11	Student: Erasmus+ BIP short mobility - Incoming	Erasmus+				
12	Student: Traineeship - Outgoing	Erasmus+				
13	Student: Traineeship - Incoming	Erasmus+				
14	Staff: Training - Outgoing	Erasmus+				
15	Staff: Teaching - Outgoing	Erasmus+				

Figure 1. Screenshot of part of the data collection template

This inventory of existing arrangements for admission, administration, practical support, and recognition of mobility will further be used, together with the deliverable *Inventory of LMS and Low Latency Systems* (D5.2), to develop a set of advanced arrangements for seamless mobility within the alliance. Moreover, it forms the foundation for developing the *IN.TUNE Mobility Framework* (D2.1) with advanced arrangements for seamless mobility, which will include, among others, streamlined administrative procedures, digital tools, and collaborative practices to address identified challenges. These efforts aim to strengthen transnational cooperation, enhance educational opportunities, and promote sustainable and inclusive mobility across the alliance.

IN.TUNE Inventory of Existing Arrangements for Mobility

Deliverable 2.3, WP2 Seamless mobility for our students and staff

The IN.TUNE Inventory of Existing Arrangements for Mobility provides a detailed analysis of current mobility arrangements among IN.TUNE alliance partners. It examines the processes and practices underpinning mobility, identifying both shared strengths and areas for improvement across key thematic areas, including recruitment, funding, practical support, and recognition of outcomes.

Admissions and Recruitment

A comparison was made of the processes, selection timelines, and promotional strategies for mobilities. The identified areas of mobility are outgoing exchange students, incoming exchange students, students for traineeships, outgoing teaching- and training for staff and incoming teaching and training for staff.

Outgoing students

The majority of institutions recruit outgoing mobility students during the entire fall semester, in some cases with a formal competition towards the end of the semester. Selection procedures vary—most conclude at the department level, while some include an additional step at the academy/university level. The recruitment and selection cycle typically ends in February or March at the latest, for mobilities set for the fall of the same year.

Good practices include establishing designated mobility windows in all study programmes, meaning a dedicated period in which mobility is possible and encouraged. Some universities focus more on structured promotion while others rely on presentations or more informal recruitment strategies, which might depend on the size, capacity or approach of the institution. Most combine at least a few of the following activities and methods of promotion: start-up weeks, on site or online info days or sessions, often including testimonials of alumni or/and on-mobility students, posts on social media channels and web sites, information integrated in the descriptions of study programs, podcasts, on site posters and flyers, one-on-one or targeted counselling or discussions with students in personal study plan meetings. Good practices include a wide range of activities being delivered continuously, starting with the autumn semester kick-off.

Incoming students

For incoming students, all institutions complete the nomination and selection procedures during the second semester. For the majority of institutions, it is the only annual intake for incoming student mobilities in either one or both semesters of the following academic year. A few institutions also have an autumn cycle intake for mobilities in the spring semester, usually set for the last quarter of the calendar year. Deadlines vary from the end of February to the middle of May and October/November where applicable. The decision-making on received applications takes one to two months, and its core is done on the level of departments/disciplines, often with additional juries on the institutional level in place for consolidation. Some institutions have fixed incoming quotas, while others depend on the availability of the respective host teachers. A minority of institutions

deliver at least some promotional and recruitment activities towards the incoming students, of which some rely only on partners' dissemination of information sent through fact sheets.

Student traineeships

Approximately half of the institutions do not offer or lack experience in hosting incoming traineeship students. Additionally, some institutions have limited, or none experience with facilitating outgoing traineeships, partly due to legal constraints related to human resources policies.

Outgoing teaching and training for staff

Different practices are in place in terms of staff recruitment. An almost equal number of institutions have open calls/ competitions as those that do not. The slight majority of those that do, run an application round each winter/spring for mobilities in the following academic year, with an additional call in the autumn only if there are remaining funds. Those who do not accept applications continuously throughout the academic year. At most institutions, the selection bodies include the International Relations Office (IRO), Vice Deans/ Vice Principals and Head of Departments, and sometimes the HR department for non-teaching staff mobilities. Promotion is mostly done through departments (regular or on demand presentations), permanent informative spaces, newsletters, emails, individual counselling etc. Rarely, the IRO takes on a more active role by supporting staff in preparation of the required documents and mobility as such. English language at B2 level is recommended for all mobility participants.

Incoming teaching and training for staff

Most institutions have no deadlines for incoming teaching and training staff mobilities. Applications are submitted through the IRO, and decisions made according to the needs of relevant departments. Mobility participants are expected to have English language skills at B2 level. Most institutions don't hold special promotional activities in place. Instead, they rely heavily on established channels for mobility and interpersonal connections, just as for the outgoing staff mobilities.

Funding and Financial Support

The Working Group on Mobility further made a comparison of funding structures for mobilities and practicalities around grants.

While Erasmus+ funding is the most common source, several institutions also rely on internal funding or regional mobility programs.

- ◆ **Erasmus+:** The majority of IN.TUNE institutions rely on the EU program for both student and staff mobility. Most institutions make an initial grant payment, constituting 70%-80% of the total grant, prior to the start of the mobility. The remainder is paid post-mobility upon receipt of necessary documentation (such as Transcript of Records and the EU survey) from students. This system ensures the submission of supporting documents and



participant reports via the Beneficiary Module. While most institutions apply for KA131 (Erasmus Europe Mobility funds) project funds, not all apply for funds from KA171 calls.

- ◆ **Internal/Institutional Funding:** These funds are mainly used for non-European destinations. Some institutions supplement Erasmus+ with internal funds or provide top-ups when Erasmus+ funds are insufficient. These can take the form of fixed grants (e.g., NL Scholarship of €2500), or variable amounts based on the cost of living in the host country.
- ◆ **Regional Mobility Programs:** A few institutions access regional grants or special national programs (e.g. SEMP, OFAJ, DAAD, NORDPLUS, Fulbright) to fund additional mobility, especially to/from non-EU countries.

For Blended Intensive Programs (BIPs) short mobilities, the data collected show some discrepancies in the payment modalities of the grants: some institutions opt for a 100% payment of the grant before the start of the mobility to ensure that students have the necessary funds available to cover all upfront expenses for travel, accommodation, and food throughout their mobility period, while other institutions pay a portion of the grant (80%) and the rest after the mobility. Different policies apply to per diem rates: not all institutions offer compensation for per diem and meals, while travel costs are generally covered by the Erasmus+ grant.

Regarding training and teaching mobilities for staff, institutions often cover expenses directly rather than paying the grant to the participants. There are discrepancies in the reimbursement of real costs anticipated by the participants: some institutions opt for a limited compensation, based on rates imposed by national ministries, especially for the *per diem*, while other institutions reimburse real costs without a pre-established limit. In those cases, the Erasmus+ grant is often insufficient to cover all expenses alone and some institutions therefore resort to other funds.

Mobility Periods

The typical mobility durations and variations in Alliance institutions have been identified as the following:

- ◆ **Long-term student mobilities:** Both incoming and outgoing long-term student mobilities typically span over one or two semesters. The most common exchange period is the fall/first semester or a full academic year. Spring/second semester exchanges are less common. The exact dates of the long-term exchange periods depend on the host institution's academic calendar.
- ◆ **Short-term student mobilities:** These mobilities typically last one week (5 working days and two travel days). Depending on the funding program, a virtual component may be required.
- ◆ **Traineeship mobilities:** Practices for traineeships show the most variation among the IN.TUNE institutions. While some offer both outgoing and incoming traineeships, others only provide outgoing traineeships, and some do not offer traineeships for students at all, partly due to legal reasons.

The most common length for traineeships is 2-6 months, although some offer traineeships lasting as long as 9 months. Some institutions also offer shorter traineeships, ranging from 5 days to a few weeks.

- ◆ **Staff teaching and training mobilities:** In all institutions, staff mobilities last between 2 and 5 days. The mobilities take place all year round.

Administrative Infrastructure

An extensive list of documentation is required to support various mobility periods. An overview of the necessary documentation (forms), platforms utilized, and common administrative challenges have been compiled in this inventory. Figure and Table 2 respectively show the most **frequently used documents**, and **platforms & tools** utilised throughout the mobility process across the institutions.

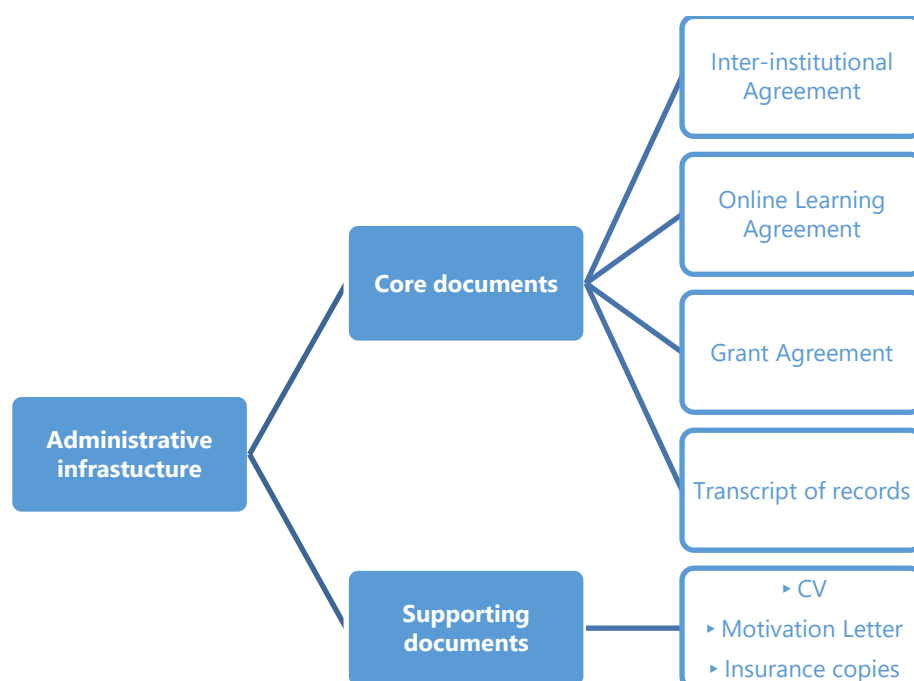


Figure 2: The most frequently used documents to support mobility

Multiple **platforms and tools** are utilised throughout the mobility process. While they may vary between institutions, some are more commonly used across IN.TUNE institutions for document sharing, communication and grant tracking (Table 2).

Platform/Tool	Document Sharing	Communication	Grant Tracking
EASY Mobility Online	✓		
Beneficiary Module			✓
Microsoft Office (Outlook/Teams)	✓	✓	
Adobe Sign	✓		
Excel			✓

Table 2: The most commonly used platforms and tools

The data collected in the inventory indicates a strong reliance on specific document types and digital tools across different institutions, with some variability based on institutional requirements. The frequent mention of digital tools and platforms highlights a trend towards digitalisation and increased efficiency in managing documentation and communication. However, differences among member institutions continue to negatively impact the mobility process, which remains fraught with multiple challenges.

Despite challenges daily faced, the institutions consistently focus on solutions, good communication, good collaboration and on providing clear information and support to all participants. The International Relations Coordinators (IRCs) communicate regularly with their counterparts in partner institutions to coordinate applications, address bottlenecks, provide coherent information to participants and to plan budget allocation together as much as possible, taking into account the various institutions' mobility plans, e.g. future BIPs. They also provide comprehensive support and guidance throughout the application and mobility process to all participants in the form of information sessions, guidelines, clear website information, detailed instructions, regular reminders and follow up actions with all involved parties. Moreover, there is a common effort to streamline the documentation process and the digitization of all required documents and procedures, following the EWP requirements and implementing them as fast as the internal processes allow.

Practical and On-site Support

A significant part of facilitating mobility involves providing support for travel, accommodation, and local on-site assistance for students. The inventory indicates some areas where this support is handled similarly across partner institutions and other areas where practices differ considerably.

Practical aspects of mobility, such as accommodation, local transport, and student or staff support, are handled with significant variation across partner institutions. While some universities have developed systems, such as buddy programmes or local guides, others place much of the responsibility on individuals. [Visa support](#) also varies considerably: some institutions offer hands-on assistance through their international offices, while others limit their support to basic guidance.

When it comes to [public transport](#), many institutions inform students about discounts provided by local municipalities or transport entities. [Health-related issues](#) are similarly addressed, with most institutions providing information about necessary procedures for both incoming and outgoing students. A key area of difference lies in [residence permit](#) requirements. In certain countries, national regulations mandate incoming students, including those from the Schengen Area, to register locally. While some institutions offer dedicated support for this process, others provide minimal assistance.

Despite the diverse approaches, the institutions in the alliance generally offer similar levels of support to students. However, due to factors like administrative workload and national regulations, on-campus student residences are not typically available. Students are usually responsible for arranging their own accommodation. Exceptions exist for certain Blended Intensive Programmes

(BIPs), where host institutions organise accommodation and meals, often supported by Erasmus+ KA131 funding.

Some institutions distinguish themselves by providing detailed pre-mobility information through their websites or acceptance documents, including comprehensive guides tailored to incoming students. Across all institutions, international offices serve as key contact points, offering personalised support and addressing any questions or concerns.

The most notable differences arise in how institutions manage the arrival and integration of incoming students. Initiatives such as welcome days, integration events, academic tutor assignments, and ongoing student support significantly enhance students' experience and foster integration at their host institutions.

Recognition of Mobility Outcomes

Recognition of mobility deals with incorporating ECTS earned at partner institutions into the home study plan, sending and receiving transcripts, and course recognition for courses taken while on mobility. ECTS and grade recognition processes can differ greatly from institution to institution. While some universities have streamlined systems, others report delays and difficulties in finalizing learning agreements. The issue of mutual recognition of courses and grades is a recurrent challenge, especially when trying to transfer credits between different national systems.

The IN.TUNE partner institutions share a vast experience and tradition in organizing different types of mobility for their students and staff (teachers and administrative staff). All the institutions are deeply committed to fulfilling the principles of the Erasmus Charter for Higher Education, one of those principles being the full and automatic recognition of all mobility study/training periods (including blended mobility), *as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificates*.*

The recognition principle is also extended to different forms of recognition for staff mobility.

Having as a starting point the already existing experience on mobility within the higher music education field, the IN.TUNE partner institutions are closely cooperating towards implementing seamless mobility of all types with full recognition for all the beneficiaries, by promoting physical and blended mobility in a wide variety of formats, online or hybrid courses, blended intensive programs, joint modules and joint programs for all study cycles.

Though ECTS and grade systems for recognition process can differ, all the IN.TUNE partner institutions are promoting and implementing mobility in a compatible way.

* Erasmus Charter for Higher Education 2021 – 2027.

Common steps & procedures in the mobility recognition process

Mobility for students

The **Learning Agreement (LA)/ Traineeship Agreement (TA)** is used by all the IN.TUNE partner institutions as the main tool to provide a transparent and efficient preparation of mobility. Based on the agreement, the students receive recognition for the activities successfully carried out abroad. All Alliance partners keep the Course catalogue or Erasmus modules up to date and transparently displayed on their respective websites.

All the IN.TUNE partner institutions are using the European Credit Transfer System (ECTS) as a means of providing transparent study programs, promoting **student mobility**, comparing study programs, as well as recognizing the achieved results and acquired qualifications. Usually, a full academic year corresponds to 60 ECTS; one semester corresponds to 30 ECTS.

The main tool for study recognition is the **Transcript of records (ToR) which** is used by all the IN.TUNE partners on a regular basis. In terms of grades systems, all the institutions accept and recognize any grade system the host institution is using. As for the deadline in issuing the ToR, most institutions have the same requirements – up to 5 weeks after the assessment period has finished. Slight differences may occur though, due to local legislation.

Recognition is **assessed** and determined by the heads of departments, directors of study programs, or deans of faculties. The International Offices are also involved in the recognition process, collecting, providing and making proposals for recognition to the above-mentioned structures.

Other tools used in the recognition process include, besides the Learning Agreement (LA) and Transcript of Records (ToR), the **application for recognition**.

Mobility for traineeship

Since most traineeship mobilities are taking place after graduation, no credits are required. The trainee is only requested to submit a Certificate of Recognition/Evaluation after the completion of the traineeship. In some cases when credits are received, a certification is sent to the heads of departments, directors of study programs, or deans of faculties.

Mobility for staff

The extent of formal and automatic recognition of staff mobility activities varies among institutions. While some institutions integrate these activities into the staff member's working hours, others document them in the staff member's personal file, viewing them as part of their professional achievements. In most institutions, it is typically the responsibility of the staff member to communicate the benefits and impact of their staff mobility on their professional development and the institution as a whole.

Challenges and possible constraints

The working group did not experience any constraints in creating this inventory. However, a number of challenges were identified that need to be addressed in the committee's further work to achieve the goal of seamless mobility.

	Challenge	Proposed Solution
Funding and Financial Support	Erasmus+ grants insufficient to cover all expenses	Development of alternative funding sources, such as internal or regional grants, to supplement Erasmus+ funds
	Limited Erasmus+ funds at certain institutions (e.g., UAB) due to national budget constraints	Advocating for increased national Erasmus+ budgets, especially for underfunded countries
	Rapidly rising living and housing costs	Exploring the possibilities of financial support through institutional top-ups or additional grants
	Shortage of student accommodation in capital cities	Exploring the possibilities for students hosting each other
Administrative Infrastructure	Document management inefficiencies (e.g., diverse platforms, lack of seamless communication, late submissions)	Streamlining document management by adopting unified platforms and digitized workflows
	Student selection procedure challenges (varying deadlines, prolonged decision periods, high competition)	Standardize application timelines and improve communication to reduce delays and competition pressures
	Complexity in planning and budgeting due to the rise in short-term mobilities	Implement clear budgeting frameworks and allocate overlapping Erasmus budgets more effectively
Curriculum and Recognition	Lack of genuine mobility windows in study programmes	Introduction of mobility windows in all study programmes, allowing flexibility and minimizing retakes
	Variations in grading protocols across institutions	Establishment of common grading or assessment standards, such as accepting pass/fail results
	Challenges in providing comprehensive and timely course catalogues for exchange students	Communicating a realistic and up-to-date list of courses available to exchange students well in advance
	Limited availability of traineeship mobility opportunities	Setting up a joint traineeship mobility register within the IN.TUNE Alliance to promote and expand opportunities

Table 3. Challenges and proposed solutions

Conclusion and further expected use of the results

Having collected and compared data, and identified both common and individual challenges, the focus for the IN.TUNE alliance must now be on collaboratively addressing these shared challenges. By learning from each other's experiences and best practices, the alliance can strive to enhance and align procedures across all member institutions.

The collected data for this mobility inventory excluded virtual mobility and degree mobility. The former has not yet been defined within the IN.TUNE alliance, and the latter is a process that students currently undertake independently, without institutional involvement. The Work Package 2 Committee will further investigate how degree mobility can be facilitated in partner institutions and the Alliance as a whole.

The mobility arrangements of all IN.TUNE institutions are primarily executed within the framework of the Erasmus+ programme. This commonality creates a significant overlap in practices across the institutions, which should ease the process of establishing seamless mobility arrangements within the alliance.

However, certain institutional processes may pose challenges to achieving seamless mobility. These difficulties arise less from specific differences between institutions, but more from differing processes that might obstruct progress. The identified actual differences mainly offer opportunities for institutions to learn from each other's best practices.

The collected data indicates that focus needs to be put on the establishment of genuine mobility windows in all degree awarding study programs of the alliance, which will consequently aid in streamlining the recognition process for student mobility. The inventory could also be used to consider further standardization of documentation and processes within the alliance.

Addressing these challenges requires concerted efforts. While some issues can be resolved at the operational level, others will require strategic intervention from higher-level decision-makers. The IN.TUNE alliance should thus mobilize resources at all levels to ensure the successful implementation of a seamless mobility process.

For monitoring purposes within the alliance, it is necessary to find ways of registering and counting mobilities. Currently, no alliance-wide systems are in place to count all mobilities. Determining what should be counted, especially regarding virtual mobility, is a crucial step. Consideration should also be given to mobilities in which International Relations Offices are not involved.

The working group proposes the following steps to be taken in the further process of the development of advanced arrangements for seamless mobility within the alliance:

1. An exploration of how the information provision to students can be streamlined or brought together (e.g. through a portal) on both credit and diploma mobility
2. Alignment of course catalogues, application and recognition processes, administrative systems, information on practical issues, and processes and rules for short term mobility and BIPs.
3. Exploring how mobility windows can be established in all institutions

Embracing these actions purposefully together will enable the IN.TUNE alliance to take a resolute step forward in pioneering seamless mobility and turn these ambitious plans into a leading example of transnational collaboration and innovation within the European higher (music and artistic) education landscape.