

ERASMUS+

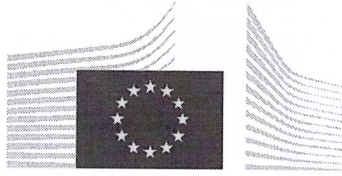
Proposal Template

**Administrative Forms (Part A)
Project Technical Description (Part B)**

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020

Version 1.1
4 March 2020



ERASMUS+

PROPOSAL (PART B)

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020

IMPORTANT NOTICE

Applications must be submitted via the Funding & Tenders Portal Submission Service before the call deadline.

Applicants must use this template for their applications (designed to highlight important aspects and facilitate the assessment against the evaluation criteria).

Character and page limits:

page limit **20** pages

supporting documents can be provided as an annex and do not count towards the page limit

minimum font size — Arial 8 points

page size: A4

margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are not a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your proposal.

If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. After you have submitted it, any excess pages will be made invisible and thus disregarded by the evaluators.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	11.02.2020	Initial version
1.1	04.03.2020	Changes in page 10, 1st box after the Erasmus Policy Declaration

COVER PAGE

Part B of the proposal must be filled out by the participants in WORD, assembled and uploaded as PDF in the Funding & Tenders Portal Submission System. The template to use is available there.

***Note:** Please take due account of the objectives and Charter's principles to be awarded with the Charter under the call (see Call document). Pay particular attention to the award criteria; they explain how the proposal will be evaluated.*

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COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System – ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Programme:
 - By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
 - By promoting environmentally friendly practices in all activities related to the Programme.
 - By encouraging the participation of individuals with fewer opportunities in the Programme.
 - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective

roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.
- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

After mobility

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the

programme, promote the benefits of mobility and actively engage in building alumni communities.

- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the "ECHE guidelines" and of the "ECHE self-assessment" to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.

Legal representative of the institution

Signature of the legal representative

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ALCON (R:
Q6250003H)**

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In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the ECHE Guidelines for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff ☒

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices ☒

Partnerships for Excellence – European Universities ☒

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees ☒

Partnerships for Innovation ☒

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation: ☒

1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The Universitat Jaume I (UJI) is defined as an open institution involved in the European construction based on the Mediterranean sphere and incorporates the values defined by humanism and the tradition of European thought. The UJI is also distinctive for the international outlook of its activities, a result of the need to open up to the world, characteristic of young European universities

The UJI contribution to economic and social revitalisation and as a cultural catalyst is unquestionable. UJI's roots in its region are an undoubted strength. UJI is a university open to the world and a key element of the internationalisation of our region. Although UJI aims at consolidating its presence in the local community concerning sustainable development and social responsibility goals, it is also crucial to promote the UJI as a university open to the world. Over the next few years we want to look further ahead, set ourselves new challenges and make new efforts to continue advancing in the construction of the UJI. To this aim the participation of UJI in the different activities included in the Erasmus call is a key element to reach the main goals of UJI strategic plan and UJI's commitment to:

(i) Develop learning and knowledge generation and valorisation promoting the creation of a network of middle-sized universities fully integrated into middle-sized cities across several European countries (CURE Alliance-<http://www.cure-alliance.eu/>)

(ii) Tackle complex problems while training professionals with the potential to exert active leadership abilities in the fields of knowledge generation and valorisation as well as the implementation of solutions.

(iii) Offer study programmes based on student and staff mobility, internship and apprenticeship schemes between partner universities and Online learning.

(iv) Provide students with high-quality training, international experiences and multidisciplinary skills, thus offering its future graduates excellent career opportunities in the local, regional and international job market by developing specific competences in employability and entrepreneurship.

(v) Attract students from Europe and from around the world wishing to study in an integrated, innovative, multicultural European environment.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Key Action 1 (KA1) related to learning and mobility for higher education institutions:

KA 103 and KA 108 will help to continue and to foster physical mobility in Europe, whereas the KA 107 will allow to export our best practices to other universities in associated countries. (see the next section for mobility targets)

Key Action 2 (KA2) Cooperation among Organizations and Institutions:

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:
https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

The UJI has a long tradition in projects under the KA2. In the last call 12 proposals have been submitted. The initiatives included under KA 2 will help the UJI to become a reference model in other countries. **Capacity Building initiatives** will export the main best practices in UJI to partner countries, in collaboration with other higher education institutions in our European network. Given the importance of non-academic associated partners as stakeholders for the UJI, we will obtain an important support from **Knowledge Alliances programs** that will allow to foster innovation in a collaborating framework created between the UJI and businesses, supporting the development of new approaches to teaching and learning, entrepreneurship in education. Finally, the actions promoted by Sector Skills Alliances could support the objectives of the UJI related to obtain alignment of vocational education and training with labour market needs.

Especially relevant for the UJI are the action related to **Partnerships for Excellence**:

(i) **Erasmus Mundus Joint Master Degrees**: The UJI has a long tradition in the participation in Joint Master programs supported by Erasmus + action related to Erasmus Mundus Joint Master Degree (EMJMD). The prestigious of EMJMD will help attract the best students with the support of Erasmus Mundus funded scholarships. At the moment we count with two EMJMD, one of them lasting 12 years. Our aim is to foster the participation of the UJI in EMJMD as a tool to offer high quality international programs in the framework of the European Education Area.

(ii) **European Universities**: The UJI leads a proposal submitted to the 2020 European Universities call in order to reach the different objectives within the Consortium of Universities with Regional Engagement (CURE Alliance). The members of the **CURE Alliance** (<http://www.cure-alliance.eu/>) are the UJI, that acts as coordinator, the University of Trás-os-Montes and Alto Douro (Portugal), the Gdansk University of Technology (Poland), the Marche Polytechnic University (Italy), the University of Limoges (France), and the Heilbronn University of Applied Sciences (Germany). The members of the CURE Alliance are higher education institutions strongly committed with their territory, with a strong impact on the local economy and with common problems typical of non-core European regions.

Key Action 3 (KA3) Support for policy reform

An important support can be obtained through the KA 3, and in particular in the context of the CURE Alliance. The ambitious objectives of the CURE Alliance that will drive to the creation of the CURE European University should be accompanied by the development of regulations at European level. The autonomy of university governance teams is de facto limited by the rigidity of the regulatory framework in which they move. KA3 will help the dialogue with policy makers in order to foster, for example a European official study programs accreditation that eases the development of joint study programs.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The UJI has a long tradition in participating in cooperation projects under the KA2 action with relevant impact on the UJI and associated partners participating. Given the importance of the Erasmus + program and the relevant impact for the UJI, on a yearly basis, the Vice Rectorate for Internationalization and Cooperation organizes periodically a conference to disseminate the calls for European Erasmus + funding, especially the KA2. The conference is mainly addressed to the UJI research groups, although it is open to the general public, entities, associations, administrations and companies that are interested in participating in the program. The objective is to encourage their participation in Erasmus programme, as well as to give them the necessary tools to submit project proposals with the best guarantees of success. To this aim, to those UJI research groups interested, some personal advice is provided and meeting with experts in Erasmus + to work and obtain assistance on the preparation of project proposals are organized. The success of this initiative is reflected in the relevant increase in the number of proposals submitted, rising from 3 proposals in the 2019 call to 12 proposals in the 2020 call.

We will mention two recent examples leaded by UJI in different fields:

(i) Inclusive Responsible Research (IRR) (Strategic Partnerships for higher education): The objective of the IRR project is to facilitate the change towards a more inclusive responsible research, building, in this way, more inclusive higher education systems, promoting the civic and social responsibility of students, researchers and universities. With this purpose, the project will provide evidences of the need of change and tools to turn the tide. For that to happen, the specific objectives of IRR are:

- Promote the inclusion through knowledge mobilisation strategies in the performance of the research groups as the basis for USR.
- Validate the "Inclusive Responsible Research" profiles found at international level.
- Establish guidelines for a more Inclusive Responsible Research.

(ii) EO4GEO (Sector Skills Alliance): Gathering 26 partners from 13 EU countries, most of which are part of the Copernicus Academy Network and they are all active in the education and training fields of the space/geospatial sectors. This project constitutes an innovative strategy for skills development and capacity building in the EO/GI field. EO4GEO aims to bridge the skills gap between the supply and demand of education and training in the space/geospatial sectors, fostering the uptake and integration of space/geospatial data and services in a broad range of application domains. The project aims at supporting the use of Copernicus data and services and unleash the programme full potential in terms of benefits for the EU economy and for its citizens. EO4GEO will work in a multi and interdisciplinary way and apply innovative solutions for its education and training actions: case-based and collaborative learning scenarios; learning-while-doing in a living lab environment; on-the-job training and co-creation of knowledge, skills and competencies.

Additionally, one of the main goals at UJI is to increase the student/staff mobility. Today, mobility within Europe under the Erasmus programme is fully integrated into the university system. However, our internationalisation objectives must include measures to improve our students' participation in the programme, since we have not yet reached the levels of mobility established as a target by the European Commission, which are around 20%. This means raising the profile of the opportunities provided by the programme, and helping students to achieve the requirements for participation in the programme.

Our goal for the next Erasmus programme is to reach the participation in mobility programs through the different Erasmus actions implemented:

(i) 20% of master and bachelor students and 30% of doctoral candidates. The expected ratio of mobility growth will be around 5% per year, although we expect this ratio to increase as the different initiatives implemented related to Erasmus + actions are gradually implemented. We expect blended learning to increase the mobility ratios to 50% of all students' categories.

(ii) 15% of support staff and 20% of academic staff at the end of the 7-year period. The expected ratio of mobility will increase yearly by 2% per year for support staff and 3% for academic staff. We expect the establishment of virtual mobility tools and structures will significantly increase the staff mobility.

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

The commitment of the UJI to the principles of non-discrimination, transparency and inclusion is well rooted in its statutes. The UJI's statutes state that UJI values education as participation in economic transformation and cultural of society as a whole and incorporates into its activities, as instruments of positive action, the continuous improvement of quality in all its services, the social commitment, the principle of solidarity, respect for diversity, equality between men and women, improving and protecting the environment and working for peace. The UJI promotes measures of positive action in favour of a participation egalitarian in its institutions of all members of the university community. The UJI's strong commitment has been reflected in the creation of the Unit of Equality (Governing Council of 22 April 2010), in the approval of the I Plan for Equality (2010-2014) and in the approval of the II Equality Plan (2016-2020).

Additionally, the **transparency portal** (<https://www.uji.es/transparencia/>) complies with the provisions of Law 19/2013, of December 9, on Transparency, Access to Public Information and Good Governance, and aims to expand and strengthen transparency, regulate and guarantee the right of access to information regarding the activity of the UJI, establishing the obligations of good governance. On this platform it is possible to access institutional information, related to the organization and planning of the UJI as well as the economic content in order to guarantee the access to all relevant information. Furthermore, we publish all our mobility calls in this portal in order to provide transparency to the process.

A relevant instrument is the **University Social Responsibility (USR) Plan** – developed within the UJI Strategic Plan 2018 – sets out a system for the management and communication of the economic, social and environmental impacts that the University has on society. USR provides a set of tools for all universities wishing to manage this task in a complete, comparable and verifiable way. This shared approach is essential in any internationalisation process, and 39 of the 81 Spanish universities already have some of these tools. The purpose of this plan is to bring together these tools which are being used by universities everywhere and integrate them in order to manage the organisation's ethical quality, which would in turn renew our social leadership.

Concerning the **equitable access of participants to the Erasmus programme**, at the UJI the dissemination of Erasmus projects will be done through the email, the Transparency portal, the UJI web page, as well as different social networks like Twitter, Facebook, Instagram and LinkedIn of the UJI and the campus advertising screens. Also by sending emails and informational meetings in each faculty before, during and after the selection of the beneficiaries. Concerning inclusion, in the study exchange program, work with Educational Support Unit, to address more directly to the Special Needs group and encourage their participation in exchange programmes. Meetings are also periodically organized and UJI participates in the Erasmus Ability program. **The UJI linguistically prepares both outgoing and incoming students**, with courses of different levels and different languages at a low cost. Cultural preparation is offered to both outgoing and incoming students through different activities involving foreign and local students, in the form of country presentations, film cycles and intercultural workshops and the 'mentor' program. **The UJI motivates and prepares students and staff to act as ambassadors**, aiming the actions to be sustainable in the future. In addition, the staff involved in the exchange will prepare a report upon return in their department/service/office may participate in dissemination activities, exchange of good practices and benchmarking, holding workshops and other organized dissemination activities.

The mobility projects in the framework of the Erasmus programme will have a positive impact on the UJI and will contribute to the strategic objectives of the institution as well as students, professors, researchers, society in our territory of influence and the country. New knowledge, skills and experiences will be acquired in countries of greater development, as well as knowledge of cultures and identities and will strengthen performance of their functions and will contribute to the development of academic, scientific, economic cooperation between the countries involved.

One important impact of this programme in UJI concerns **internationalization at home**. This means the way in which various activities help students and the university community as a whole to develop an international understanding of global phenomena and intercultural skills, regardless of whether or not they participate in activities linked to (physical) mobility. The internationalisation of the curriculum as a teaching strategy that enables external references to be included in the organisation of studies, proficiency in foreign languages, in new technologies, in library environments and in teacher training has become the backbone of most internationalisation at home policies in recent years. This perspective includes various training experiences that enable the development of professional and interdisciplinary profiles with global competencies. In the design of its internationalisation strategy, the UJI considers

essential to contribute to an international environment where the different aspects of university activity are carried out, particularly benefiting the members of the university community who do not have the opportunity to enjoy internationalisation experiences abroad.

Finally, **social commitment is integrated into UJI and implemented in each of its actions**. The UJI works therefore to promote professional ethics, the culture of peace and harmonious coexistence, respect for diversity and the development of the values included in its educational model, especially concerning solidarity, diversity, sustainability, social responsibility and gender equality.

Our Office for Cooperation Development and Solidarity of the Vice Rectorate for Internationalization and Cooperation, has the mission of disseminating and develop the principles of solidarity and cooperation between the members of the university community, both in the local and international levels with the aim of contributing to a more humane university, committed to the inequalities and injustices of the world around us.

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students. Please refer to the timeline indicated on the European Student Card Initiative website².

Founded when the information society was fully immersed in the process of consolidation, the development of the UJI has been marked by advances in information and communication technologies (ICT). For this reason, the application of ICT in learning and research processes and in university management has always featured at the UJI, to the point that it was a pioneer in this field with initiatives such as the creation of the first Spanish web server or the first Centre for Education and New Technologies (CENT) in Spain. The main purpose of the CENT is to promote innovation and improvement in teaching-learning processes through new information and communication technologies.

We are using the dashboard so far mainly for incoming mobilities (OLA) but we are planning to implementing it for the interinstitutional agreements in the next months. We have already created a couple of drafts for some of our partner institutions and we intend to renew all the agreements for the new 2021-2028 programme in the next few months. **We are in the process of getting to know the tool in order to fully use it and therefore follow the guidelines given by the European Commission. We already have our own platform in our institution for mobility management**, so we are waiting for our computer department to help us interconnect it with the dashboard and therefore be able to have it all connected as soon as possible. We applied for this massive project to our computer service last year and they have already started to connect our platform with your dashboard. Our platform already issues Transcripts of Records electronically signed and therefore, once our system is connected, students will be able to access everything they need for their mobility through the app. Our system already issues nominations and acceptances for incoming students, so we will have it all blended with the dashboard soon in order to make it more accessible and make the most of the dashboard. We have attended some of the international conferences organised by the European University Foundation about Erasmus Without Papers in Amsterdam and we have attended some of their webinars and we are really interested in joining this new feature for our exchange students. We also attended the EAIE workshops about this issue.

Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme.

The social function of the UJI is the basis on which the advance of sustainable development and social responsibility is consolidated. The UJI has successfully passed the follow-up audit of the Environmental Management System, certified with number GA-2005/0170 by AENOR, and which evidences that the environmental management of the University is carried out in accordance with the demanding environmental standards established by the UNE-EN ISO 14001: 2004 standard. The ISO 14001 standard is the only requirements standard (registrable and certifiable) that implies a commitment to continuous improvement and pollution prevention, as well as a commitment to comply with applicable environmental legislation and regulations. This standard establishes monitoring and measurement mechanisms for operations and activities that can have a significant impact on the environment and that are periodically reviewed to ensure their adequacy and effectiveness.

² https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

The mobility generated by the need to access our university campus has become, in recent decades, one of the aspects that most compromises the sustainability of universities at different levels. Aware of this, the UJI works to establish policies, strategic lines and action measures.

The UJI, is aware of issues of protection of nature and the environment and, with the aim of protecting the environment, is concerned not only with the training of its students with quality teaching on environmental issues, but also educates with the example making an important effort in tasks that minimize the impact that their activities have on the environment. In this line, through the Office of Environmental Prevention and Management, an environmental management system is implemented, the waste generated by the UJI's activity is managed and different plans are implemented to minimize waste, to promote mobility, sustainable or noise control, in addition to the development of guides and practical advice to improve our environmental behaviour.

The implementation of the OLA and Erasmus without papers will contribute to reduce significantly the use of resources both for outbound and inbound mobilities. We have started to use the Erasmus Dashboard in the last few years and intend to fully commit to the European Commission's guidelines and use OLA and IIA manager and nomination scheme by the time agreed by the European Commission. That will allow our students to have everything related to their mobility on their Erasmus App that we will promote among our students.

Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

Our institution is engaged with each of the persons linked in any way to the university. In that sense, we have been working on how to make international students more aware of the society and environment they are living in. **The UJI has a long tradition of organising conferences and preparing welcome materials and cultural field trips for newly arrived students within the framework of exchange programmes.** This service has recently been extended with the **creation of the Welcome Desk**, which provides support for foreign students before their arrival and facilitates their integration in the UJI and its surroundings. Before the mobility, we organise the **'mentor' programme**, in which we give students a 'Spanish friend' who will help them throughout the semester or year in practical issues. We select Spanish students who wish to become a mentor for international students and they start interacting two months before their arrival and during the semester with us. These students are volunteers and we train them and encourage them to be able to make the most of their international friendship. These students are most of the times students who have been abroad in an exchange scheme or who wish to study abroad in the following years. It was set up in 2006 and has been really successful in our university. International students are offered a training session on Spanish culture and one intercultural session once they start the semester with us, and during the semester, through our Solidarity office, they have the chance to participate in some volunteering work for the community. Some of the activities include community work that is later recognised in credit. **Our programmes are also supported by some local and national institutions.** For instance, we arrange student accommodation in local host families, and we do a follow-up in order to ensure a good social and cultural programme from the host families. The local government supports this idea for internationalisation at home and they have been granting students who take part in this programme.

After the mobility, international students can join in our alumni programme and they can become our 'ambassadors' through the **'ambassador programme'**.

Administrative preparation, acceptance and follow-up of students and incoming staff is managed by the International Office. The International Office is responsible for carrying out the following actions, among others: sending instructions and passwords before the mobility period begins to ensure correct registration at the university, holding informative meetings and a comprehensive welcome programme, notification of the end of the registration period, help on the registration for the placement, if necessary, support on filling in and formalising the learning agreements, help with the search for accommodation, free tour of the university and the city, assistance in case of illness or an emergency, coordinate with the language service in order to provide the international students with a good Spanish course for those who need it, etc. Communication is carried out via email, the Facebook page and the WhatsApp group, which allows all foreign students to already be in direct contact before arriving and to get together to search for accommodation.

For incoming staff, individualised programmes are offered for both service and administrative personnel and teaching and research staff. Specifically, we have been organising an **'International Staff Week'** for our partner institutions to get to know our facilities and share good practices. The administrative follow-up is carried out through the support team called Incoming, who send students and staff all the information they need, from the resolutions of calls for grants to reminders of deadlines and the documents they must

submit. It also collects all the registration and enrolment information from all the partners so that it can be forwarded to students.

Regarding our **International Office and mobility programmes management**, we have prepared all documents including the grant agreement with the National Agency to be signed electronically. Our students can already have their grant agreements signed online, so they can do everything they need from home through their apps. Not only have all the documents been prepared to be shared online, but also the intercultural workshops and the induction meetings and university tours. This way, no matter what type of tuition our institution can deliver in the new challenging times, both our international students and our outgoing students will be able to make the most of their stay with us.

The UJI is committed to providing a personalised service and the integration of foreign students into our society and culture. Regarding accommodation, the UJI offers the Family Programme for students who prefer to stay with local families, but also gives advice on finding the best choice of accommodation. These programmes are complemented by others such as 'Xmas with Families' or 'Family & Friends'. In addition, the UJI carries out an ongoing continuous assessment of the process as well as of the results, which allows corrective measures to be introduced at any time and to integrate the results of the project in the organisation itself. The project coordinator will perform an assessment of the process, user satisfaction, perceived quality or problem solving) through periodic reports and communications with all the agents involved. Communication with partner universities is usually conducted by email on a constant basis before, during and after the mobility period. The International Relations Office has recently drawn up an estimate of the status of the agreements with some specific countries, and we have taken measures to solve the imbalance in the flow of students. So far this has been valued positively by the partners and has served to strengthen relations in some cases.

Outgoing students and staff are also given informational meetings and intercultural awareness workshops before their mobility. In the case of students, we have created 'mobility assistant friends' for those going abroad. These 'assistants' have already been abroad for study or internship purposes and they would like to help someone who is going abroad to the same destination the next year. Our students have then first-hand information from peers before they travel about practical issues like accommodation. Our **outgoing Information Desk** is ready to give them instructions and help them through the mobility process. From all the necessary instructions and assistance with administrative procedures before their stay to the arrangements for final payment of students, the outgoing desk is really keen on having outgoing students well informed. There is long office hours for students to visit the desk if they wish and they can find us on Facebook messenger, phone and email.

2.2 When participating in Mobility Activities - After mobility

Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition³.

Students have access to the ECHE in the website and when they pick up their accreditation as scholarship holders. The deans appoint academic experts as tutors and coordinators for each field of study and they are in charge of discussing with the student the best possible study choice for them before the mobility, during the mobility if necessary and after the mobility to recognise the outgoing students' credits.

The platform IGLU, allows interaction between the academic tutor and the student so that the subjects to be studied can be chosen and a record of the learning agreements can be kept. The transcripts of all students include a list of the subjects taken during their mobility period and a statement indicating that they have obtained the credits on an exchange programme. In addition to the service it provides during opening hours, the International Office of the UJI also organizes mandatory information meetings and intercultural training sessions. All this ensures that outgoing students have signed their learning agreement before they begin their mobility period.

Official recognition of the credits of outgoing students will be performed by the deans and academic coordinators and tutors in accordance with UJI regulations. The Learning Agreement guarantees automatic recognition of the credits gained during their mobility in the partner institutions.

³ The text of the Council Recommendation on Automatic Mutual Recognition may be found at: [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))

Please describe your institution's measures to support, promote and recognise staff mobility:

The exchange and mobility of teaching and research staff is one of the key driving forces behind academic activity. It is an essential mechanism for higher teaching and research qualifications, not only for members of teaching and research staff who are still in training, but also for consolidated scholars, as it allows them to update and keep abreast of innovations in both areas. Moreover, these stays often also provide closer links with the host institutions, enabling new institutional relationships to be established, which could lead to other collaborative initiatives as part of the policy for creating strategic alliances within the regions and institutions considered priorities. Although the stays undertaken by teaching staff in other centres often have both teaching and research dimensions, in terms of policies to encourage mobility, the idea is to support stays that mainly focus on either teaching or research in different programmes.

The mobility calls for staff are managed by the International Office to faculty who met the relevant criteria. Priority in the selection process is given to members who have, or are interested in developing, a relationship in the mobility partner and can demonstrate added value for the mobility. Attention is also given to faculty who would otherwise not be able to pursue such an opportunity due to limited individual or departmental resources. Selection of staff is undertaken in full adherence to equality and diversity policies of the university's human resources division. The formal approval and implementation of the mobility follows all university and national regulations and procedures for official staff travel/professional development leave.

There are already some programmes linked to teachers' mobility within the framework of the Erasmus+ programme and financed by other private institutions. In addition, at the UJI we also have our own programmes for hosting foreign teachers for short stays. Stays by members of the academic staff from other institutions to provide teaching in English and other languages are an instrument that can effectively contribute to the language promotion policy of the UJI, as they help with the progressive incorporation of foreign languages into teaching.

As regards research stays, the **UJI is firmly committed to providing support for stays at stages of the research career** when people are likely to encounter most difficulties in obtaining funding from other sources. As part of the **Research Promotion Plan at the UJI**, financial aid will be provided for trainee researchers at the UJI, as well as for those who are carrying out international doctorates. There is also a commitment to support the doctoral phase of the research career with grants for joining research groups at the UJI.

Mobility is recognised as one of the items in the incentives program implemented at UJI for academic staff.

The administrative and service staff play a crucial role in bringing an international dimension to all the activities carried out by the institution, and for this reason the UJI will continue to work within the various mobility plans to make the internationalisation of the administrative and service staff in the coming years. The different mobility programmes for administrative and service staff aim to improve their training in areas such as acquiring good practices and learning about other forms of management in order to incorporate them into the services concerned. This will help them to achieve the aims of the institution and the service in question, to internationalise the university's administration and to cope better with the new cultural and social demands required by the local environment. However, a lack of skill in the use of a second foreign language creates delays and resistance to internationalisation. The acquisition of language skills by administration and services will therefore be promoted offering specific training in different languages. Each administrative unit can add their staff's stays abroad in the strategic planning of the unit, which makes it more visible and also the staff can have some recognition. However, the university governmental units are looking into ways of granting more recognition for our staff.

2.3 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

The Erasmus Policy Statement can be found at <https://www.uji.es/serveis/ori/> and the Vice Rectorate of Internationalisation and Cooperation is the department that will coordinate all activities and promote them in the institution.

We have enabled the email visados@uji.es to help students and staff with visa issues and we share details with the Office of Foreign Affairs so that they can confirm the students' visas. We offer an accommodation service on campus and a Facebook group promoted by ESN and AEGEE in order to help

students with accommodation, and we also create a WhatsApp group that is helping students find flatmates. We also signed an agreement three years ago with HousingAnywhere so both incoming and outgoing could have more opportunities to find accommodation matching their needs. We also make sure students and teaching and non-teaching staff have an insurance for their mobility as we grant each of the participants with an insurance policy.

Through the Transparency portal of the university, TAO, we are publishing all calls. That portal is linked to the national portal for scholarships, so the dissemination is really impressive. We organise information sessions before the call for applications is open.

We are on the track of implementing OLA and IIA manager completely, as well as all the features of the Dashboard, that we have been using for incoming learning agreements signature. **We will also make sure that by the deadline given by the European Commission we are able to issue transcript of records through the dashboard.**

By implementing the actions and programmes detailed previously, we assure a range of actions and activities for the fully integration of international students in our university and we prepare them culturally and linguistically as much as we can.

Incoming students are considered exactly the same as regular university students, and by carrying out activities like the mentor programme and the 'assistant' programme both our incoming and outgoing students are in touch with locals before and during the mobility. The associations AEGEE and ESN that our university has been supporting for many years, we help our students integrate in our society. Through the different actions (Ujillengües and language courses) that our Language Service (<https://www.uji.es/serveis/slt/>) offer, we also prepare and provide students with a good choice of courses and ways to practice the target language, which involve both local and incoming students. Furthermore, we offer the OLS courses to all our outgoing students and encourage them throughout the year to use the tool as much as possible.

We make sure that our incoming students get a Learning agreement for studies or internship before their stay and after their stay, they get a Transcript of Records from us and we make sure our outgoing students get a recognition for those courses stated on their learning agreements. Not only do we make sure that the students get a recognition, but also our teaching and administrative staff.

We make sure we have a consistent network of partner institutions and we keep a good relationship with all of them, trying to improve mobility flow and meeting virtually or in international conferences when we have to tackle a specific issue about any agents involved in the mobility.

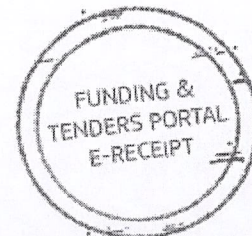
Through different platforms, like UJIXMON, our students and staff can upload videos about their stay, so that other students can benefit from their experience. <http://www.ujixmon.uji.es/videos.php>

Our vice rectorate allows the offices involved in mobility to promote all mobility and all actions necessary for the carrying out of activities necessary for the wellbeing of the mobility projects.

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

UJI aims at contributing to the construction of the European Higher Education Area (EHEA). The integration of UJI in the EHEA implies upholding the EU's fundamental values such as freedom, democracy, equality, human rights and dignity. As a guiding thread, UJI vows to contribute to the building of a European identity, promoting its values among its students and staff.

The fact that the Charter will be published in a predominant place in our website, together with the fact that our selected participants will get the charter before their mobility stay in their folder with other relevant documents ensures that all the participants will have access to it. All the agents in this institution in charge of managing the different programmes will be sent the ECHE as soon as it is validated, and the Vice rectorate for Internationalization and Cooperation will make sure all staff members apply the principles in the different calls and resolutions. By consistently promoting the activities supported with the programme and with the dissemination of results, we intend to ensure that the principles are well kept and communicated. The UJI under the Vice rectorate for Internationalization and Cooperation regularly promotes activities supported by the Erasmus programme, along with the results achieved in each one of the initiatives implemented. The role of the Advisory Council for International Cooperation and Solidarity and the Advisory Council for Interuniversity Academic Cooperation at the UJI is important to disseminate and monitor that the principles of the Charter are applied, since these councils include representatives of staff and administration.



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