



CALL FOR PROPOSALS – EACEA/03/2018

Erasmus+ Programme KA1 – Learning Mobility of Individuals Erasmus Charter for Higher Education Selection year 2019

GUIDELINES FOR APPLICANTS

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PRESENTATION OF THE GUIDELINES FOR APPLICANTS

The purpose of these guidelines is to provide the Applicant with instructions on all stages of the application process and indications on the content of the application form.

These guidelines are composed of four parts:

1. Structure of the Call
2. Applicable rules and procedures
3. Procedure for the submission of proposals
4. Annotated guidelines

The eligibility and award criteria are explained in Part 1

The structure and content of the application form is explained in section 2.

The procedure of submitting an ECHE application is explained in part 3 and in the [User guide](#).

In the event of any discrepancy between the texts, the order of precedence of documents in the context of the Call for Proposals is:

1. The official announcement of the Call for proposals in the Official Journal of the European Union
2. The text of the Call as published on the website of EACEA
3. The Erasmus Charter for Higher Education guidelines for applicants

For further information please consult the [ECHE webpage](#).

PART 1 - STRUCTURE OF THE CALL

1.1 INTRODUCTION – BACKGROUND

This call for proposals is based on the Regulation (EU) No 1288/2013 of the European Parliament and of the Council of 11 December 2013 establishing 'Erasmus+': the Union programme for education, training, youth and sport and repealing Decisions No 1719/2006/EC, No 1720/2006/EC and No 1298/2008/EC (Official Journal of the European Union L 347/50 of 20.12.2013).

The Erasmus+ Programme (the Programme) aims at supporting the European modernisation and internationalisation agenda in higher education. The Erasmus Charter for Higher Education (ECHE) sets out the fundamental principles and the minimum requirements with which the higher education institution (HEI) must comply when applying for and implementing activities within the framework of the Programme. The award of an ECHE is a pre-requisite for all Higher Education Institutions located in an eligible country and willing to participate in the learning mobility of individuals and/or cooperation for innovation and good practices in the Programme.

By applying and signing the ECHE, the HEI confirms that its participation in the Erasmus+ Programme is part of its own strategy for modernisation and internationalisation. This strategy acknowledges the key contribution of student and staff mobility and of participation in international cooperation projects, to the quality of its higher education programmes and student experience. The Charter aims in particular at reinforcing the quality of student and staff mobility and the monitoring of the institutions involved in it.

A call for proposals for the award of the ECHE is launched by the Executive Agency in Brussels on an annual basis. If awarded, the Charter is valid for the entire duration of the Erasmus+ Programme. The conditions for applying to receive an ECHE are described in the [website of the Executive Agency](#).

All ECHE applicants have to follow the full application process and fill in their application form providing accurate and detailed information. This application form needs to be carefully and thoroughly completed as it will be used for the selection and also for the monitoring of the HEI's implementation of the ECHE principles under the Erasmus+ Programme (see also the [ECHE monitoring guide for Erasmus+ National Agencies](#) as reference).

Period of validity of the Erasmus Charter for Higher Education (ECHE)

Once approved by the European Commission and signed by the legal representative of the HEI, the Erasmus Charter for Higher Education remains valid for the full duration of the Erasmus+ Programme, until the end of the academic year 2020-2021.

The compliance of the HEI with the ECHE principles will be monitored by the National Agency through visits, HEI reporting, participant reports, etc. HEIs must respect all the provisions of the ECHE during the implementation of the project. Violation of any of the ECHE principles and commitments may lead to its withdrawal by the European Commission.

In case non-compliance is identified, an action plan will be agreed between the HEI and the National Agency to solve the problematic issues. If the action plan is not implemented by the HEI within the agreed timeline, this will be reported to the European Commission and may lead to the withdrawal of the ECHE by the European Commission.

1.2 PRESENTATION OF THE CALL

1.2.1. Objectives of the Call

The objective of the Call is to provide accreditation to HEIs located in Programme Countries in order to allow their participation in learning mobility of individuals and/or cooperation for innovation and good practices under Erasmus+.

The Erasmus Charter for Higher Education (ECHE) provides the general quality framework within which an HEI may carry out Erasmus+ European and international cooperation activities. The award of an Erasmus Charter for Higher Education is a prerequisite for all HEIs located in one of the countries listed below and wanting to apply and participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Erasmus+ Programme. For HEIs located in other countries, the ECHE is not required, and the quality framework is established through inter-institutional agreements between HEIs, which include the obligation to observe ECHE principles. The Charter is awarded for the full duration of the Erasmus+ Programme. Implementation of the Charter will be monitored and violation of any of its principles and commitments may lead to its withdrawal by the European Commission.

1.2.2. Timetable

Publication of the Call	01/02/2018
Deadline for submitting eForm applications	22/03/2018 – 12:00 (midday Brussels time - CET)
Evaluation period: ✓ Eligibility & exclusion criteria ✓ Selection & award criteria	April-September 2018
Award Decision	End of September 2018
Written result notification to applicants & sending of the Charter to successful applicants	End of September 2018

PART 2 – APPLICABLE RULES AND PROCEDURES

2.1 BACKGROUND

The purpose of this part is to provide information and guidance on the eligibility criteria and award procedure.

Please note that the general rules and procedures for the implementation of the Erasmus+ Programme apply. For reference and further information, please consult part C of the [Erasmus+ Programme Guide](#).

2.2 ADMISSIBILITY REQUIREMENTS

Applications shall comply with the following requirements:

- ✓ they must be sent not later than 22/03/2018 (12:00 midday Brussels time - CET);
- ✓ they must be submitted by using the online application form (eForm);
- ✓ they must be written in one of the 24 EU official languages
- ✓ the "Endorsement of the application" (part E) must bear the signature of the legal representative of the institution and, if required, the stamps or seals of the institution.

For the Call - EACEA/03/2018, applicants must use the online ECHE application form (eForm) and its attachments. For more details, please see Part 3 of these guidelines where the submission process is fully explained.

2.3 ELIGIBILITY CRITERIA

- ✓ HEIs established in one of the following countries are eligible to apply for an Erasmus Charter for Higher Education:
 - a) the 28 Member States of the European Union;
 - b) the EFTA-EEA countries: Iceland, Liechtenstein, Norway
 - c) the EU candidate countries: Serbia¹, the Former Yugoslav Republic of Macedonia and Turkey.
- ✓ For British applicants: please be aware that eligibility criteria must be complied with for the entire duration of the Erasmus Charter. If the United Kingdom withdraws from the EU during the project period without concluding an agreement with the EU ensuring in particular that British applicants continue to be eligible, you will cease to be eligible under the Erasmus Charter for Higher Education
- ✓ The applicants have to be considered a 'higher education institution' in their country, as defined in Article 2 of the Erasmus+ legal base²:
 - a) any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called;

¹ Serbian Higher Education Institutions will be able to apply under the 2019 ECHE call but their charter can only be awarded once Serbia has obtained the status as an Erasmus+ Programme country.

² Official Journal of the European Union L347/50 of 20th December 2013

b) any institution which, in accordance with national law or practice, offers vocational education or training at tertiary level;

After the submission of all applications, the National Authorities shall confirm, among the applicants, which Higher Education Institutions are considered eligible to participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Programme, in their respective territories.

- ✓ The application is not submitted by a consortium.

For further information on the eligibility of institutions, please contact your [National Agency](#).

For further information on who can participate in the Programme please consult part A "Participants" in the [Erasmus+ Programme Guide](#).

2.4. AWARD CRITERIA

Each eligible application is evaluated by two external higher education experts who, in a second stage, have to reach an agreement on whether or not to recommend that the institution be awarded the Charter.

The experts are instructed to evaluate applications against the following criteria:

2.4.1. Adherence to the principles of the ECHE

The principles are fully explained in Section 4 of these guidelines. All the awardees must adhere to all. There are some aspects of the charter principles which must be obligatorily in place before the award of the Charter and well explained in the application form.

2.4.2. "Pressure points" of the ECHE principles

Each charter holding institution is obliged to comply with all the ECHE principles. However, three first "pressure points" have been identified by the national agency ECHE working group, whose compliance affects the functioning of Erasmus+ mobility most significantly.

In order to assure a proper implementation of Erasmus+ individual mobility prior to the award of the charter, the external higher education experts will especially look at the following three "pressure points" (course catalogue, recognition and information on grading systems and grade transfer).

Course Catalogue:

"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."

This principle objective is to ensure transparency with regard to the offer of learning / teaching opportunities for mobile students. This means ensuring that the HEIs' offer is presented in a timely manner and includes all the necessary information according to the ECTS rules (see the [ECTS Users' Guide 2015](#)).

Applicants must provide:

- ✓ a link to the Course Catalogue which presents the HEIs' offer in a timely manner and includes all the necessary information.

Recognition:

"Ensure full recognition for satisfactorily completed activity of study mobility and, where possible, traineeship in terms of credits awarded (ECTS or compatible system)."

"Ensure that student ... mobility for education or training purposes is based on a learning agreement for students ... validated in advance between the home and host institutions or enterprises and the mobile participants."

"Accept all activities indicated in the learning agreement as counting towards the degree provided these have been satisfactorily completed by the mobile students."

"Provide incoming mobile participants and their home institutions with transcripts containing a full, accurate and timely record of their achievements at the end of their mobility period."

Recognition is a complex process, which can only take place correctly when a number of pre-conditions have been fulfilled. Recognition depends on ensuring that the new learning agreements are being used correctly, starting with the careful elaboration and signing by the three parties of tables A and B, prior to mobility; that transcripts of records including appropriate information on learning outcomes, volume of workload (credits), grades and the information necessary to interpret them are furnished quickly by the host institution, so that recognition can take place, and proof of recognition by the home institution of credits and grades (where appropriate) can be given; there should also be a clear and easy path for students to have recourse in case there are difficulties in recognition.

The applicants must provide evidence that:

- ✓ learning agreements are used correctly;
- ✓ transcripts of records including appropriate information on learning outcomes, volume of workload (credits), grades and the information necessary to interpret them are furnished quickly by the institution for incoming students/staff,
- ✓ proof of recognition of credits and grades (where appropriate) are given after outgoing mobility;
- ✓ there is a clear and easy path for students to have recourse in case there are difficulties in recognition.

ECTS grade distribution tables:

The use of ECTS grade distribution tables is not foreseen specifically in the Charter principles. However the current 'State-of-the-Art' in recognition (new ECTS Users' Guide 2015 as well as 2009 edition) foresee such tables, or at the very least, full and accurate information on the grading system and grade transfer used, so as to facilitate home institutions in recognising (and registering) the work done abroad in an appropriate way.

The Inter-institutional Agreement recommends that full information on the grading system and grade transfer is included. Grade distribution tables should be provided with the transcript of records (table C of the learning agreement). Some countries consider their grading system or culture unsuited to the present ECTS grade distribution table system. HEIs, which do not provide grade distribution tables with the transcript of records, should foresee it in the inter-institutional agreements or inform the partner HEI, where information for the grade conversion / transfer can be found on their website / course catalogue. Countries that do not use numerical grades obviously will not provide tables, but they should provide full information about their system so that their partners can go forward.

In addition, full information on grading practice will facilitate students by allowing them to understand right from the beginning how their grades will be recognised.

The applicant institutions must provide evidence that:

- ✓ their inter-institutional agreements shall include full information on the grading system;
- ✓ grade distribution tables will be provided with the transcript of records (table C of the learning agreement). Countries that do not use numerical grades obviously will not provide tables, but they should provide full information about their system so that their partners can go forward.

2.4.3. Quality of the Application

Qualitative aspects are also evaluated by the experts:

- ✓ Clarity and completeness of the answers: the applicants must provide relevant and complete information on how they fulfil the principles. In case a question is not relevant for the applicant organisation, this must be fully justified.
- ✓ The conformity with the ECHE principles of the mobility and cooperation arrangements planned by the HEI.
- ✓ Clarity of the Erasmus Policy Statement and coherence of the institutional profile and priorities with the mobility and cooperation arrangements. Applicants are expected to complete their application form providing accurate and detailed information. The Erasmus Policy Statement (EPS) needs to be specific to the institution and may not be drafted after a "model" or a general framework.

The final decision on the award of the Charter or rejection of the application will be taken by the European Commission on the basis of the recommendations of the ECHE Evaluation Committee, composed of a panel of European Commission and Executive Agency officials.

Applicants must be aware of the fact that the application form will not only be used for the purposes of the selection but also for monitoring the HEI's activities under Erasmus+. This monitoring will be done by the National Agencies after the award.

2.5 INFORMATION ON THE SELECTION RESULTS

The list of institutions awarded the ECHE is expected to be published on the [FACEA website](#) in October 2018.

All applicants will also be informed individually by email on the success or rejection of their application.

Subsequently, successful applicants will receive by e-mail the ECHE awarded by the European Commission. The rector will have to sign it and publish it within one month on the website of the institution.

2.6 PUBLICITY

The Beneficiaries are required to promote continually activities supported by the Erasmus+ Programme, along with their results.

The Beneficiaries are required to display the Charter and the related Erasmus Policy Statement prominently on the Institution's website.

2.7 DATA PROTECTION

All personal data (such as names, addresses, etc.) will be processed in accordance with Regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000 on the protection of individuals with regard to the processing of personal data by the European Community institutions and bodies and on the free movement of such data.

Unless marked as optional, the applicant's replies to the questions in the application form are necessary to evaluate and further process the application in accordance with the specifications of the call for proposals. Personal data will be processed solely for that purpose by the department or Unit responsible for the Union programme concerned (entity acting as data controller). Personal data may be transferred on a need to know basis to third parties involved in the evaluation of applications or in the grant management procedure, without prejudice of transfer to the bodies in charge of monitoring and inspection tasks in accordance with European Union law. In particular, for the purposes of safeguarding the financial interests of the Union, personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel or to the European Anti-Fraud Office and between authorising officers of the Commission and the executive agencies. The applicant has the right of access to, and to rectify, the data concerning him or her. For any question relating to these data, please contact the Controller. Applicants have the right of recourse to the European Data Protection Supervisor at any time. A detailed Privacy statement, including contact information, is available on EACEA's website:

http://eacea.ec.europa.eu/about/documents/calls_gen_conditions/eacea_grants_privacy_statement.pdf

Applicants and, if they are legal entities, persons who are members of the administrative, management or supervisory body of that applicant or who have powers of representation, decision or control with regard to that applicant, or natural or legal persons that assume unlimited liability for the debts of that applicant, are informed that, their personal data (name, given name if natural person, address, legal form and name and given name of the persons with powers of representation, decision-making or control, if legal person) may be registered in the Early Detection and Exclusion System (EDES) by the Authorising Officer of the Agency, should they be in one of the situations mentioned in the Regulation (EU, Euratom) No 966/2012 of the European Parliament and of the Council of 25 October 2012 on the financial rules applicable to the general budget of the Union and repealing Council Regulation (EC, Euratom) No 1605/2002 (OJ L 298 of 26.10.2012, p. 1) as amended by the Regulation (EU, Euratom) No 2015/1929 of the European Parliament and of the Council of 28 October 2015 (OJ L 286, 30.10.2015, p. 1).

PART 3 – PROCEDURE FOR THE SUBMISSION OF PROPOSALS

3.1 GENERAL PROVISIONS

The purpose of this part of the Guidelines for Applicants is to offer guidance on the content of the eForm and the application procedure.

Please note that these instructions should be read together with the specific "[eForm User Guide](#)" that is aimed at providing guidance on the technical aspects of completing and submitting the eForm.

The eForm is arranged to ensure that applicants have the greatest chance to submit an eligible application. The submission will be impossible unless all mandatory fields are completed.

The Applicant will be able to fill in this eForm by either:

- ✓ clicking inside a text field to enter data;
- ✓ clicking to select options from e.g. dropdown lists or checkboxes;
- ✓ pointing and clicking with the mouse to select a specific field.

3.2 REGISTRATION OF THE PIC CODE

Participants who already have a PIC code should use the same code to apply for the Charter instead of creating a new one. You can search for the PIC in the [Participant Portal](#).

Participants without a PIC code will have to register their organisation in the Education, Audiovisual, Culture, Citizenship and Volunteering Participant Portal and receive a Participant Identification Code (PIC) in order to submit an application. The PIC will be requested to generate the application form.

Without this PIC code, no application will be possible.

The Participant Portal is the tool through which all legal and financial information related to organisations will be managed. Information on how to register can be found in the [portal](#).

Documents related to the organisation can also be uploaded in the portal.

3.3 CREATION AND COMPLETION OF THE EFORM

Once the registration procedure for obtaining a PIC has been carried out, the applicant can proceed to the creation of the eForm.

The applicant will have to input the following information:

3.3.1. General information – context

In this section the applicant is requested to indicate in which language he/she wants the on-line tool to be displayed (EN, FR, DE) and in which language the application form will be submitted (official EU languages).

To be eligible, the application for the ECHE must be submitted in one of the 24 official languages of the European Union: Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Spanish, Slovak, Slovene or Swedish.

However, a translation into English, French or German is required for the questions related to the Erasmus Policy Statement (EPS) – Overall Strategy in section B of the application form.

3.3.2. Part A: Applicant organisation, Legal representative and Coordinator

Information on the organisation is automatically provided by the PIC code. The applicant is requested to provide names and contact details of the legal representative and of the Erasmus+ coordinator.

3.3.3. Part B: Erasmus Policy statement – Overall strategy

In order to facilitate the evaluation of the application, applicants will have to declare which activities will be undertaken by the institution and which are part of the current Erasmus Policy Statement. To this end, please fill in the first part of Section B by clicking on the relevant boxes.

Then, in section B2, Erasmus Policy Statement (EPS) sets out the institution's overall modernisation and internationalisation strategy. In particular, the applicant organisation is expected to:

- ✓ Describe its mobility target groups and geographical scope (within and beyond the Programme Countries).

Under the Erasmus+ Programme, the following types of higher education individual learning mobility can be funded:

- student credit mobility at short cycle, Bachelor, Master and Doctoral levels between Programme Countries, and to and from Partner Countries, for studies and/or traineeships (work placements) in enterprises.
- HEI staff (academic and non-academic staff) mobility within HEIs or to other relevant organisations in Programme and Partner Countries, to teach and/or to be trained. Staff from enterprises can also be supported to deliver training courses or workshops in HEI oriented towards real case approach.
- Erasmus Mundus Joint Masters degrees for double/multiple/joint master programmes of outstanding quality, delivered by consortia of HEIs from Programme Countries (with possible participation of HEI from Partner Countries) to foster student degree mobility at Master level, and attract the best students to Europe.

- ✓ Describe which types of cooperation projects for innovation and good practices it intends to implement, if any.

The following types of cooperation projects relevant for higher education can be funded:

- Strategic Partnerships to foster intense, structured and long term cooperation among HEIs and with key stakeholders (e.g. enterprises in particular SMEs; local/regional authorities; other education and research institutions; social partners; youth organisations and other relevant actors)

to contribute to achieving the objectives of the renewed EU Modernisation Agenda for Higher Education and the way forward towards an European Education Area, while promoting as well cross sector cooperation with the other educational sectors.

- Knowledge Alliances between higher education institutions and enterprises promoting creativity, innovation and entrepreneurship by offering relevant learning opportunities.
 - International cooperation and capacity building projects including Erasmus Mundus Joint Master Degrees between HEIs in the Programme Countries and the Partner Countries with the objective to support the modernisation and internationalisation of higher education in the Partner Countries.
- ✓ Explain the expected impact of the HEI participation in the Programme on the HEI modernisation and internationalisation.

The applicant has to demonstrate its awareness of the possible actions to be funded under the Erasmus+ Programme and highlight its priorities. Please note that the planned institutional activities do not have to include/respond to all actions supported under the Erasmus+ Programme, but they must be realistic and answer institutional needs.

- ✓ The EPS has to be published on the HEI's website within one month after the ECHE is awarded by the European Commission. In case the organisation decides to update the EPS during the Erasmus+ Programme lifecycle to reflect the current involvement in Erasmus+ it intends to undertake, it has to amend the EPS on its website and inform its National Agency.

The future website link, where the EPS will be published, has to be provided at application stage as the web link will be fed into the [Erasmus+ Project Results Platform](#), giving the HEI thereby the necessary visibility.

3.3.4. Part C: Statistics

The purpose of these statistics is to put into context the actions and strategies the institution is asked to present in sections B and D. The statistics will help to estimate whether what is planned in sections B and D is realistic as regards the profile of the applicant institution and its operational capacity.

The information required concerns higher education only. The applicant should not include data on any other levels of education provided by its institution.

3.3.5. Part D: General organisation of Programme activities

General organisation

Section D1 must provide a description of the administrative and academic structures put in place at the institution for European and international mobility.

This section should also include a detailed description of the division of tasks and responsibilities of the staff as well as an explanation of the operational and communication methods.

Section D1.1 is optional and it should be used only by institutions that do not have their own legal entity and are thus obliged to use the PIC of their umbrella institution, e.g. foundation, COMUE etc. The concerned institutions must provide a description of their legal status and also give information about other entities which may use the same PIC for the ECHE and in particular if they also have Higher Education or Vocational Training status.

Fundamental Principles

Section D2 (on respecting the ECHE fundamental principles) consists of tick boxes some of which are followed by questions to be answered in an open comments space.

For detailed information on the principles and objectives of the Erasmus Charter for Higher Education, see the Annotated Guidelines of the ECHE (Part 4 of this document). For more information related to specific activities under Erasmus+, please refer to the [Programme Guide](#).

By applying for the ECHE, the institution commits to adhere to all its principles regardless of the types of activities the institution will actually apply for under the Erasmus+ Programme. Since the ECHE is necessary in order to participate in any Erasmus+ activities, the applicant organisation must tick each box, whether or not it foresees undertaking the specific activities referred to. For more information on the principles, please refer to the ECHE Annotated Guidelines below.

If the tick box is followed by questions, answers have to be provided in the space open for explanations. The website boxes are compulsory unless preceded by "if possible".

The answering of all questions in this section is compulsory. A clear justification has to be provided in case a question is not relevant for the applicant organisation. It should be noted that information provided there has to be in line with the Erasmus Policy Statement (section B of the application form).

3.3.6. Part E: Endorsement of the application

The organisation has to complete this section, print it, sign it and add the stamp or seal of the organisation if required.

3.3.7. Part F: Annex to be attached to the application form and submission

The organisation has to attach a scan of the section E with the signature of the legal representative and, if required, the stamp or seal of the institution.

3.4 SUBMISSION OF THE APPLICATION

Applications must be submitted in accordance with the admissibility requirements set out under Section 2.2.

An online application system has been set up. Applications must be written and presented in one of the official EU languages, using the [online form](#) (eForm) specifically designed for this purpose. Part B "Erasmus Policy Statement" must be translated into English, French or German if it is not written in one of these three languages.

They must be submitted by the deadline mentioned in the call for proposals and in Section 2.2 of the present Guidelines 22nd March 2018 before 12:00 CET (midday, Brussels time), using the online application form.

Applicants should note that no applications submitted after 12.00 CET on the deadline will be accepted. They are very strongly encouraged not to wait until the final day to read the User Guide and submit their application.

Please note that no other method of submission of an application will be accepted. Applications submitted in any other way will be automatically rejected. No exceptions will be made.

Applicants will have to make sure that they have officially submitted their electronic application form and that they have received an e-mail acknowledging receipt of their submission with a project reference number.

PART 4 – ANNOTATED GUIDELINES

The objective of these guidelines is to provide support to HEIs both in their self-assessment and as a means of internal and external monitoring of the way they implement their activities.

Any Higher Education Institution (HEI)³ wanting to apply and / or participate in the 'Erasmus+': EU programme for education, training, youth and sport 2014-2020 (hereafter: the Programme) needs to have a valid Erasmus Charter for Higher Education.

The purpose of these guidelines is:

- ✓ to provide examples of ways in which the principles of the Erasmus Charter for Higher Education (ECHE) can be satisfactorily implemented;
- ✓ to support HEIs in their self-assessment of the implementation of their ECHE;
- ✓ to support National Agencies in their monitoring of the ECHE compliance of their HEIs based on the HEIs' Erasmus Policy Statement (EPS).

4.1. FUNDAMENTAL PRINCIPLES

The Erasmus+ Programme supports the European modernisation and internationalisation agenda in higher education. In signing this Charter, the HEI confirms that its participation in the Erasmus+ Programme is part of its own strategy for modernisation and internationalisation. This strategy acknowledges the key contribution of mobile staff and students, and of participation in European and international cooperation projects, to the quality of its higher education programmes and student experience.

By signing this Charter, the HEI undertakes to contribute to the renewed [European Union's modernisation and internationalisation agenda in higher education](#), which includes 4 priorities:

1. Tackling future skills mismatches and promoting excellence in skills development;
2. Building inclusive and connected higher education systems;
3. Ensuring higher education institutions contribute to innovation;
4. Supporting effective and efficient higher education systems.

In addition, the HEI equally undertakes to contribute to the goals of a European Education Area laid down in the communication on "[Strengthening European Identity through Education and Culture](#)" ahead of the Leaders' meeting in Gothenburg on 17th

³ A 'higher education institution' as defined in Article 2 of the Erasmus+ legal base (Official Journal of the European Union L^o347/50 of 11.12.2013) is:

- (a) any type of higher education institution which, in accordance with national law or practice, offers recognised degrees or other recognised tertiary level qualifications, whatever such establishment may be called;
- (b) any institution which, in accordance with national law or practice, offers vocational education or training at tertiary level;

The National Authorities will designate, among the applicants, the Higher Education Institutions to be considered eligible to participate in learning mobility of individuals and/or cooperation for innovation and good practices under the Erasmus+ Programme, in their respective territories.

November 2017.

By agreeing to the principles of the Charter, the Institution will work towards achieving these objectives by participating in one or several of the following activities:

- ✓ Key Action 1 "Learning Mobility for individuals": Student credit mobility and staff mobility (within Programme Countries and / or to / from Partner Countries⁴); Student degree mobility: Joint Master Degrees (Erasmus Mundus Joint Master Degree courses).
- ✓ Key Action 2 "Cooperation for innovation and good practices": Strategic Partnerships, Knowledge Alliances, Capacity Building Partnerships with Partner Countries.
- ✓ Key Action 3 "Support for policy reform": networks and policy support measures.

Participation in activities under Key Action 1 and Key Action 2 should be underpinned by high quality mobility of staff and students to, and cooperation with, HEIs and other strategic partners such as enterprises, regional authorities, etc.

Therefore, the HEI should make mobility and cooperation one of the central elements of its institutional policy and, to this end:

- ✓ develop cooperation with partners in other Programme and / or Partner Countries in the framework of a clear strategy for internationalisation;
- ✓ promote and support student and staff mobility, including from under-represented groups, and further develop non-discrimination policies;
- ✓ pursue a clear policy towards the development of integrated, transnational teaching activities (joint courses / modules / curricula, double / multiple / joint degrees);
- ✓ recognise the importance of, and provide visibility to, the results achieved by their staff members engaged in individual mobility or in cooperation projects with strategic partners;
- ✓ take into account the results of internal monitoring of European and international mobility and cooperation activities to date, thus further improving its international performance.

The HEI modernisation and internationalisation (Programme and Partner Countries) strategy has to be described in the Erasmus Policy Statement submitted at the application stage. This policy statement (corresponding to the answers of the 3 last questions of the application form) has to be published on the HEI website within one month after the signature of the ECHE awarded by the European Commission.

The Institution undertakes to:

- ❖ Respect in full the principles of non-discrimination set out in the Programme and ensure equal access and opportunities to mobile participants from all backgrounds

The HEI has to organise the selection of mobile staff and students and the award of

⁴ The Erasmus+ Programme Countries are the 28 Member States of the European Union, as well as those countries having signed an agreement for participation in Erasmus+. All other countries are Erasmus+ Partner Countries. For Programme Countries please consult the list of National Agencies: ec.europa.eu/education/tools/national_agencies_en.htm

grants in a fair, transparent, coherent and documented way, in line with the provisions of its contract with the National Agency.

The HEI should have measures in place to ensure that any individual or group will be treated equally in accordance with Article 21 of the [Charter of Fundamental Rights of the European Union](#), there should be no discrimination "based on sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation".

To ensure that fair and equitable opportunities are provided to all potential participants, including those from groups which are usually under-represented in mobility programmes (students or staff with special needs, students from lower socio-economic backgrounds, with family responsibilities or with part-time jobs, etc.), HEIs should provide supplementary support for inbound / outbound mobility participants from these groups by, for example, offering top-up grants according to national / institutional requirements, appointing special counsellors, developing learning / teaching techniques within an environment adapted to students from disadvantaged groups or promoting blended mobility (short-term physical mobility combined with virtual mobility which might be supported through strategic partnerships).

With this in mind, HEIs should devise and publicise a system that actively promotes study and traineeships abroad to students from disadvantaged groups and ensures that their support needs can be met and their privacy respected. HEIs should invite all students applying to the exchange programme to disclose the fact that they belong to a disadvantaged group if they wish, so that appropriate support can be provided at the receiving HEI / enterprise / organisation.

- ❖ Ensure full recognition for satisfactorily completed activities of study mobility and, where possible, traineeships in terms of credits awarded (ECTS or compatible system). Ensure the inclusion of satisfactorily completed study and / or traineeship mobility activities in the final record of student achievements (Diploma Supplement or equivalent).

The HEI should apply an **academic credit transfer system (ECTS or compatible system)** to give transparency to the recognition procedures. When ECTS is used, the principles set out in the [ECTS Users' Guide \(version 2015\)](#) should be respected. The HEI should ensure the full implementation of ECTS (or compatible system) as a common tool to guarantee the quality of mobility activities and transparency of recognition procedures, thereby facilitating the transfer of learning experiences between different institutions, greater student mobility and more flexible routes to gaining degrees.

The basic ECTS principle that 60 ECTS credits are attached to the workload of a full-time year of formal learning (academic year), with associated learning outcomes, should be respected. The following items are essential to prepare and record mobility with an ECTS (or compatible system) component:

- a) an annually updated Course Catalogue on the HEI's website;
- b) a Learning Agreement (for studies and traineeships), signed by the sending and receiving HEIs / enterprise / organisation and the student, before the start of mobility;
- c) a Transcript of Records indicating the number of credits earned and grades

achieved (for traineeships, the corresponding document is a transcript of work / traineeship certificate).

d) a proof that the work abroad has been correctly recognised.

The local grading scale should be clearly explained, and include information on the statistical distribution of grades in the various faculties or degree programmes, in order to provide transparency and understanding of grading practices at the receiving HEI. Where possible, use should be made of the ECTS grading table. It is particularly important to use pre-established conversion tables within the framework of integrated double / multiple / joint degree courses. Each HEI should have a recognition framework in place which is explained and published on the website. This should detail the terms, conditions and practices of recognition procedures.

Recognition procedures should ensure that the student's mobile activities at the partner HEI are recorded in a transparent way (indicating the original course / subject titles at the receiving HEI in the national language and English) and that the credits gained abroad have been recognised as an integral part of the student's degree programmes. All the credits that the student earns during the mobility period and which were originally agreed in the Learning Agreement should be recognised by the sending HEI without the need for the student to take any further courses or exams.

Students should be encouraged by the sending HEI to complete at least 15 ECTS per trimester.

If ECTS is not used by the HEI, a compatible system should be implemented to ensure transparent recognition of study periods abroad. A compatible system is one which relies on credits based on student workload and / or learning outcomes.

The HEI should issue a [Diploma Supplement](#) (or equivalent) to accompany every degree successfully completed by a student, using where applicable the template developed by the European Commission, the Council of Europe and UNESCO. This Supplement should include a record of the period of mobility under the Erasmus+ Programme.

The 48 European countries that belong to the European Higher Education Area have agreed that each mobile graduate in their respective country should receive the Diploma Supplement (DS) automatically, free of charge and in at least one of the major European languages in addition to the national language. The HEI's policy on issuing the Diploma Supplement should be published on its website.

Any mobility activity abroad should be made explicit in the relevant part of the Diploma Supplement: alongside modules / units taken at the sending HEI, the Diploma Supplement should list recognised modules / units / training activities undertaken during the student's mobility period and indicate where these mobility activities were carried out.

In the case of double / multiple / joint degrees, the Diploma Supplement should indicate the name and status of the partner HEIs awarding the degree and explain the respective language(s) of instruction / examination. In addition, an explanation should be provided about the grading / classification scheme agreed by the double / multiple / joint degree-awarding HEIs.

- ❖ Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.

The HEI which receives mobile students engaged on **credit mobility** (i.e. students who are mobile within the framework of a degree course at a different HEI) must not charge any type of fees for the tuition, registration or examination of these students or for their access to laboratory, library and other facilities offered to local students.

In certain cases, however, mobile students may be required to pay small fees such as insurance, student unions, use of miscellaneous material such as photocopies, laboratory products on the same basis as these are charged to local students at the receiving HEI. Details of any such costs should be provided in the receiving HEI's Course Catalogue on its website so that students are aware of them before the start of the mobility.

Fees may only be charged in the case of **full degree mobility** (e.g. Erasmus Mundus Joint Master Degrees) or in the case of students registered in more than one university in the context of a joint master's degree.

The Institution further undertakes to:

4.2. WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Learning mobility helps individuals increase their professional, social and intercultural skills and employability. This is the cornerstone of the internationalisation and modernisation of education and the main tool for the further development of the European Higher Education Area. In order to achieve successful, cost-efficient and sustainable results of a sufficiently high quality, it is necessary to organise clearly defined activities - before, during and after mobility - within the framework of an institutional mobility culture which involves the whole academic community.

4.2.1. Before mobility

- ❖ 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.

Each HEI should produce a Course Catalogue, available on its website, which is updated at least on an annual basis, containing three main parts: information on the HEI, information on programmes (general description and description of individual course units) and general information for students. The check-list for the complete list of items to be included in the Course Catalogue is available in the [ECTS Users' Guide](#).

The HEI should clearly indicate in which language the course units are taught and specify to what extent they are open to mobile students (indicating any prerequisites when applicable, such as the minimum linguistic level for example). The minimum should be at least to indicate clearly the course units not taught in the host language and those which are not open to mobile students. Any relevant information on programme requirements for traineeships should also be indicated, along with the number of credits.

While all the above information should be included in the Course Catalogue, each HEI can decide on its precise format, taking into account specific technical (IT, editorial, linguistic, etc.) aspects. Whatever the style adopted, the on-line Course Catalogue should be user-friendly. A good practice is to have an archive section containing earlier editions, thus making it easy to track any changes in study programmes / examination regulations.

Ideally, the edition of the Course Catalogue for the upcoming academic year should be available by the early spring of the preceding academic year, in order to allow prospective participants to prepare their Learning Agreements in advance of their mobility.

- ❖ Carry out mobility 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 and integration of mobile participants.

The basis for carrying out successful Erasmus+ mobility activities (required for student mobility for studies and staff mobility for teaching) is the prior signing of [inter-institutional agreements](#) between HEIs which are holders of the Erasmus Charter for Higher Education.

These inter-institutional agreements should be based on a comprehensive understanding of the partner HEI, compatibility of academic profiles (level / standards considered adequate for mobility activities) and a relationship of trust between the HEIs in making academic decisions. Each HEI should decide who is responsible for initiating, signing and implementing these agreements and the list of responsible persons should be available on the website for contact and consultation purposes. Agreements, once signed, should be actively honoured. They should therefore be realistic and signed only after consultations have taken place at relevant levels within the HEIs. It is important:

- a) to avoid signing agreements which are not going to be active;
- b) to ensure that a balance is struck between academic interests and other factors influencing institutional decisions (e.g. geographical and subject area balance etc.).

The agreement should identify shared quality requirements specific to the planned exchanges (e.g. mobility numbers per academic year, recommended language levels, information on grading systems, visa, insurance and housing as well as additional requirements, if applicable, like selection criteria for the nomination of students and staff or measures for preparing, receiving and integrating Erasmus+ participants) as well as basic time-lines (e.g. calendar for the nomination of mobile students by the sending HEI, the acceptance of nominees and the issuing of the Transcript of Records after the study period abroad by the receiving HEI, which normally should not be more than **five weeks** after the end date of the mobility period). HEIs should also specify whether they have the infrastructure to welcome students and staff with disabilities, providing contacts and indications about what services are available.

The quality requirements might be different from one subject area to another; ideally in this case they should be listed within the same inter-institutional agreement covering all the disciplines concerned. Each agreement should indicate the contact details of those responsible for its implementation and in case of a complaint by a participant. The HEI should regularly monitor the number of existing agreements and,

according to its needs, take necessary strategic decisions in order to update and optimise its offer of mobility places.

In the case of HEIs located in a Partner Country, they are not required to apply for the Erasmus Charter for Higher Education. However, they must sign an **extended inter-institutional agreement** with an HEI located in a Programme Country. By signing this agreement, the Partner Country HEIs undertake to respect the principles contained in the Erasmus Charter for Higher Education.

Both inter-institutional templates, as well as FAQs, can be found at:

https://ec.europa.eu/programmes/erasmus-plus/resources/documents-for-applicants/inter-institutional-agreement_en

While prior inter-institutional agreements are compulsory for exchanges within the Erasmus+ Programme between HEIs (for studying and teaching), they are not a prerequisite for mobility between HEIs and other stakeholders such as enterprises (including HEIs acting as a receiving organisation for student and staff trainees). In this case all provisions to ensure a mobility of high quality must be settled in the learning agreement for traineeships or mobility agreements for staff training.

- ❖ Ensure that outgoing mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency.

Sending HEIs should ensure that their mobile staff and students are given sufficient preparation for their mobility periods. This includes preparation for the differences between sending and receiving HEIs / enterprises and traditions between sending and receiving countries, as well as for cultural and linguistic challenges which will be encountered during mobility. This preparation can take different forms, such as lectures on intercultural communication, meetings / discussion groups with former mobile staff / students, an on-line archive with feedback from former mobility participants, social networking, etc.

Language preparation is a crucial element to ensure success in mobility outcomes (staff / student satisfaction, coping with everyday challenges and pressure during the study / training period and improved exam success rates). Both partner HEIs / organisations should agree on the proficiency level required in the language of instruction or the workplace and (if different) the local language that the participant should have at the start of the mobility (the proficiency level should be defined in the Course Catalogue and / or inter-institutional agreement, or in the learning or grant agreement in the case of traineeships and in the mobility agreement in the case of invited staff from enterprise or staff training at an organisation that is not an HEI).

Staff should have at least the minimum required proficiency level at the selection stage. Student selection criteria should, however, take into account both the relevant language skills at the selection stage and the capacity of the students to improve their language skills (through on-line tools such as the Erasmus+ Online Linguistic Support (OLS) or any other type of support) to achieve the required minimum level at the start of the mobility abroad (level to be specified and agreed on in the learning or grant agreement). When required, the sending HEI should ensure any necessary pre-departure language instruction.

Ideally, this instruction should be provided in the semester directly before mobility takes place, within the framework of the sending HEI's general foreign language

instruction policy. It is the sending HEI's responsibility to ensure that outbound mobile participants have attained the necessary level of proficiency before departure, which should be measurable against the Common European Framework of Reference for Languages⁵. Where applicable, the sending HEI should organise language courses at different levels and for specific fields of study. In addition, the Erasmus+ Programme provides the [Erasmus+ Online Linguistic Support \(OLS\)](#), so that participants can better prepare for and make the most out of their period abroad.

- ❖ Ensure that student and staff mobility for education or training purposes is based on a learning agreement for students and a mobility agreement for staff validated in advance between the home and host institutions or enterprises and the mobile participants.

1. Student mobility

A cornerstone for successful student mobility (for studies, traineeships and / or a combination of both) and a smooth and transparent transfer of credits in the future is the Learning Agreement. This must be signed by the three parties involved: the student, the sending HEI and the receiving HEI / enterprise / organisation before the mobility takes place.

a) Student mobility for studies

The sending HEI should appoint a responsible academic staff member who will advise students in choosing specific modules or other learning/training activities at the partner HEIs. Ideally, one and the same person should have the authority to sign the Learning Agreement and, on the students' return, recognise the credits earned during mobility. In any case the HEI should ensure that the person responsible for recognition respects the decision made by the colleague(s) having signed the Learning Agreement. The HEI should also guarantee transparency and reliability of the procedure for mobile students.

Within the framework of the Learning Agreements, all parties should do their utmost to minimise changes to the pre-established selection of study choices by the mobile participant at the receiving HEI. To this end, the receiving HEI should provide transparent information on the choices offered and be very clear about the deadlines for registration in the chosen courses (and about any restrictions on place numbers, etc. which might be applicable). Changes in the Course Catalogue of the receiving HEI while students have already started their studies should be avoided as much as possible.

The sending HEI should be well-informed about the requirements at the receiving HEI and should provide sufficient guidance to the students so that they can make choices acceptable to both partner HEIs. In addition, alternative choices should be explored before the start of the mobility period. Students should be informed that they have to respect deadlines and understand that changes to the Learning Agreement are only possible in exceptional cases. A good practice could be to offer to incoming students a 2-week period after regular classes have started at the receiving HEI in order to make the appropriate modifications in their Learning Agreement. Any such changes would have to be agreed and validated (e.g. via email, scanned or digital signatures, etc.) by the three parties.

⁵ http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

Learning Agreements are binding for all the parties and require that, on successful completion of the mobility period, the sending **HEI recognises credits earned by the student** and documents these credits in the student records, so that they can be identified in a transparent way. All the credits towards her / his degree that the student earns during the mobility period and which were originally agreed on in the Learning Agreement (or a revised version to it) must be recognised by the sending HEI and count towards the student's degree without the need for the student to take any further courses or exams.

The contact details of those responsible for signing and recognising Learning Agreements should be featured on the website of the HEI.

In the case of integrated double / multiple / joint degrees, the issue of a Learning Agreement for mobility within the degree partnership is not a prerequisite, since this mobility follows pre-established and agreed study paths which are a compulsory component of the degree structure.

b) Student mobility for traineeships

Learning Agreements for traineeships abroad follow similar procedures. However, greater care is required in drafting the Learning Agreement for traineeships, as tasks to be performed in a particular workplace should be listed and corresponding learning outcomes, which are relevant to the final degree, should be agreed to. In addition, the plan for monitoring of traineeship activities should be arranged and specified, and carried out by the sending HEI and the mobility partner.

Both types of learning agreements, as well as guidelines on how to use them, can be found at: http://ec.europa.eu/programmes/erasmus-plus/resources/documents-for-applicants/learning-agreement_en

2. Staff mobility

The compulsory mobility agreement between the sending and receiving HEIs / organisations for the purpose of teaching or receiving training should stipulate the activities to be undertaken by the staff member. This agreement should be reached after discussion between the two HEIs / organisations, taking into account the institutional requirements / strategy, academic rationale, foreseen outcomes and the staff member's competences.

- ❖ Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.

The sending HEI should assist those of their outbound mobile staff / students and the receiving HEI should assist those of their incoming mobile staff / students who need a visa by issuing, in a timely manner, the documentation required by the staff / students (i.e. letters confirming the staff / students' status at the HEI) for the visa application. The website of the receiving HEI should provide mobile participants with information about visa requirements and the time necessary for a visa application. In addition, details should be provided on the website of the contact person (title, function) at the receiving HEI who can assist in solving visa-related issues, with a description of the services offered and the support that can be provided.

In cases in which it proves difficult to obtain visas (e.g. where diplomatic missions are not located in the countries of residence, in situations where postal applications are

not accepted, etc.), HEIs should attempt to provide assistance in contacting diplomatic representations in order to help ease the procedure. It must be clear, however, that the application for the visa is the responsibility of the mobile participant her- / himself.

- ❖ Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.

As a general rule, insurance cover is the responsibility of the mobile participant, although the receiving HEI / enterprise / organisation should inform mobile participants of cases in which insurance cover is not automatically provided. In those cases where specific types of insurance are required within the framework of mobility activities (e.g. medical insurance in those countries not covered by reciprocal national medical insurance agreements, or accident / third party insurance where such insurance is required for the planned mobility activities), the sending and receiving HEIs / enterprises / organisations should provide the necessary assistance in order to be certain that mobile participants have sufficient insurance coverage. The agreed solution should be mentioned in the inter-institutional agreement (student mobility for studies / staff mobility for teaching) or in the learning agreement (student mobility for traineeship) or the mobility agreement for staff on training.

- ❖ Provide guidance to incoming mobile participants in finding accommodation.

The receiving HEI / enterprise / organisation should explain clearly to the mobile participants what accommodation options are open to them at the HEI (or in its vicinity) and what the conditions for renting accommodation are (i.e. costs, registration and accommodation contract details, responsibilities), so as to minimise any problems upon their arrival. This should be done well in advance of the mobility period. Necessary information should be available on the receiving HEI's website, along with the contact details of the accommodation officer at the HEI. The local student organisation can also be an important source of information. If appropriate, their contact details should be available on the receiving HEI website.

The sending HEI should also assist the mobile participants in their search for accommodation by, whenever necessary, contacting their counterparts at the receiving HEI / enterprise / organisation or by putting former mobile participants who are willing to help finding accommodation in touch with prospective students.

4.2.2. During mobility

- ❖ Ensure equal academic treatment and services for home students and staff and incoming mobile participants.

The receiving HEI should ensure that incoming mobile participants are afforded the same academic treatment (i.e. rights and responsibilities with regard to teaching and tutoring, exams, marking and grading, complaints procedures, etc.) and access to facilities as regular home students. Details of these rights and responsibilities should be publicised on the website in the language of instruction and explained during the mobile students' induction week (which optimally should be organised for all new incoming mobile participants at the beginning of each term / semester / year). In

addition, academic and administrative contact persons should be available during the whole of the mobility period to provide any further explanations which might be necessary and to help solve any problems which might arise.

- ❖ Integrate incoming mobile participants into the Institution's everyday life.

The receiving HEI / enterprise / organisation should make every effort to ensure that all incoming mobile participants are made to feel part of the HEI / enterprise / organisation by integrating them fully into its academic / work and social activities and by avoiding the segregation of these participants in, for example, their accommodation options (i.e. by not putting all mobile students / staff in the same halls of residence). In addition, the receiving HEI should create conditions for mobile students to join social organisations (student associations, sports clubs, music or theatre groups, debating societies, etc.) within the HEI. It should also encourage mobile students to initiate and organise their own social events which would lead to wider interaction with local students. Conditions permitting part-time job positions on campus could also be made known to mobile students.

- ❖ Have in place appropriate mentoring and support arrangements for mobile participants.

a) Student mobility for studies

Mentoring and support arrangements should already be outlined in the Course Catalogue of the receiving HEI, in the section on general information for students, with contact persons / addresses in the respective areas. Information available on the website should also include details regarding the culture and everyday life of the receiving country.

An important aspect of the support arrangements is the welcome / orientation week, which is a good way to provide the incoming students with necessary information on practical / administrative arrangements and allow them to meet local and other mobile students. This welcome / orientation week is a vital opportunity to address concerns among the incoming students and to reduce any psychological pressure they might feel during their first contacts at the receiving HEI.

HEIs should make every effort to foster integration of mobile students, for example, by initiating a system, whereby volunteer local students (who have been approved by a designated body) assist the incoming mobile students both before and during the mobility period. Local students could, for example, assist the incoming students by meeting them at the airport, helping them to find accommodation and explaining everyday cultural challenges they might meet in the receiving country. In order to institutionalise this support for mobile students, it is strongly recommended that the receiving HEI establishes a student network, such as an ESN (Erasmus Student Network) section which could run the buddy system and share good practice with other sections around Europe. The services provided within the framework of the buddy system could also be made available, after any necessary adaptation, to mobile staff members.

In addition, the receiving HEI should appoint academic mentors who are responsible for dealing with problems related to the academic issues (course timetables, student

attendance, coursework, relationship with academic staff, etc.)

The HEI's website should give details of the whole (academic, administrative, social, etc.) support system which is available to the mobile participants.

b) Student mobility for traineeships

A mentor, different from the supervisor, should be nominated to support the mobile student while in the enterprise / organisation. His / her role is to provide support, encouragement and information to the trainee on the life and experience relative to the enterprise / organisation (culture of the enterprise, informal codes and conducts, etc.). The contact details of both the supervisor and the mentor should be specified in the learning agreement.

c) Both

Mobile participants should be made aware of whom they can contact in case of problems. HEIs / enterprises / organisations should designate staff members to deal with social and psychological questions the mobile students might have, also indicating professional centres dealing with health / psychological issues.

- ❖ Provide appropriate linguistic support to incoming mobile participants.

In cases where the language of instruction is not the language of the receiving country, the receiving HEI should be aware of the needs (and also the time limitations) of the mobile students and, when deemed necessary, provide adequate linguistic support. This support should be tailored to differences in the needs of the mobile participants and could be offered on-line, as intensive courses during the orientation week ("survival" level) or as semester / annual courses (in groups, as individual tuition or as subject-specific courses).

It is considered good practice to allocate credits to these language classes and describe outcomes within the Common European Framework of Reference for Languages. However, this does not affect the sending HEI's responsibility to ensure that their outgoing mobile participants are properly prepared from a linguistic point of view according to the specifications indicated in the inter-institutional agreement. In addition, the Erasmus+ Programme provides online linguistic support via the [Erasmus+ Online Linguistic Support \(OLS\)](#).

4.2.3. After mobility

- ❖ Accept all activities indicated in the learning agreement as counting towards the degree, provided these have been satisfactorily completed by the mobile students.

The sending HEI should, upon receipt of the Transcript of Records / Training Certificates:

- ✓ certify which requirements stipulated in the Learning Agreement have been successfully fulfilled and which have not;
- ✓ ensure recognition of the mobility period abroad within the time-scale and according to the conditions stipulated in the institutional recognition

framework.

Given the rich diversity of higher education traditions in Europe and the different approaches to recognition practices, HEIs are free to follow the recognition procedures established within their HEIs. However, the sending HEI should ensure that all the credits earned by the mobile student during the mobility period are recognised and that they will count towards the final degree in such a way that it is apparent in the student's records and documents issued to the student (Diploma Supplement or equivalent). An appeal procedure should be in place and published on the website of the sending HEI. Failure to ensure that the mobile student receives recognition for the study / traineeship period abroad, as stipulated in the Learning Agreement, may result in the withdrawal of the Charter.

- ❖ Provide incoming mobile participants and their home institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.

a) Student mobility for studies

The receiving HEI should, according to legal requirements, keep records of the mobile participants' academic achievements for a statutory period, providing information whenever requested by the mobile participant or official bodies on her / his behalf.

It is the receiving HEI's obligation to provide the sending HEI with a Transcript of Records within a period stipulated in the inter-institutional agreement (and normally not longer than **five weeks** after the mobile student's evaluation has finished at the receiving HEI). Once the sending HEI has received the transcript of records it has the obligation to inform the mobile student of his / her recognition outcomes. The template of the [standard form of the Transcript of Records](#) is part of the Learning Agreement template.

However, given the diversity of practice in communicating information about higher education in Europe, this document can be adapted according to the requirements of the HEI, while taking care that all items of information to be found in the standard form are contained in any adapted version.

The information contained in the Transcript of Records should ensure a transparent recognition of the study period abroad, providing details of the title of the course unit / module / subject, with the respective course code (referred to in the Course Catalogue), duration of the course unit, local grade and ECTS credits. It is important that a clear explanation be provided of the institutional grading system and grade distribution in the department or study programme. The Transcript of Records must be duly signed, stamped and dated in order for it to be considered a legally valid document. The HEI should decide who should prepare the document, as well as designating a person responsible for signing it. The mobile students should be informed of those responsible and should be able to contact them in case of unforeseen circumstances or delays.

b) Student mobility for traineeships

It should be noted that HEIs have developed different forms / practices for implementing and evaluating traineeships. Therefore, the methodology adopted for evaluation of student achievement during traineeship activities (including time and place of evaluation) should be clearly described in the Learning Agreements and

signed by the three parties (student, sending HEI and traineeship provider). In any case, the traineeship provider should always issue a certification attesting to the mobile participant's traineeship activities (duration, traineeship tasks and, wherever possible, competences developed).

- ❖ Support the reintegration of mobile participants and give them the opportunity, upon return, to build on their experiences for the benefit of the Institution and their peers.

The sending HEI should make every effort to ensure that mobile participants are not penalised, either in terms of grading or career progression, for their study / training / teaching period abroad. Instead, their experience should be valued and shared as an inspiration to others, by for example organising meetings / publishing articles where the mobile participants could share their experience and the impact of mobility on their personal / professional development, as well as on the sending HEI.

To this end, the sending HEI should provide administrative and academic counselling to assess the outcomes of the mobility and advice participants on their return how best to use the competences acquired abroad. Furthermore, the sending HEI should assist participants in their return to their social, educational or professional environments by, for example, providing mentoring and social platforms, by creating group activities and by involving the formerly mobile students in situations which require inter-cultural competences (e.g. within the "buddy system"). Local student organisations could play an important role in this respect.

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

The HEI should systematically use the results of staff mobility for structural reform. Therefore, international staff mobility should become an integral part of human resources development schemes. The HEI should actively support staff mobility by establishing a strategy which underpins this activity, identifying the professional development needs of the staff members at the HEI and the necessary preparation.

This strategy should include different measures encouraging mobility. For example, staff mobility should be acknowledged as part of the regular workload, staff working schedules should be adapted to meet requirements and, whenever possible, temporary replacements should be found during the mobility period, additional cultural / language preparation should be available to mobile staff and teaching and training mobility activities should be recognised as a component in any evaluation / assessment of the staff members.

4.3. WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

- ❖ Ensure that cooperation leads to sustainable and balanced outcomes for all partners.

When the HEI participates in European and international cooperation projects, it should do so in a pro-active way, establishing from the very beginning the objectives

for its participation, the role it intends to play and the results which it expects to achieve. Participation in such projects should be integrated in the HEI's modernisation and internationalisation strategy and should be based on a specific needs analysis.

The foreseen results of any participation in cooperation projects should be sustainable and balanced and should, therefore, lead to future development of the HEI's international involvement. In particular, HEIs should make decisions about the strategic partnerships which they intend to form, by taking into account geographical and subject area priorities and the institutional capacity to participate actively and implement the project outcomes. Therefore, HEIs should make informed decisions before committing themselves to participating in particular projects.

- ❖ Provide relevant support to staff and students participating in these activities.

Once committed to a given project, the HEI undertakes to support fully any student and staff participating in it, both as coordinator and partner. As part of the HEI's modernisation and internationalisation strategy, concrete support measures should be foreseen at both institutional and departmental levels allowing participating staff / students adequate time to carry out their project work, allocating additional resources to support the project, providing administrative back-up (e.g. with financial management, study programme accreditation procedures, etc.) and ensuring space on the website for dissemination and exploitation of project results.

Participation in such international projects should be seen as an important aspect of the professional development of the staff and of the modernisation of the HEI and should, therefore, be considered a key component in staff evaluation.

- ❖ Exploit the results of the projects in a way that will maximise their impact on individuals and participating institutions and encourage peer learning with the wider academic community.

The HEI should implement any outcomes which result from participation in projects either as a long-term strategy or a short-term solution. Once committed to a project, the HEI should ensure that the visibility of project activities and results is a priority in order to exploit and maximise the products in the HEI itself and beyond, particularly through the partnerships with other HEIs and organisations. By making use of the Internet, presentations at meetings, posters, and other dissemination activities, the HEI should raise awareness within the academic community and beyond not only of the project results, but also of the funding possibilities of such activities which could therefore lead to spin-offs and other initiatives. The HEI is equally invited to contribute regularly to the [Erasmus+ Project Results Platform](#) during the project lifecycle as well as at the finalisation stage.

4.4. FOR THE PURPOSES OF VISIBILITY

- ❖ Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website.

It is a prerequisite that the Charter and the related Erasmus Policy Statement are displayed on the institutional website in a place which is easily accessible from the HEI's main page, thereby demonstrating that the whole HEI is committed to the Charter. The web link must also be provided for the [Erasmus+ Project Results Platform](#).

❖ Promote consistently activities supported by the Programme, along with their results.

The HEI is committed to express its support for the Erasmus+ Programme by providing information on activities in all Erasmus+ Programme activities, with the indication of respective contact persons, and using all possible opportunities (mass media, scientific meetings, academic journals, etc.) to inform the wider community of new initiatives, on-going activities and final results.

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

The compliance of the HEI with this Charter will be monitored by the National Agency through visits, HEI reporting, participant reports encoded into the Mobility+ tool, etc. In case non-compliance is identified, an action plan will be agreed between the HEI and the National Agency to solve the problematic issues. If the action plan is not implemented by the HEI within the agreed timeline, this will be reported to the European Commission and may lead to the withdrawal of the ECHE.