



**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.

 **Please do NOT delete any instructions in the document. The overall page-limit has been raised to ensure equal treatment of all applicants.**

<b>HISTORY OF CHANGES</b>		
<b>VERSION</b>	<b>PUBLICATION DATE</b>	<b>CHANGE</b>
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

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 X

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

Partnerships for Cooperation and exchanges of practices X

Partnerships for Excellence – European Universities X

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees X

Partnerships for Innovation X

#### Erasmus Key Action 3 (KA3):

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

## 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 Area<sup>1</sup> 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)

UCLL is an institute for higher education, research and services that is focused on quality. It is inspired by the valuable and varied Christian ideals, in dialogue with and in service to an open, pluralistic and intercultural society.

Our education, practice-oriented research and services are a potent and creative interplay between students, staff, the workspace and society. We are actively involved in (EU) regional development and continue to invest in strong partnerships in Europe and around the world.

We train inspiring professionals, enterprising alumni, open-minded world citizens and strong personalities who devote their lives to contributing to a just and sustainable society.

The foundation and strength of our university of applied sciences is the acknowledgement of every staff member, student and partner as unique links in the chain. As an organisation, we are committed to a pleasant and inspiring working and learning environment carried by warmth and respect. By showing confidence in each other, we deepen the involvement and strengthen the community of our university of applied sciences.

From four strategic priorities – stimulating success stories, co-creating regionally, committing as world citizens and outright inspiring people – UCLL motivates its students, staff and community to become enthusiastic Moving Minds.

Internationalisation is not an end in and of itself for UCLL. Instead, it is a process that reflects how the university of applied sciences evolves its strategic priorities. It actively and purposefully framed its mission in an international dimension both to ensure the quality of its education and research and to offer services to society. In other words, internationalisation goes far beyond mobility of staff and students. It is a process that intersects with all UCLL domains.

UCLL's vision of internationalisation is completely in line with the commonly used definition of De Wit & Hunter,<sup>2</sup> which describes internationalisation in higher education as:

*“the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.”*

After having invested heavily in the internationalisation of curricula these last few years, focus has now turned to the internationalisation of the institute. It is something that requires a continuous reflex to look at everything that goes on in the organisation from an international perspective. This ranges from ever-changing internationally interesting multilingual and culturally sensitive offerings (consider transdisciplinarity, scenario planning, design thinking), multilingual campus sign posting, internationally focused quality and research policies to a human resources policy in which the development of international and intercultural competencies is promoted and recognised.

This reflex helps UCLL to continue to be a flexible university of applied sciences with a high quality curriculum and a collective ambition showing a professional independence and responsibility in an inspiring learning and working environment.

All this helps us shape engaged world citizens: students, alumni and staff who look at the (inter)national community and their own professional identity with open minds. They adopt an active and enterprising attitude and are aware of the impact of their choices in the ever-changing world around them. Internationalisation, at home and abroad, is considered an indispensable and integral building block for high quality education and research. The multicultural society is invited in. It offers space for contacts, reflection and mutual learning, based on the use of opportunities and establishing collaborations all around the world.

With Moving Minds, UCLL contributes actively to a just and sustainable world.

The United Nations Sustainable Development Goals offer an important guiding framework in this context.

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<sup>1</sup> 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](https://ec.europa.eu/education/education-in-the-eu/european-education-area_en)

<sup>2</sup> De Wit, H., Hunter F., Howard L., Egron-Polak E. (Eds.) (2015) “Internationalisation of Higher Education”, European Parliament, Brussels: EU. Available via [http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL\\_STU\(2015\)540370\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf)

To UCLL, the Erasmus programme is one of the key catalysts to fulfilling these ambitions, not only for individual mobility (KA1) but also for cooperation with a view to innovation and exchange of good practices (KA2) and support for policy reforms (KA3).

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)

To UCLL, the Erasmus programme is one of the key catalysts for fulfilling its internationalisation ambitions. The programme serves as an important source of inspiration to shape its internationalisation policy. However, internationalisation is not a goal in and of itself. Instead at UCLL, we consider it an instrument for personal growth, intercultural competencies and global engagement, a tool, also, for the further development of language skills and international expertise of students and staff. These international (and intercultural) competencies we refer to as ICOMs at UCLL.

Even though internationalisation is more than mobility alone, it continues to be a cornerstone. It is a part of internationalisation that needs to be supported and promoted continuously. It therefore remains important in an internationalisation strategy to continue thinking about strengths, weaknesses, opportunities and threats related to mobility.

In addition to physical mobility, UCLL is also committed to virtual mobility. It is a way to make international learning accessible to students and staff for whom physical mobility is limited or impossible and a way to limit the ecological footprint of internationalisation. After having set up or participated in various pilot projects related to virtual mobility, UCLL will structurally embed in its programmes everything it has to offer in virtual mobility and collaborative online international learning. To accomplish this, the focus of our efforts will be on collaborations through KA1 and KA2 projects in the programmes and in partner countries.

In the UCLL vision, the *internationalisation of the curriculums* improves the quality of the programmes starting from learning outcomes that are built into the programmes in an educationally sound manner and that account for the context and typical characteristics of the programme and the profession. It creates education spaces that get students and staff moving, penetrate deeper layers of knowledge and insights and transform Moving Minds. This goes beyond attaching forms of mobility or *internationalisation@home* activities to a programme and even beyond adding international and intercultural competencies to courses. The ultimate goal is our starting point: which international and intercultural aspects contribute to fundamentally shaping our students into inspiring, innovative and enterprising professionals who, from their own authentic personality and broad, committed view of the world and their own profession, contribute to a just and sustainable society.

*Internationalisation of the institute* at UCLL contributes to a learning and working environment that transforms students and staff. The development of *internationalisation as an area of expertise* deserves further attention. The focus of internationalisation research at UCLL is practice-oriented research. Erasmus projects remain an important driving force for this type of research.

By also making use of the possibilities of cooperation and mobility with partner countries, UCLL sets out to establish sustainable, reciprocal collaborations on an equal footing with partners outside Europe.

UCLL wants to market itself as a network organisation and it is therefore important to have a sufficient number of quality partners. To this end, partnerships are established with local/regional/national/international partners. With a view to the quality of these partnerships, UCLL is currently working on a 'partnership' policy framework that will allow for the establishment of 'strategic alliances' as well as a country policy.

In addition, institutes of higher education are challenged to take responsibility and play an active role in the search for sustainable answers to global problems. International cooperation through education and research may contribute significantly to this role. This is why UCLL has committed to take action through the inspirational framework 'Global Engagement in Higher Education'<sup>3</sup>.

Beyond establishing sustainable partnerships through exchange, mobility and projects, there are concrete initiatives in the pipeline for students and teachers that mix education and research around global competence.

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<sup>3</sup> <https://globalmindsvlhora.be/visieteksten/>

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)

UCLL is convinced that the more powerful and clear its internationalisation policy, the more attractive it will be for international exchange and cooperation. Investing in a well-considered internationalisation strategy will attract like-minded partners and students and will increase the impact of the Erasmus programme. To streamline this process and make it stand out to the outside world as well, UCLL will work to gain CEQUINT accreditation in the coming years.

UCLL chooses for a quality assurance system which continuously monitors the balance of the Plan-Do-Check-Act cycle and the Inspire-Mobilise-Appreciate-Reflect cycle. Quality assurance incites reflection through a dialogue with critical internal and external (inter)national friends. This is how we appreciate what works, give trust and work on what can be improved. Both qualitative and quantitative data is used to evaluate and guide policy.

In Flanders, the associate degree programmes was integrated into the universities of applied sciences in the 2019-2020 academic year. Our has participated in the Erasmus programme from the very beginning. Consequently, internationalisation and student and staff mobility have been more or less embedded in the culture and processes of the bachelor programmes. However, this is not the case for the associate degree programmes which have only become part of UCLL since September 2019. That is why a different timing is used for bachelor and associate programmes.

#### **SDG 4.7 implemented**

It is UCLL's intention that, by 2030, all its students are obtaining the knowledge and skills required to foster sustainable development. This will include training on sustainable development and sustainable lifestyles, human rights and gender equality and the advancement of a culture of peace and non-violence, world citizenship and the appreciation of cultural diversity and of the contribution of culture to sustainable development.

As a first step, it is expected that, by 2022, UCLL will be able to present a broadly supported vision and policy regarding sustainability based on the United Nations' SDGs, including a translation of this vision and this policy into its own context and into all services, into R&E and into the programmes. These will then be implemented in the years that follow.

#### **100% of the graduates internationally competent**

It is UCLL's ambition for every graduate to be internationally competent and to show him- or herself to be a committed global citizen. To that end, UCLL uses the [ICOMs framework](#): a simple methodology to integrate the international dimension into the curriculum. Integrating international competencies into the bachelor curriculums was the subject of the thematic quality assurance 2017-2019. The purpose of the thematic quality assurance was to give feedback about the state of affairs regarding the integration of international competencies in the curriculums of every bachelor programme offered at UCLL, to identify good practices and to learn from each other.

The ICOMs framework doesn't offer off-the-shelf competencies that can simply be cut and pasted into any training programme. In fact, such ready-made competencies don't necessarily improve the quality of the programme and don't necessarily lead to transformative learning. In our vision, the areas to which ICOMs relate are embedded in the principles and building blocks of the programmes, accounting for the context of the disciplines. In this approach we explicitly emphasise that ICOMs must first and foremost be embedded in the programme's culture and identity. This requires continuous attention and the development of international competencies of all staff.

Integrating the ICOMs into the curriculum presumes the radical choice of using diversity and the greatest possible variety of perspectives from students, staff and materials.

Within the ICOMs framework, every programme decides autonomously how it will implement and evaluate the ICOMs. Once choices are made and learning pathways are charted, the programme will identify educational activities and evaluation methods that are effective in achieving the ICOM learning objectives. Student and staff mobility is certainly an important tool to achieve these but certainly not the only one. UCLL programmes are characterised by a broad range of other didactic-methodical aspects to see to the international dimension of the programmes.

For bachelor programmes it is expected that the ICOMs framework will be embedded in the curriculums and that they will have developed a vision, final attainment levels and learning pathways appropriate to the programme by 2022. For associate degree programmes, an attainable framework and realistic timeline will be drawn up in the course of the 2020-2021 academic year.

#### **All programmes establish internationally focused learning and working environments**

To fulfil the ambition to make every graduate an internationally competent and committed global citizen, UCLL is pressing ahead with the development of an internationally focused learning and working environment. An international learning environment manifests itself at several levels:

1. that of a course unit

2. that of a semester
3. that of a learning pathway for the entire curriculum
4. that of the entire curriculum

By 2022, all bachelor programmes will have established international working environments in which all students can make optimal use of *internationalisation@home* or *abroad* at the level of at least the course units. By 2027, all training programmes will have implemented an international learning environment within at least one learning pathway. For associate degree programmes, an attainable framework and realistic timeline will be drawn up in the course of the 2020-2021 academic year.

To achieve this, we will use the full range of methods for full virtual mobility (no physical travel, full collaborative online international learning) via blended virtual mobility (combination of physical mobility and collaborative online international learning) to on-site international classroom.

The nature of education at university of applied sciences makes the collaborative aspect of learning an essential component in our DNA.

And finally, we will use the CLIL methodology (Content & Language Integrated Learning) to facilitate language development in students and adequately prepare them for and guide them through the language component of international education.

The above can only be achieved through strong partnerships. By 2022, all training programmes and expertise centres will have established international partnerships that enable them to install an international learning and working environment, carry out international benchmarking and join at least one international network.

By 2022, all campuses will have been transformed to look and feel inviting to the intercultural/international UCLL community. This is true for both the physical and the virtual campuses.

#### **Acknowledging international competencies in human resources policy**

The ongoing development of international competencies for staff is facilitated as much as possible. Not only through internal and external professionalisation possibilities but also through participation in internationalisation activities at UCLL or with (international) partners.

By 2022, international competencies will have become an integral part of human resources policy. This includes the hiring AND training of a variety of internationally and inter-culturally competent personnel. This also entails offering ICOMs and C1 language proficiency professionalisation tracks to all staff to be taken at their own pace.

Our goal is to have ICOMs included in the hiring criteria by 2027.

#### **At least 20% of the students at least 15 mobile EC + at least 33% of the students at least 10 mobile EC**

The European benchmark (upon graduation, 20% of the students have acquired at least 15 European Credits (EC) during a long mobility period abroad) and the Flemish benchmark (upon graduation, 33% of the students have acquired at least 10 EC abroad) are the two key quantitative indicators used within UCLL.

The associate degree programmes have been added to the universities of applied sciences in the 2019-2020 academic year. Most bachelor programmes have already been working towards meeting the European and Flemish mobility benchmark for years. This is not the case for most associate degree programmes, which is why indicators used for bachelor programmes differ from those used for associate degree programmes.

At institution level, UCLL achieved 18.4% mobile degrees in 2018-2019. The European benchmark is expected to be met in the 2020-2021 academic year. However, at the level of the study programmes there are considerable differences.

UCLL's objective is to have every bachelor programme meet the European benchmark by 2027. Every initial training programme has meanwhile been fitted with a mobility window of at least 15 EC.

For associate degree programmes, an attainable framework and realistic timeline will be drawn up in the course of the 2020-2021 academic year.

#### **Lean & clean support in mobility programmes**

Administrative barriers related to mobility programmes are simplified as much as possible. This is done for both the participants in the various Erasmus programmes and for the supporting services. The key means by which to achieve this is computerisation and digitisation of processes. By 2022, a digital system will have been implemented which minimises the administrative barriers for all involved. The driving force behind this is the central International Office.

#### **Optimal use of Erasmus projects for educational innovation**

Interweaving research, services and education is a key element in the performance of UCLL's societal role. The KA2 projects in particular allow practising both educational innovation and VODO at the same time. KA3 projects offer opportunities to put to use models developed and insights gained. Participation in Erasmus projects with a view to educational innovation is insufficiently exploited at the moment.

UCLL's objective by 2022 is to embed more systematically its participation in KA2 and KA3 in its organisation. An action plan to that end will be drawn up in the 2020-2021 academic year.

## 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.

In the UCLL education policy, the American concept of 'inclusion excellence' plays a central role. By supporting a 'pedagogy of excellence', the opportunities and strengths of groups of students with various diversity characteristics (gender, ethnicity, language, religion, class, age, etc.) are put to optimal use. Learning is considered a shared responsibility in which the teacher joins the student on his/her journey and in which both parties are given the chance to shine and grow. We see diversity in students' talents as a chance to make learning more engaging and effective and set off from 5 dimensions (intra- and interpersonal awareness, curriculum transformation, inclusive pedagogy and inclusive learning environment) of inclusive excellence.

Providing equal educational opportunities means offering sufficient learning opportunities to all students by, where necessary offering extra challenges and/or support. It also means offering students new perspectives and motivating them to come out of their comfort zones.

Language and language policy appear to be significant facts here. Where UCLL's language policy working group has until now mainly focused on Dutch as the principal language of instruction and of language developing education, in the future multilingual education and the opportunities of the CLIL method will be given more attention with the goal of stimulating and appreciating multilingualism amongst students.

Through its diversity policy and creation of equal educational opportunities, UCLL expressly wishes to attract students who are having difficulty finding their way to higher education, including non-Dutch speaking new comers.

Proper guidance of students from teachers and supervisors was and remains an advantage of our university of applied sciences. That is why we take care our students' learning process and pay close attention to the students as humans. A person's time as a student is always an important phase in personal development in which living and learning constitute a whole. It is, therefore, in this perspective that the university of applied sciences offers support. To this end, the support continuum was developed. Naturally, this support is also offered to exchange students.

Over the next few years, there will be more effort engaged in association between internationalisation and other relevant policy areas (education policy, student policy, staff policy, etc.), to remove as many barriers as possible that block the choice for international mobility. The various services are even more involved in incoming and outgoing student and staff mobility to benefit achieving an international learning and working environment.

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 website<sup>4</sup>.

UCLL is committed to removing administrative barriers related to mobility and international learning as much as possible. Not only for participants in the various Erasmus programmes, but also for support services. The whole process from application to recognition of acquired competences and qualifications should be as efficient and transparent as possible. To this end, maximum use is made of computerisation and digitisation of processes; the recently developed UCLL-app is a good example of this.

Implementation of a mobility management software package (Mobility Online) should facilitate a smooth transition to Erasmus Without Papers. The implementation of this package is foreseen in 2021 .

Embedding the European Student Card Initiative (ESCI) and the use of the Erasmus+ mobile App by 2025 are next steps in this process of administrative simplification. The introduction of ESCI will be done in cooperation with the partners within the KU Leuven association, of which UCLL is a member.

The KU Leuven Association, is a network linking universities of applied sciences across Flanders and Brussels with the KU Leuven. Together, they hold a prominent and influential position in Flemish and European Higher Education. The KU Leuven Association was founded in 2002 in response to the Bologna Declaration of 1999, which sought to increase synchronisation of higher education in Europe. The members of the KU Leuven association strengthen each other by

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[https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative\\_en](https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en)

exchanging expertise, promoting a joint agenda and pooling resources.

Members of the KU Leuven Association aim to optimise and align their support processes, including the introduction of the European Student Card Initiative and Erasmus Without Papers.

The ICT department, have begun preparations of the EWP implementation in the spring of 2018. It is an important project on the ICT planning for the coming months. The timeline set forth by the European Commission for the implementation of specific features will be adhered to by the KU Leuven association, starting with the inter-institutional agreements and the online learning agreements in 2021.

The KU Leuven association is also planning to replace the traditional student card by a virtual student card (QR code on smart phone) in the coming years, making transfer of information between institutions, and access of information within the university, easy and transparent for both student and university administration.

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

UCLL is endeavouring to ensure that all its students are developing the knowledge and skills needed to promote sustainable development. As a first step, it is expected that by 2022, UCLL will have a broad-based vision and policy with respect to sustainability based on the United Nations SDGs. The embedding of environmentally-friendly practices forms a part of this and will be carried out in close cooperation with the "sustainable resources" expert centre.

Participation in the Erasmus programme implies travel. Travel implies CO2 emissions. At the moment, UCLL has no policy for sustainable travel. This will be taken up in the sustainability policy that will be developed by 2022. Avoiding movement, making more of an effort to collaborate virtually (by both students and staff), more frequent travel by train and CO2 compensation will certainly be part of this.

Exchange students may, just as all other UCLL students, already hire bicycles (2020: €25-€50 per year) or buy a bus card (2020: €25 per year) at a substantially reduced price. This will remain so in the future.

In addition, focus will turn to environmentally-friendly alternatives like using organic/eco/fairtrade products, vegetarian meals, collaborating with climate-neutral companies, paperless projects, virtual mobilities, and so on.

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

UCLL is coupling its internationalisation policy with the 'engaged world citizens' strategic priority: students, alumni and staff who look at the (inter)national community and their own professional identity with open minds. They adopt an active and enterprising attitude and are aware of the impact of their choices, in the ever-changing world around them. Internationalisation, at home and abroad, is considered an indispensable, integral building block for high quality education and research. The multicultural community is invited in. They offer the space for contacts, reflection and mutual learning, based on the use of opportunities and establishing collaborations all around the world.

engaged world citizens and developing international competencies form an integral part of education at UCLL for all students. To this end, methods like service learning, international classrooms and Collaborative online international learning will be used.

Therefore, engaged world citizens is not only coupled with mobility at UCLL. At the moment, the mobility window in most programmes is part of the last semester of the final year of a programme. To make optimal use of the experiences and insights acquired during a mobility in the programme, investigation will be undertaken into whether the impact of the mobility for the individual and his/her classmates depends on the programme phase in which the mobility takes place.

All UCLL students who go to a country in the global south (DAC countries) for their international exchange are currently already following the Connecting Worlds track. This track has a weight of 3 ECTS and guides students before, during and after their mobility.

Contemporary insights with respect to international cooperation compel us to consider a proper interpretation of a preparatory track. Experts' opinions inside and outside of UCLL, societal trends, the LEMONOC framework, critical assessments and experiences with students from previous years, demonstrate that focus must be on students learning. The greatest chance for fundamental learning lies not so much with taking on an assistance role or with carrying out prepared activities and project work, but rather with the foreign environment in which the students are placed. A well-prepared track will therefore result in students benefitting from improved learning opportunities on site. Through interactive working methods, students' minds will be opened in Connecting Worlds. Students will learn skills and tools offered them to be able to make the most of the learning opportunities on site, with curious and



non-judgemental attitudes. In addition, students will be brought together from different disciplines, which will broaden the learning opportunities. The assurance of the quality of the students' learning also involves proper support during the track and anchoring what was learned in an after-track.

## 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 Recognition<sup>5</sup>.

In the past, UCLL was granted the ECTS label and continues to employ the principles. Every year, UCLL provides grading tables. Where available, the grading tables of partner institutions are used to convert the assessment given abroad into a UCLL grade. If the partner institution does not have a grading table available, the manner of conversion of the assessment given abroad will be communicated to the student before the mobility begins.

UCLL is participating in the EGRACONS project and supports this project by encouraging its partner institutions to do so. Sufficient participation of partner institutions will mean grades obtained can be converted automatically.

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

Continuing development of employees' international competencies is facilitated as much as possible. Not only through internal and external professionalisation services but also through participation in internationalisation activities at UCLL or with (international) partners.

UCLL encourages both short and long-term personnel mobility by continuing to highlight the possibilities for both management and employees. An effort will also be made to find appropriate solutions for the less evident requests. All information related to personnel mobility has been made accessible to all personnel on the intranet.

Employees will still have costs reimbursed and are supported when making arrangements for travel and accommodation and when completing Erasmus documents.

If a teaching assignment is taken on, the assignment is generally included in the task deployment for that person. A training mobility is recognised in the hours set aside by UCLL for professionalisation for every employee.

By 2022, the international competencies will have been integrated into the personnel policy.

By 2027, international competency will form part of the appointment criteria.

## 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.

**ucll.be/EPS**

Internationalisation is 1 of the 9 fields of vision at UCLL with an explicit connection to the 'engaged world citizens' strategic priority. Internationalisation will thus continue to have its own place in the policy plans of each programme and service.

<sup>5</sup> 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))

Since its reorganisation (Moving Forward), UCLL has become a flat organisation in which there are close ties and short lines between the programmes, education and student policy, Research & Expertise and internationalisation. The organisation structure and the developing organisation culture ensure a continuous exchange between the field of Internationalisation (including the Erasmus programme) and the programmes and services at the organisation, through, amongst other methods, internal network and policy days, education committees, internationalisation forum

UCLL has set as its goal by 2022 to embed more systematically its participation in the Erasmus programme for both programme and partner countries. To this end it will prepare a plan of action in the course of the 2020-2021 academic year.

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.

The text of this charter was drafted in active collaboration with the programme coordinators who are the chefs de dossier for Internationalisation, the internationalisation employees in each faculty, commented on by some education staff members and finally accepted by the faculty directors and the head of Education and Student Affairs. Important UCLL documents like the revised strategic priorities, the inspiration guide Inclusive Excellence, the embedding of ICOMs in the MM-DNA and the brochure Quality Care. During the preparation and writing, broad support for further implementation and dissemination was created within the organisation.

The content will be spread through, amongst other means, internal network and policy days, education committees, internationalisation forum, and intranet and website. The content of this policy statement either forms a part of the mission, vision and the UCLL 2019-2022 strategic plan, or will be included in the policy plans of the relevant services and/or programmes.