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

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ERASMUS+

PROPOSAL (PART B)

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020

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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.**

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

COVER PAGE

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

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

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COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

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

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

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.
- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.

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- 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 maximize 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.

FRANCISCO PINIELLA CORBACHO

RECTOR OF THE UNIVERSITY OF CADIZ

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.

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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 internationalization and modernization 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[1] 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)

Nuestra estrategia en el marco del programa Erasmus+ se inscribe desde el principio, en una tradición de participación en todas las acciones previstas. La colaboración y la cooperación de la Universidad de Cádiz (UCA) no sólo han crecido substancialmente a lo largo de los años, sino también se ha ido consolidando como columna vertebral de su política de internacionalización. En ese sentido la UCA participó activamente en acciones e iniciativas como Tempus, Alfa, Edu Link, Sócrates I y II, Grundtvig, Leonardo da Vinci, Comenius, Minerva, Jean Monnet, Deporte, Acción clave 1, Desarrollo de Capacidades, Alianzas del Conocimiento y Asociaciones Estratégicas etc.

Esta experiencia sustantiva tan antigua como el propio programa le ha dado a la institución un apreciable nivel de conocimiento de sus procedimientos, métodos y requisitos. La UCA se posiciona como participante plenamente comprometido. Y, como universidad europea, es activa en la consolidación del Espacio Europeo de Educación Superior mediante el Proceso de Bolonia que se encuentra implementado a través de las Directrices del Ministerio de Educación español.

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

El Programa reviste una importancia estratégica esencial para la institución en términos de innovación en las metodologías y técnicas docentes, en el realce del aprendizaje, de las competencias y empleabilidad de los estudiantes y por el desarrollo personal y profesional que conlleva para todos los estamentos de la Comunidad Universitaria por medio de la movilidad internacional. El contacto con otros entornos académicos y profesionales, las buenas prácticas adquiridas y la posibilidad de acoger, interconectar e interactuar con estudiantes, docentes y personal administrativo extranjeros, tanto fuera como en casa contribuye además a la "internacionalización en casa".

La estrategia global de internacionalización de la UCA está volcada en la persecución de la excelencia académica y humana como el leitmotiv que sostiene todas sus actividades internacionales y su proyección hacia el exterior. La institución percibe la internacionalización no solo como una herramienta central que va más allá del desarrollo de una mera interacción funcional con otras instituciones de educación superior y otras entidades en todo el mundo, sino también como una oportunidad para fomentar en última instancia la calidad. En el marco del Programa, la UCA planea unir y construir alianzas de redes principalmente con universidades comprometidas para avanzar en estos objetivos de excelencia mientras se irá transformando en una universidad moderna, destacada, abierta y de vanguardia en el sur de Europa. A través de la innovación en metodologías y técnicas de enseñanza y aprendizaje, en la innovación en investigación y desarrollo y en el campo de la gestión institucional se quiere materializar dicha visión estratégica. El programa representa igualmente un medio eficaz para aumentar su reputación internacional y su posición en el ranking mundial de universidades con el objetivo ambicioso de alcanzar el rango de 100 a 200. Las alianzas estratégicas y las redes que establezcan en ese marco permitirán una cooperación en beneficio mutuo mediante el establecimiento de proyectos de investigación conjuntos, publicaciones conjuntas, tesis codirigidas, co-tutelas doctorales, doble o múltiples titulaciones, especialmente a nivel de master, doctorado y máster interuniversitarios.

La participación de la UCA en la iniciativa de las Universidades Europeas como socio líder de las Universidades Europeas de los Mares (SEA-UE) es una clara indicación del énfasis en la excelencia y en las alianzas de conocimiento para mejorar cualitativamente toda la institución. Al mismo tiempo, esta estrategia se basa en otras iniciativas de excelencia en curso, como la estrategia de los Campus de Excelencia Internacional (CEI) en el campo de las Ciencias Marinas (CeiMar) y la Agroalimentaria (CeiA3) y los másteres de excelencia Erasmus Mundus y el Centro de Excelencia Jean Monnet en la migración y los derechos humanos en las fronteras exteriores de Europa. La UCA forma parte de las primeras 17 alianzas seleccionadas en la convocatoria de 2019 de la Iniciativa de Universidades Europeas para actuar como modelos a seguir para otros en toda la UE. Esta comparte con sus socios unos objetivos claramente alineados con los del nuevo Programa Erasmus+. Y su participación activa en este Programa contribuirá en gran medida a desarrollar su ambiciosa estrategia de internacionalización y modernización, permitiendo un salto cualitativo en su escenario de movilidad.

La Universidad Europea de los Mares une las universidades de Bretaña occidental en Brest (Francia), Kiel (Alemania), Gdansk (Polonia), Split (Croacia), Malta y Cádiz (España, coordinador); seis universidades en ciudades costeras, con una larga tradición histórica, cultural y económica relacionada con el mar. La alianza SEA-EU constituye una respuesta a los desafíos que representan la internacionalización del Espacio Europeo de Educación superior. Algunos de los compromisos esenciales del consorcio concurren a la estrategia de la UCA en el programa:

- Desarrollar un modelo conjunto de aseguramiento de la calidad y del reconocimiento automático de las cualificaciones y periodos de aprendizaje.
- Internacionalización de los currículos de los estudiantes y profesores
- Diseños de programas conjuntos para facilitar la movilidad de los estudiantes a todos los niveles de estudio
- Mejorar las competencias lingüísticas de los estudiantes, personal docente y no docente y promover el multilingüismo
- Promover la identidad europea y la implementación de políticas de no discriminación
- Aumentar el número de proyectos conjuntos y la producción científica
- Reforzar la formación práctica de los estudiantes en empresas
- Mejorar los vínculos Universidad-Industria
- Promover políticas de sostenibilidad

Como signatario de la Carta Erasmus+ y miembros del Espacio Europeo de Educación Superior, la UCA defiende un conjunto de valores que abarcan la libertad e integridad académica, la autonomía institucional, la rendición de cuentas, la participación de estudiantes y personal en el gobierno y responsabilidades públicas. Mediante su participación en la alianza SEA-EU, la UCA confirma su vocación de universidad socialmente comprometida. Esta defiende un modelo de universidad abierta a todos los estudiantes, independientemente de sus antecedentes ideológicos, políticos, culturales o sociales. El consorcio SEA-EU valora y reconoce sociedades en las que prevalecen el pluralismo, la no discriminación, la tolerancia, el respeto mutuo, la justicia, la solidaridad, la plena integración de las personas con necesidades especiales y los miembros de grupos minoritarios, y la igualdad entre mujeres y hombres. Esta alianza quiere ser reconocida también por valores tales como la sostenibilidad, resiliencia, excelencia, diferenciación y especialización, cooperación y creatividad.

La UCA tradicionalmente mantiene una posición de liderazgo en el desarrollo de movilidades y cooperación, dentro del marco ERASMUS, con países de Europa del Este y Asia Central. En este ámbito geográfico se han consolidado buenos socios internacionales, que permiten extender los beneficios del programa ERASMUS para consolidar y extender las movilidades hacia y desde universidades de países no pertenecientes a la UE. Con el fin de afianzar esta posición de liderazgo, se ha creado una oficina especializada en estos países, su lengua y cultura, para extender y afianzar sus lazos internacionales con los socios de esta área geográfica. Esta apuesta está entre las prioridades estratégicas de la internacionalización de la UCA. Otras áreas tradicionales, donde la UCA apuesta estratégicamente,

son los países africanos, especialmente los mediterráneos, y los países de América Latina, con los que mantiene unas relaciones muy consolidadas y fructíferas desde siempre. Es igualmente fundamental el mantenimiento de los lazos con América Latina, atendiendo la historia y cultura común.

Para este nuevo periodo del programa ERASMUS, la UCA asume un nuevo reto estratégico, fortalecer y extender nuestras relaciones internacionales a nuevos socios en países del área de Asia-Pacífico. Para avanzar en este nuevo reto, se están renovando convenios con países del área, actualmente socios, y se va a participar en eventos internacionales específicos como APAIE. Ello supone un esfuerzo, al que la UCA está dispuesta, para extender el programa ERASMUS de movilidad internacional a nuevos socios con interés mutuo en avanzar en las relaciones bilaterales.

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Our strategy in the framework of the Erasmus+ programme is rooted from the very beginning in a tradition of participation in all its set actions. The collaboration and cooperation of the University of Cadiz (UCA) not only have substantially expanded over the years, but also have established themselves as the backbone of the internationalization policy of the UCA. In this sense, the UCA actively participated in actions and initiatives such as Tempus, Alfa, Edu Link, Socrates I and II, Grundtvig, Leonardo da Vinci, Comenius, Minerva, Jean Monnet, Sport, Key Action 1, Capacity Building, Knowledge Alliances, Strategic Partnerships, etc.

This substantive experience of the UCA, as old as the programme itself, has helped achieve a high level of knowledge of its procedures, methods, and requirements. The UCA positions itself as a fully committed participant. And as a European University, it is active in the European Higher Education Area through the Bologna Process, which is implemented through the guidelines of the Spanish Ministry of Education.

The programme is of essential strategic importance for the Institution in terms of innovation in teaching methodology and techniques, in enhancing learning, for competences and employability of the students, and for the personal and professional development of the staff with positive consequences at all levels of the University Community through international mobility. The contact with other academic and professional environments, the good practices acquired, the possibility to host, interconnect, interact with foreign students, foreign teachers and administrative staff, both at home and abroad, contributes, additionally, to the "internationalization at home".

The global strategy of internationalization of the UCA focused on the pursuit of academic and human excellence as the leitmotif that supports all the international activities and its projection abroad. The Institution perceives the internationalization not only as a central tool that goes beyond the development of a mere functional interaction with foreign Higher Educational Institutions and other entities around the world, but also as an opportunity to ultimately promote quality. In the framework of the programme, the UCA plans build alliances or networks mainly with Universities that are committed to progress in these objectives of excellence while fulfilling its aspirations to become a modern, outstanding, opened, and at the forefront of the Universities in the south of Europe. The UCA wishes to execute such strategic vision through innovation in teaching methodology, teaching techniques and learning, in research, innovation and development and the field of institutional management. Additionally, the programme represents an effective way to increase the international reputation and position of the UCA in the world rankings of Universities with the ambitious target to reach positions 100-200 within this decade. The strategic alliances and networks that will be established in this framework will enable a cooperation of mutual benefit through the establishment of joint research projects, joint publications, co-supervised Ph.D., doctoral thesis with joint supervision, double and multiple degrees, especially at Master and Doctoral levels and Inter-University Masters.

The participation of the UCA in the European Universities initiative as the leading partner of the European Universities of the Seas (SEA-EU) is an indication of the emphasis on excellence and on the knowledge alliances to improve qualitatively the whole institution. At the same time, the strategy is based on other ongoing initiatives of excellence such as the International Excellence Campus (CEI) in the field of Marine Sciences (CeiMar) and agro-food (CeiA3), the Masters of excellence Erasmus Mundus and the Centre of Excellence Jean Monnet in Migration and Human Rights in Europe's external borders. The UCA takes part in the one of the first 17 alliances selected in the Call 2019 of the initiative of the European Universities to act as role models across the EU. The UCA share with its partners goals that are fully aligned with the new Erasmus+ Programme. And, its active participation in this programme will substantially contribute to develop its ambitious strategy of internationalization and modernization, allowing for a qualitative improvement in the mobility scenario.

The SEA-EU Alliance constitutes a response to the challenges that represent the internationalisation in the European Higher Education Area. Some of the essential commitments of the consortium match to the UCA's strategy in the programme:

- To develop joint models of quality assurance and automatic recognition of the qualifications and learning periods.
- Internationalisation of the students and lecturers' curricula.
- Joint programme design to make easier the mobility of students at all study levels.
- To improve the linguistic competences of students, lecturers, and administrative staff and to promote multilingualism.
- To promote the European identity and the implementation of non-discrimination policies.
- To increase the number of joint projects and scientific productions.

- To strengthen the traineeships of students in companies.
- To promote sustainability policies.

As a signatory of the Erasmus+ Charter and member of the European Higher Education Area, the UCA defends the set of values that covers academic freedom and intellectual integrity, institutional autonomy, accountability, the participation of students and staff in the government and public responsibilities. Through the participation in the SEA-EU Alliance, the UCA confirms its vocation as a socially committed University. The UCA supports a model of open University to students regardless of their ideological, political, cultural or social backgrounds, The SEA-EU Consortium values and recognizes societies where pluralism, non-discrimination, tolerance, mutual respect, justice, solidarity, the full integration of people with special needs, member of minority groups, gender equality are ensured. This Alliance also wants to be recognized by values such as sustainability, resilience, distinction, specificity, cooperation and creativity.

The UCA traditionally maintains a leadership position in the development of mobility and cooperation, within the Erasmus+ framework, with countries in Eastern Europe and Central Asia. In this geographical area, good international partnerships have been consolidated, which allow the benefits of the Erasmus+ program to be extended to relationship with universities of non-EU countries. In order to strengthen this leadership position, an office specialized in these countries, their language and culture has been created to spread and strengthen the UCA's international ties with partners in this geographical area. Such stance is also consistent with its strategic priorities of internationalization.

Other traditional areas, of the strategical vision of the UCA are the African countries, especially the Mediterranean countries, and the Latin American countries which have always maintained consolidated and fruitful relationships with our institution. Maintaining ties with Latin America is fundamental, taking into account our history and common culture.

For this new period of the Erasmus+ programme, the UCA takes on a new strategic challenge, to strengthen and increase its international relations to new partners in countries in the Asia-Pacific area. In order to advance in this new challenge, agreements are being renewed with countries and partners in the area. The UCA will take part to specific international events such as APAIE for that purpose. This will require efforts that it's willing to make, to stretch the Erasmus+ international mobility program to new partners with mutual interests in advancing relationships.

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)

La participación en el Erasmus, como mencionado anteriormente, tiene una importancia esencial en el sentido de que tiene una influencia significativa para una universidad de tamaño medio como la UCA para construir asociaciones fuertes y estables con socios de calidad, debido a la dimensión del programa, su integralidad y su nivel de financiación que supone un efecto multiplicador de sus esfuerzos de internacionalización con un apoyo casi idéntico y suficiente para implementar eficazmente los acuerdos de asociaciones sin dificultades de financiación. La UCA está planeando participar e implementar todas las acciones de movilidad individual como parte de su estrategia de internacionalización.

La UCA planea reforzar y aumentar la movilidad de los estudiantes para llegar a un punto de inflexión donde el impacto cualitativo sea visible para toda la comunidad y tenga una influencia significativa en la cultura de internacionalización de la institución. La intención también es capitalizar los más de 900 acuerdos interinstitucionales Erasmus+ para impulsar la movilidad. Hasta ahora, la movilidad entrante KA103 se ha estancado en alrededor 800 estudiantes y el número de estudiantes salientes disminuyó en los 10 años anteriores y se mantuvo por debajo de 500 en los últimos cinco años. La UCA planea igualmente trabajar especialmente en incentivos para la movilidad a través de días internacionales especiales de movilidad incidiendo, en particular, en Facultades y Centros con bajas tasas de movilidad, junto con otras muchas iniciativas proactivas en colaboración con la ESN para incrementar la movilidad hacia el extranjero y mejorar sus capacidades de acogida de estudiantes internacionales. Esta es una tarea particularmente importante ya que tales objetivos coinciden con los compromisos de la Universidad Europea de los Mares (SEA-EU) asumidos por la UCA. La universidad considera que la realización de parte de los estudios en el extranjero es fundamental para el desarrollo personal, académico y profesional de los estudiantes y ayuda también en gran medida con la estrategia de "internacionalización en casa". Hasta ahora, los patrones de movilidad muestran una participación significativa de los estudiantes de Grado, a nivel de Primer Ciclo y una participación residual de estudiantes de doctorado y maestría. La UCA tiene la intención de promover la movilidad de Master y PhD como primer paso para consolidar futuras cooperación académica o para acoger o atraer a los mejores talentos.

La movilidad del personal académico y administración y servicios también es básica en la visión estratégica internacional de la UCA. La institución busca aumentar la experiencia en el ámbito internacional de su personal para el perfeccionamiento de sus experiencias profesionales y personales y como una herramienta para la amplitud de miras, la mejora profesional, la innovación y el cambio hacia la excelencia que se pretende conseguir. Se espera que

estas credenciales internacionales tengan un notable impacto en los estudiantes y el personal que no tienen movilidad. El plan de la UCA es tener resultados efectivos en el aumento significativo de la participación del personal en las convocatorias de movilidad académica. Solo 168 de los 2876 del personal docente y no docente emprendieron una movilidad Erasmus+ en el curso académico 2018-2019. La movilidad del personal académico también contribuirá a establecer redes estables de cooperación científica a largo plazo, con un especial énfasis en la cooperación y publicación de trabajos científicos en coautoría, relaciones científico-académicas, co-supervisión y co-tutela de tesis doctorales, el establecimiento de acuerdos de doble titulación, el fortalecimiento y el desarrollo de asociaciones en proyectos conjuntos para fomentar una cooperación considerada de alta calidad (en otros proyectos Erasmus + KA1 y KA2).

En el campo de la movilidad de prácticas de estudiantes, la UCA ha creado una Dirección General 3E. Se configura como una Dirección General específica para Empleo, Emprendimiento y Egresados cuya función es coordinar los esfuerzos para la creación de empleo y la capacitación de los estudiantes para el empleo. Entre sus responsabilidades, este servicio debe estudiar las oportunidades de colocación de estudiantes en Europa. El empleo de sus estudiantes y graduados se considera una prioridad clave para la institución. Se pretende, entre otras herramientas de financiación, captar subvenciones nacionales, regionales, privadas y desde el Programa Erasmus +, para multiplicar las oportunidades de los estudiantes tanto a nivel nacional como internacional. Se incita a los estudiantes a realizar prácticas internacionales y se dedica un gran esfuerzo a la búsqueda de empresas capaces de garantizar una acogida adecuada a los estudiantes.

Dentro de las acciones de KA2, la UCA se centra principalmente en asociaciones estratégicas y proyectos de desarrollo de capacidades, aunque está también explorando otros tipos de proyectos más involucrados con el ámbito de las empresas, como las alianzas de habilidades sectoriales. Las acciones de KA2 son claves para la estrategia de internacionalización de la UCA por varias razones: por sus efectos duraderos en nuestra universidad, para el fortalecimiento de un mayor compromiso de nuestros profesores para trabajar a nivel internacional, para reforzar la cooperación con socios de otros países, aprender nuevas metodologías, aumentar las competencias y habilidades digitales, lo que hace posible el desarrollo y la transferencia de prácticas innovadoras en sus actividades diarias y enseñanzas, estableciendo de esta manera relaciones perdurables.

En lo referente a la movilidad virtual, apostaremos decididamente por desarrollar esta oferta para que de manera permanente conviva con la movilidad presencial y la movilidad combinada. Esta estrategia pretende aumentar el número de estudiantes que puedan tener una experiencia de internacionalización mejorando sus capacidades y competencias en lenguas extranjeras y a su vez, abriendo la Universidad de Cádiz a más estudiantes extranjeros que quieran aprovechar nuestra oferta académica. Esta apuesta por la movilidad virtual se materializa por el compromiso del equipo de gobierno de la universidad para lanzar una experiencia piloto con varios socios internacionales, iniciando el estudio y el proceso de modificación de procedimientos administrativos, tradicionalmente adaptados a la actividad presencial. Esta experiencia, sin duda, permitirá aplicar los logros que se obtengan, a la nueva movilidad de futuros programas ERASMUS con diferentes ofertas de movilidad.

La UCA mejorará la comunicación en línea con nuestros participantes, en realidad, a través de un sistema de comunicación seguro CAU (cau-rrii.uca.es) e incluiremos en 2021-22 una comunicación interna en la base de datos de participantes Erasmus, por ejemplo, intercambios de estudiantes y coordinadores en la plataforma mensajes sobre el acuerdo de aprendizaje durante el período de solicitud para estudiantes entrantes y salientes. Las jornadas informativas y los eventos de bienvenida se van a celebrar y contarán con el apoyo de seminarios web y sesiones de información en línea que brindan a los estudiantes en movilidad acceso e instalaciones para organizar y preparar su tiempo en el extranjero con más flexibilidad en su horario.

Las herramientas en línea son claves para la experiencia de intercambio, y para permitir el trabajo grupal entre estudiantes móviles y no móviles, favoreciendo así la internacionalización y modernización. Del mismo modo, en el ámbito de la digitalización, se está trabajando con un sistema interno para lograr los objetivos en el marco de la línea de tiempo del Proyecto Erasmus Sin Papeles (Erasmus without Papers -EWP-). 2021 (IIA y Acuerdo de Aprendizaje), 2022 (Nominaciones) y 2023 (ToR).

El catálogo de cursos ECTS ya se ofrece en línea. Y, además, se está introduciendo información especificas sobre las distintas asignaturas ofertadas a los estudiantes móviles entrantes, los cursos abiertos a movilidad mixta y los que se ofrecen en inglés, francés, alemán o español, con una actualización anual. Los estudiantes seleccionarán las materias en el sistema de la UCA y el acuerdo de aprendizaje se enviará automáticamente al coordinador tutor académico de movilidad. Una vez aprobado, el estudiante y los coordinadores firmarán electrónicamente la documentación. El acuerdo de aprendizaje, resultante quedará conectado con nuestro sistema de inscripción interno para todos los estudiantes. Nuestros estudiantes serán seleccionados en nuestro sistema interno y las nominaciones se harán a través del sistema EWP. Los términos de referencia de los estudiantes salientes que lleguen a través de EWP se cargarán en nuestro sistema interno y se reconocerán en el mismo. Los términos de referencia de nuestros estudiantes entrantes serán preparados y firmados electrónicamente en nuestro sistema interno y enviados a través de EWP a nuestros socios.

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The participation in the Erasmus+ Program, as already stated has an essential importance in the sense that it offers a significant leverage for a medium-sized university such the UCA to build strong and stable partnerships with quality partners, because of the dimension of the programme, its comprehensiveness and its level of funding that operates as a multiplier effect of it internationalization efforts with an almost identical and sufficient support to implement effectively

the terms of the partnerships without funding difficulties. The UCA is planning to participate and implement all actions of individual mobility as part of its internationalization strategy.

The UCA wishes to reinforce and increase the mobility of students to reach a tipping point where the qualitative impact would be visible for the whole community and would produce a significant influence in the internationalization culture of the institution. The intent is also to capitalize on the more than 900 Erasmus inter-institutional agreement to boost mobility. So far, the incoming mobility KA103 has stalled around 800 students and the number out outgoing students went down in the last 10 years and remained below the bar of 500 in the last five years. The UCA plans to work especially on incentives for mobility through special mobility international days, targeting in particular Faculties and Centres with low mobility rates, along with many other proactive initiatives in collaboration with the ESN for the sending of its students abroad and improve its capacities in all areas in hosting international students. This is a particularly important task since such goals coincide with the European Universities of the Seas (SEA-EU) commitments the UCA undertook. The university views the completion of part of the studies abroad as critical for the student personal, academic, and professional development, along with the internationalisations at home strategy. So far, mobility patterns show a significant participation of Bachelor or First Cycle Level students and a residual participant of doctoral and master students. The UCA intends to promote mobility of Master and Ph.D. as a first step for the consolidation of future academic partnerships or for hosting or attracting the best talents.

Academic and other staff mobility is also basic in the UCA international strategic vision. The institution seeks the increase the international exposure of its staff for the refinement of their professional and personal experiences as a tool for openness, professional enhancement, innovation and the shift toward the excellence envisaged in general. It is expected that their international credentials will have an impact on the non-mobile students and staff. The UCA plans to increase significantly the participation of staff in academic mobility calls. Only 168 of the 2876 staff undertook an Erasmus+ mobility during the academic year 2018-19. Mobility of academic staff will also contribute to establishing stable long-term scientific cooperation networks, with particular emphasis on cooperation and publication of scientific works in co-authorship, scientific-academic relations, co-supervision of Ph.D. theses through E+ mobility, the establishment of double degree agreements, strengthening and developing partnership in joint projects which are considered of high quality (in other Erasmus+ KA1 and KA2, projects).

In the field of student training mobility, The UCA has created a Directorate-General 3E —a specific Directorate-General for Employment, Entrepreneurship, and Graduate Students— whose role is coordinating efforts for job creation and student training for employment. Among its responsibilities, this service should study the opportunities for student placement in Europe. Employment of its student and graduates is considered a key priority for the institution. The UCA plans to raise funds, among other funding tools such as national, regional, private, and Erasmus+ grants, to multiply the opportunities of the students both at the national level and the international level. Students are encouraged to perform international traineeships and a great effort is dedicated to looking for companies able to accept them.

Within the KA2 actions the UCA is focusing mainly on Strategic Partnerships and Capacity building projects, though it is exploring other types of projects more involved with the enterprise sphere such as the sector skill alliances. The KA2 actions are key to our internationalization strategy for several reasons: for their long-lasting effects on our university, the strengthening of a bigger commitment of our teaching staff for working at an international level, reinforcing cooperation with partners of other countries, learning new methodologies, increasing competences in digital skills, making possible the development and transfer of innovative practices in their daily activities and teaching, establishing in this manner perdurable relationships and informal networks that will go beyond the areas covered by those projects. The UCA is seeking to increase the number of projects by fostering a culture of participation in international high education cooperation projects among our academic staff. To this end, our university has recently established participation rules and assigned some specific technical staff to support them in the preparation, implementation, and monitoring and follow-up of EU projects.

With regard to virtual mobility, the UCA firmly aim at developing an offer that will permanently coexists with face-to-face mobility and a combined mobility. This strategy would increase the number of students who would enjoy an internationalisation experience by improving their skills and competencies in foreign languages and, in turn, opening the University of Cadiz to more foreign students' mobility interested in our academic offer. This commitment to virtual mobility is being materialized by the endeavor of the university government team to launch a pilot experience with various international partners, while starting the study of the possibilities for modifying administrative procedures, traditionally adapted to face-to-face activity. This experience will undoubtedly allow for the results obtained to be applied to the new mobility of future ERASMUS programs, with a differentiated mobility offers.

The UCA wishes to improve the online communication with the participants, namely through a secure communication system CAU (cau-rrii.uca.es) and also include in 2021-22 an internal communication in the database of Erasmus participants. For example, students and academic coordinators will exchange in the platform messages about the learning agreement during the application period for incoming and outgoing students.

Information days and welcome events could be held and supported by webinars and online information sessions while giving the mobile students access and facilities to organize and prepare their time abroad with more flexibility in their schedule. Online Tools will also be valuable. Not only they will allow for the exchange of experience and group work between mobile and non-mobile students, but also, they will enhance internationalization and modernization.

As for the digitalization the UCA is working already with an in-house system to achieve the goals within the timeline for implementation of the Erasmus Without Paper Project. 2021(IIA y Learning Agreement). 2022 (Nominations) and 2023 (ToR). The ECTS course catalogue already offered online will be improved concerning information about the courses available for incoming mobile students, courses opened to blended and virtual mobility students, the language in which they are taught. This information will be updated each year. Students will select the subjects in the in-house system

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and the learning agreement will be sent automatically to the academic coordinator. Once approved the student and the coordinators will sign the document online, with electronic signatures. The resulting approved learning agreement will then be connected with our in-house inscription system for all students. Our students will be selected from the UCA in-house system and the nominations managed through the EWP system. ToR from outgoing students coming through EWP will be uploaded into The UCA in-house system and recognized in our in-house system. ToRs from the UCA incoming students will be prepared and signed electronically in our in-house system and sent through EWP to our partners.

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)

Objetivos movilidad de estudiantes y personal

Cualitativamente, los puntos de referencia para la medición del impacto de la movilidad estudiantil tendrán en cuenta la mejora de la calidad del aprendizaje de los estudiantes a través de las encuestas que darán cuenta de la incidencia de las experiencias de movilidad en sus resultados académicos y en las habilidades profesionales identificadas previamente. También, se dispondrá de esa manera de información para las mejoras necesarias para una consecución óptima de esos objetivos. Se espera que el impacto en los docentes sea por una parte el desarrollo de la innovación en las metodologías y técnicas docentes, y por otra parte, en la consolidación de las redes de cooperación con otros docentes e investigadores a través de iniciativas y proyectos conjuntos que impliquen el desarrollo de otras acciones del programa, las cotutelas doctorales y codirección de tesis, los títulos dobles o conjuntos, las publicaciones y otras colaboraciones científicas etc…, de manera que se contribuya al realce de la solvencia académica y posicionamiento internacional tanto de la UCA como de las instituciones colaboradoras. Desde el punto de vista del personal no docente el impacto se materializará a través del incremento de la pericia profesional de los administrativos basado en una evaluación previa de las necesidades de mejora en competencias. Se pretende igualmente que su participación en el programa tenga un impacto en las buenas prácticas profesionales, la adquisición competencias interculturales y en los progresos en la adquisición de competencias lingüísticas para adaptarse a las necesidades de internacionalización de la UCA. De manera general, los resultados se reflejarán en marco del despliegue de los instrumentos de medición de la calidad que la propia institución ha desarrollado para monitorear la calidad en todos los estamentos y sectores de la comunidad universitaria.

Cuantitativamente, los objetivos se encaminan hacia una mejora de los datos numéricos hasta ahora manejados. Por una parte, a corto plazo, en el periodo que abarca la duración del proyecto, se apunta en aproximarse o incluso superar la barra del 10% tanto en la movilidad entrante como en la movilidad saliente en los programas Erasmus+ para individuos, condicionada a la disponibilidad o consecución de la financiación necesaria que acompañe esos objetivos de crecimiento. En los últimos cinco años la movilidad entrante ha girado entorno a los 3-4% del colectivo estudiantil, la movilidad saliente entorno a los 2,5% y la de los docentes ha sido de entorno al 8% en el curso 2018-2019. Las expectativas son que a partir del 10% (ratio de 1 por cada 10 estudiantes) se empiece a notar el efecto multiplicador o efecto palanca de los flujos de movilidad en ambas direcciones. De aquí a 10 años se pretende alcanzarse una movilidad acumulativa de todos los 3 colectivos de un 50%, que se lograría en combinación con el desarrollo de las movilidades combinadas y virtuales (blended and virtual mobility), adaptándose de ese modo a los compromisos y objetivos numéricos establecidos en el marco del Consorcio de la Universidad Europea de los Mares (SEA-EU) que coordina la UCA, así como en los futuros programas de movilidad ERASMUS y a los compromisos de movilidad virtual a explorar con otros socios internacionales.

Calidad de la implementación

En los aspectos de **implementación**, existe una necesidad identificada de mejorar el circulo de gestión de la movilidad que pasa por una redefinición y clarificación de los roles y responsabilidades en la cadena académica y administrativa de la atención a la movilidad Erasmus+. La UCA contempla un incremento del personal de Vicerrectorado de Internacionalización y un mejor reparto de las funciones de gestión del programa. La UCA ha emprendido un trabajo de adaptación normativo que prevé la adopción, entre otro, de un Reglamento de Movilidad internacional que fijará los derechos y deberes de los participantes en la movilidad internacional y garantizará la ejecución de los compromisos adquiridos en el contexto de programas de movilidad internacional como es el caso del Programa Erasmus+. Se incluirá, entre otras, la exigencia de reconocimiento automática de los resultados de las actividades desarrolladas en otras instituciones de educación superiores participantes. La Universidad de Cádiz asegurará y mejorará la calidad de la información sobre oferta formativa y las instrucciones correspondientes. Y, a la vez, se trabajará en garantizar la personalización del plan formativo de los estudiantes, en particular, en cumplimiento con los contratos de aprendizaje. Se proyecta insistir sobre las actividades de preparación general a la movilidad que incluyan actividades formativas

previas fundamentalmente de aprendizaje de idioma (Centro Superior de Lengua Modernas de la UCA) y otras para facilitar la aclimatación de los estudiantes, profesores y personales no docentes. Para los estudiantes, principalmente los entrantes, se desarrollará actividades y programas de acogida y de mentoría en colaboración con los estudiantes y en cooperación con la ESN. Es objetivo también de la UCA ir progresivamente hacia la creación una red de movilidad que ponga en contacto a todos los participantes en el programa y permita compartir experiencias e información.

Ayuda para los participantes en movilidad

La ayuda a los participantes se hará de una forma proactiva en las tres fases de la movilidad (antes, durante y después). La UCA, con su larga experiencia acumulada de participación en el programa va a continuar desarrollando mecanismos para una mejor atención en términos de apoyo logístico (arreglos de viaje, alojamiento, seguros, visados, orientación a los participantes). La UCA cuenta con un personal experimentado en la oficina de internacionalización a cargo de los proyectos KA2 involucrados en la promoción de llamadas (jornadas formativas, talleres, seminarios web, cursos de formación, etc.), brindando asistencia en la etapa de preparación, así como cualquier apoyo en la gestión de proyectos aprobados (administrativos, informes, organización de eventos, difusión, web, etc.). La política en curso de la UCA es fomentar y fortalecer una cultura de participación en los proyectos de cooperación (es decir, en las acciones de KA2) entre los profesores de nuestra universidad. Se han implementado medidas y normas recientes sobre participación en convocatorias de cooperación y gestión de proyectos de cooperación. Más adelante pretendemos incorporar y reconocer las prácticas y metodologías innovadoras de los resultados de los proyectos en los planes y procesos internos de la universidad.

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Students and staff mobility objectives

Qualitatively, the reference points for the measurement of the impact of mobility will be the on the one hand the improvement of the quality of the learning of students, which will be assessed through surveys, and their academic results and professional skills previously identified as benchmarks for such analysis, in this latter case. Additionally, this will also help gather information for the necessary improvements for an optimal implementation of the student mobility goals. The impact on the teaching staff is expected to be, on one hand, the improvement and development of innovation in teaching methodologies and teaching techniques and, on the other hand, in the consolidation of cooperation networks with other teachers and researchers through initiatives and joint projects that would imply the development of further participation in other actions of the Programme, promote co-supervised and co-directed thesis, joint and double degrees, publications and other scientific collaborations, in way that they would contribute to the enhancement of the academic performances and the international positioning of the University of Cadiz and of the partner institutions. From the perspective of the non-teaching staff the impact will be materialized by the increase of professional skills based on a previous evaluation of the needs for improvement of competences. Moreover, the other results intended from their participation is good practices acquisition, intercultural competences acquisition, and a progress in their linguistic competences to respond to the need for internationalisation of the UCA. In general, the assessment of the completion of such objectives will be analyzed through the measurement tools that the UCA has developed to ensure quality of all actors and sectors of the University Community.

Quantitatively, the targets focus on the improvement of the current mobility figures. On the one hand, in the short term, during the period of the new Erasmus+ Programme, the UCA intends to attain or even go beyond 10% both in the incoming and the outgoing mobility, respectively, within the Erasmus+ programmes, conditioned upon the availability of the necessary fundings while working to achieve these growth targets. In the last 5 years, the incoming mobility has plateaued around 3-4% of the total student body, and the outgoing mobility, around 2.5%. Teaching staff mobility has stagnated around 8% in the 2018-19 academic year. The expectations are to reach 10% (ratio 1 out of 10 students) before the leverage effect of the mobility flows in both directions would begin to become noticeable. In a 10 years period, the objective is to achieve a cumulative mobility of 50% that will include all the groups categories of the University Community, in combination with the development of virtual mobilities (blended mobility) while adapting to the commitments and goals established in the framework of the European Universities of the Seas (SEA-EU), led by the UCA, and while exploring other mobility options with other international partners.

Quality in the implementation.

In the implementation aspects, there is an identified need to improve the cycle of mobility management that implies a redefinition and clarification of the roles and responsibilities of the academic and administrative chain of the Erasmus+ mobility mechanism. The UCA Is considering an increase of staff at the Vice-rectorate of Internationalisation and a better distribution of management functions of the programme. The UCA has undertaken a thorough work to adapt its legislation in the field of mobility. Among others, the UCA plans the adoption an international mobility regulation that will establish the rights and duties of the participants in international mobility programmes and guarantee the execution of the acquired commitments originated from the Erasmus+ programme. The requirement for automatic recognition of the activities performed abroad in other participant higher education institutions will be included among others norms. The UCA will improve the quality of information about the academic offers and the corresponding instructions. At the same time, the institution will work to guarantee a personalised educational plan for the students, in particular in accordance with their learning agreements. The UCA plans to insist on general preparation activities for mobility that would include previous training activities, essentially language learning (Language Centre of the University of Cádiz) and other activities to help acclimatise students, teachers, and non-teaching staff. For students, especially incoming ones, welcoming activities and mentoring programmes in collaboration with the ESN and other students will be offered. The goal of the UCA is to progressively move towards the creation of a mobility network that puts in contact the participants of the programme and allows them to share experience and information.

Support for participants in mobility

The support for participants will be proactive in the three phases of the mobility (before, during, and after). The UCA using its long experience of participation in the programme will keep on developing mechanisms for a better service in terms of logistic support (travel arrangements, accommodation, insurance, visas, orientation to the participants…). In the field of projects, the UCA counts with a long-experienced staff in the internationalisation office in charge of the KA2 issues. They are involved in the promotion of calls (info days, webinars, workshops, training courses, etc.). They also offer assistance in the steps of preparation as well as support in the management of approved projects (administration, reports, organisation of events, webpage, etc.) The ongoing policy of the UCA is to promote and strengthen a culture of participation in the cooperation projects (in particular in KA2) among teachers of our University. Measures and recent regulations have been implemented to organise participation in cooperation application calls and the management of cooperation projects. The UCA also intends to include and recognize the practices and innovative methodologies of the results of the projects in the internal processes and plans of the University.

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2. Implementation of the Fundamental Principles

2.1 Implementation of the new principles

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

The UCA plans to work consistently in establishing clear and accessible guidelines to foster equal opportunity and full inclusion in the access to the programme, without discrimination, especially with an emphasis on promoting the participation of underrepresented groups or people with fewer opportunities. Further efforts will also be carried out to promote the mobility of students with family responsibilities. A fair and transparent treatment is already a statutory obligation for the institution and the UCA will continue to guarantee such conditions in all the Erasmus selection process. All the calls for application for students and staff are subject to the principle of transparency in the selection process, equal opportunities, and operates on a competitive basis. This policy requirement is included in every call published in the Official Bulletin on the University. All the calls for application are subjected to the Grants Law and the Administrative Procedure Act and other specific regulations and requirements of the Program.

The UCA has created recently a Rectorate Delegation for the Implementation of Inclusion Policies. Its competences are transversal and encompass the promotion of processes, concrete actions and projects directed to ensure an equitable treatment and the adoption of effective measures to foster equal opportunity for all individual members of the university community, through bans on direct and indirect discriminations. The Unit for Equality between Men and Women is in charge of designing, implementing, and assessing the measures adopted to secure gender equality. Training actions, studies, and reports are made available to monitor the situation including those affecting the LGBT+ community. The Secretariat for Inclusion Policies prepares and organizes awareness activities, intervenes in situations of conflicts, and provides studies to foster universal accessibility by eliminating physical barriers in all the facilities of the University. The Office for Disability also collaborate in providing support to students with disability. Moreover, the UCA informs provides information about the call for special needs applications by the Erasmus National Agency.

At the national level, students from disadvantaged backgrounds receive and additional grant from the Spanish Government. At the regional level (Andalusian Government), all students receive a regular grant and an additional one for students from disadvantaged backgrounds. Also, the government of the province (Diputación) supports financially students wishing to stay the whole academic year in the host institution.

For outgoing students with special needs, the UCA abides by the ECHE requirements to contacting the partner University to inform about the students' needs and to make sure that the partner institution can provide adequate support for them. For the incoming students with special needs, the Protocol is deployed upon nomination of the students concerned. For example, in the case of students on a wheelchair or with hearing impairment, Protocol is activated with sufficient anticipation in conjunction with the services and units of the University, such as Inclusion Unit, Diversity Attention Office, academic coordinators for mobility in the Faculties and Schools, Internationalisation Office, the Psych pedagogical Attention Services, Department of Infrastructures, accommodation, library…)

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

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students. Please refer to the timeline indicated on the European Student Card Initiative website[2].

The University of Cadiz accepts and commits to the calendar that has been proposed for the launching EWP, the European Student Card Initiative, and the use of an App for matters related to the Erasmus Programme. This calendar consists of three milestones to be developed in three successive years:

2021 - to manage inter-institutional agreements and online learning agreements

2022 - to send and receive student nominations and acceptances

2023 - to exchange transcripts of records related to student mobility.

For the implementation of this roadmap, the University of Cadiz has commissioned its specialized staff to develop computer applications coupled with the computer network support (wired/WIFI/4G-5G) necessary for its implementation. At the same time some of the technical indications and support are still missing on the part of the EU Commission. Such information and support are essential for a full implementation in a timely and orderly manner and the availability for use.

It is essential to point out that to achieve a reliable digital implementation of the Erasmus programme, it is necessary to take a step beyond letting all HEIs look for particular/local solutions. In this sense, the University of Cadiz will request support and help.

These digital mobility tools will be enacted through several phases already defined and suggested: 1) information seminars for students in each degree course, 2) a web page with the necessary information and FAQs, and 3) a p Troubleshooting service in each university centre. In this sense, the students will have real support to be able to use the tools effectively and efficiently.

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

The University of Cadiz has created an Office for sustainability in the earlier 2000s which is taking care of the whole institutional policy in this regard. This body combines two main forms of actions: raising awareness, and develop programmes and plans for sustainability. The areas concerned encompass activities in the field of transportation (sustainable mobility), waste management and recycling, ecological garden for both the students and the staff. The sustainability Office also promotes an efficient use of energy in the university facilities and outside the university setting. It has developed so far, many volunteer activities that involve the whole university community. Some of the current initiatives are: the collaborative waste cleaning days, conferences, seminars, workshops, bike competitions, short video contests, birth banding, and reforestation events. The core of the activities is mainly connected to introducing good practices tools for the entire university and the society as a whole.

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

The University of Cadiz will continue to develop its volunteer programmes through the Office of Social Action and Solidarity by taking the necessary measures to increase and to facilitate the access of incomings students in these activities, by making the most of the extensive cooperation network that includes around 60 civil society organizations or NGOs. The Office of Social Action and Solidarity offers each year more than 400 volunteer positions through the almost 60 agreements with civil society organizations. Most of these activities enjoy recognition of ECTS credits to students for such contributions. Also, the institution plans to improve its cooperation with the ESN to develop multiple activities that will allow the incoming students to understand better the local culture and contribute to enhance the social conditions in the local area. The UCA offers a wide variety of trainings on solidarity actions (formación solidaria), organizes forums, seminars and workshops with public and private entities whether local, regional o national. The UCA prepares each year an "Awareness Plan" (Plan de Sensibilización). Among the actions there are the *Stop Racism Festival*, *Support Plan for Families* (Plan de Apoyo a la Familia), the *Fund for Solidarity Footprint* (Fondo Huella Solidaria), movies on solidarity and civic engagement.

For outgoing students, the UCA has already been working on the ambassadorial scheme to maximize the social impact of mobility. The Internationalization Office has started including in the Calls for applications some incentives to allow

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

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the people on the move to be part of the "giving back" activities. Additionally, the UCA has benefited in the last 5 years from two Jean Monnet Modules and a Center for Excellence Jean Monnet which outreach activities are of great importance in generating discussion and debates on European identity, European Policies and spreading knowledge about the EU and its institutions.

Moreover, to improve the international develop aids, the UCA has create the International Cooperation and Volunteer, specialized in international volunteer programs and international sustainability actions, for incoming and outgoing students, perfectly coordinated with the Office of Social Action and Solidarity.

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[3].

The University of Cadiz has been implementing the recognition of the credits achieved abroad by our students from the very beginning of the Erasmus+ Programme through clear recognition rules which are part of the general legislation of our university. The ECTS recognition system was approved through a National Agency audit in 2018, in which all mobility procedures and Mobility projects in the frame of Erasmus+ were thoroughly checked. In practice, the credits are marked in the inscription system as mobility credits and students coming back with a Transcript of Records receive automatically the credits through the ECTS faculty commission.

The University of Cadiz has successfully implemented, as well, the Diploma Supplement and the Europass initiative which gives the students the possibility not only to transfer, but also to accumulate credits with those achieved through practical stages or placements in European companies or through course achieved abroad with short term mobility.

Facing the goals, the new Erasmus period, the Internationalization Commission of the University which is composed by members from different academic departments and organizational units are working on a new text to update, clarify better and included the digitalization of teaching and learning, including therefore blended mobility as part of the university legislation on mobility. The clarification of the instruments and rules about the learning and evaluation processes will contribute to enhance the system for recognition in a context were digitalization is becoming an essential part of the whole learning and recognition process.

The UCA will continue working on the roadmap to allow incoming students to receiving transcript of records and credits achieved through its digital platforms. While working on the EWP project and the Dashboard Initiative the UCA is preparing our database to meet the deadline established by the European Commission.

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

The University of Cadiz has been working actively and constantly to promote and achieve a high participation of teaching and staff in the different mobility programmes. Currently, between 100 and 200 staff are involved in incoming and outgoing mobilities. From the very beginning of the UCA participation in the Programme, each participant was offered to possibility to receive a certificate, after a successful performance of the mobility programme, such recognition was only issued on request. The UCA is planning to work in adapting its recognition procedure to provide automatic recognition to its Staff although there are still some technical and legal obstacles that would have to be removed before its effectively implemented. In this regard, the abovementioned audit of the 2008 audit observed that the current system of recognition is not sufficient. Hence, the Committee for normative reform and adaptation of the Internationalization Commission has included the issue of automatic recognition for staff mobility in its work plan. This will affect not only the academic staff who has successfully fulfilled their mobility plan, but also the administrative staff to have such experience be integrated into their curriculum and recognized as points earned in the human resource training system.

2.3 For the Purposes of Visibility

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

> 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.

Access to the Erasmus Policy Statement of our university is provided on the main Web page: https://www.uca.es/ through the "International" menu with a direct link to the Charter, and from https://internacional.uca.es/ a direct access is offered to the Erasmus+ Policy Statement. Such arrangements will remain in use for publicizing the Charter and our Strategy.

In the UCA's generic Strategic Plan and in its international strategy, internationalization is view as a transversal endeavor, according to the indicators that cover all ambits and sectors. And, following its Mission, the UCA wishes to play an essential role in the regional socio-economic development by driving an entrepreneurial culture, innovation, and internationalization. https://destrategico.uca.es/?lang=en. The UCA plans to create in its 4 campuses a highly spirited International environment. The Vice-rectorate for international is planning to build a "mobility network" that would include not only students and staff who have already enjoyed an Erasmus mobility but also former incoming students and staff. This community will operate in a platform for exchanging information, providing tips for mobility, and connect future mobile persons with contacts in the host country who will help prepare the actual stay. It Is also planning to organize social mobility events in all 4 campuses to increase recruitment for mobility and raise awareness on the advantages and interests of the Programme. Training for staff and student are also envisaged as part of the preparation package to be offered to mobility candidate. The UCA is also considering establishing a greater cooperation with the ESN to foster visibility of the Programme within the university setting and outside. In the last 3 years the UCA has been organizing a short videos contest to promote the Programme among the University community and the society. A picture contest is also considered, "my day Erasmus", where Erasmus students would photograph one of their activities on campus.

The Vice-rectorate for internationalization is active on social media. But, for now its activities are limited to a single one: Facebook. A plan for visibility in other social media is being studied. Also, the UCA is planning to promote the activities of the programme in regular media platforms such as TV, radio, and press articles.

> 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 University of Cadiz publishes continuously on the Web page notices and information about the Erasmus+ Programme https://internacional.uca.es/ and is also in contact with our incoming and outgoing students through different social media tools. During this current coronavirus crisis, the UCA has created a WhatsApp channel and a 24 horas centralized phone number to achieve a diligent communication with the students and staff on the move. More than 400 hundred students signed up for the WhatsApp group to communicate with the Vice-rectorate of internationalization authorities and staff. This is also seen as the starting point for creating a network of mobility in our institution. This experience is currently going on and its given clear indication of the possible formulas for quick and effective communication with our students and staff who are involved in ongoing mobility.

In the field of international cooperation projects, the Vice-rectorate for internationalization has already started to boost the cooperation and the support provided to staff during the stage of the preparation of the proposals and until the projects are approved. During the implementation phase, and ongoing administrative support and a regular follow up will be given to any issue related to the project management (assistance in technical and financial reporting, audit, contacts with the coordinators, etc using e-mail, phone both physical and virtual meetings. Specific assistance and support will be given to the dissemination activities (projects webpage, workshops, results presentations, press releases, etc). Scheduled talks to teaching staff will continue to be held aiming at the fostering of t participation in the different kinds of actions of the Erasmus+ Programme.

The University of Cadiz is also working in strengthening its internationalization system through the reform of the role of the Internationalization Commission which will guarantee and foster a broad consensus and coherence in the management of the internationalization policy of the Institution and insure a wider legitimacy in the implementation of the commitment of the Charter. From a decentralized point of view each Faculty creates a Subcommission that will help resolve, among others, the difficulties related to the execution of the programme. These bodies above-mentioned are also vested with an important role in securing transparency and equal access to mobility programs.

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