Self-assessment for: Visoko gospodarsko učilište u Križevcima
Assessment type: Erasmus+ coordinators

Overview

Your institution has a strategy and an overarching structure supporting internationalisation

Your assessment	Country average
79%	**80.1%**

Your institution expresses its commitment to offering equal access and opportunities to Erasmus+ mobile participants from all backgrounds.

Your assessment	Country average
95%	**81.5%**

Your institution provides all of the information and support for incoming Erasmus+ participants to enable them to prepare for and make the most of their exchange.

Your assessment	Country average
93%	84.7%

Your institution ensures full recognition of successfully completed student mobility activities.

Your assessment	Country average
75%	81.4%

Your institution recognizes staff mobility as a key component of professional development.

Your assessment	Country average
94%	82.2%

Your institution ensures integration of incoming participants and capitalizes on their experiences to reinforce international cooperation.

Your assessment	Country average
58%	**59.4%**

Detail

General recommendations

1

Your institution has a strategy and an overarching structure supporting internationalisation

Must have

The internationalisation strategy is available and prominently displayed on your website

Guidance note:

Internationalisation is an important driver for institutional change, and has a great influence on the major activities of a higher education institution (HEI) i.e. education and research. The importance of internationalisation is recognised, and most institutions have a strategy for internationalisation. However, for a strategy to be efficient, and for it to drive the HEI's activities regarding internationalisation, there is a need for its acceptance from across the whole institution. In addition the strategy could also be accessible to external collaborative partners. It is highly important to have the institution's internationalisation and modernisation strategy published and easily accessible to all.

The institution has a clear plan to implement the strategy

Guidance note:

The strategy and policy should include explicit allocation of responsibilities for its efficient implementation to individuals at all levels of the institution, from senior management to the heads of departments, schools and faculties, to academic and administrative staff. This will ensure acceptance and accountability for the strategy. The internationalisation strategy and policy should outline a specific implementation plan that sets out explicitly the financial and human resources available. For example, it is recommended to set up an International Relations Office (IRO) to

implement mobility and other international projects.

As with any other activity, the institutional implementation of the internationalisation strategy is dependent on the people behind the activities. It is highly important for an institution to have staff with the right set of skills and knowledge driving the internationalisation agenda and liaising with international students and staff members. Therefore understanding the development needs of the staff and supporting their professional development should be a high priority for the institution. Such development should focus on both staff engaged in international activities as well as the supporting staff, ensuring the most efficient implementation of international activities and cooperative projects across the institution. For example, trainings/webinars/projects could be organised on intercultural competences and communication, project management, enhancement of internationalisation at home/intercultural, or other activities suggested by the staff and supported by the hierarchy.

Best practices

It promotes incoming and outgoing student and staff mobility

Guidance note:

Mobility is important to the development of the institution as a whole as well as for the individual participants. Therefore the HEI should make mobility and international cooperation a central element in its institutional policies, and explicitly and consistently promote and support student and staff mobility. Non-discrimination policies and further emphasis on the promotion of mobility for under-represented groups should also form an integral part of the institutional support structures.

It promotes engagement in European and international cooperation projects

Guidance note:

The institution's internationalisation strategy and policy should explicitly and consistently promote the development of cooperation with partners in other EU and non-EU countries. The activities and co-operation projects agreed by the HEI should be based on identified needs. In addition they should identify geographical and subject priorities of the internationalisation strategy.

The implementation of the strategic plan is monitored

Guidance note:

International activity, including co-operation projects and mobility should be carefully monitored. Clear and unambiguous monitoring of such activity are key to ensuring success. Explicit indicators should be developed to show specific success scenarios. The indicators should be SMART.

Case studies

The effective management and ownership of Erasmus +' for 'internationalisation'
Internationalisation at the University of Helsinki

Your institution has established a

2 framework of Inter-Institutional Agreements for Erasmus+ mobility

Must have

They are based on areas of mutual interest

Guidance note:

It is vital that Inter-Institutional Agreements are based on areas of mutual interest. These agreements should identify shared quality requirements specific to the planned exchanges, including concrete proposals as to how these activities will contribute to the development of learning and teaching in participating institutions. The involvement of academic staff is key to ensuring that the selection of partners is based on sufficient knowledge of the area. Each HEI should decide who is responsible for initiating, signing and implementing these agreements and the list of responsible persons should be available on the website for contact and consultation purposes.

They are based on the compatibility of study programmes

Guidance note:

Inter-Institutional Agreements should be based on a comprehensive understanding of the partner HEIs, the compatibility of study programmes, quality levels and standards considered adequate for student and staff mobility activities. For example, selected partners should have learning, teaching and assessment procedures that can be accepted by the sending institution without requiring mobile students to do any additional work or take examinations upon returning from the receiving institution. The compatibility of the programmes should be reflected in the learning outcomes to be achieved.

Best practices

They are based on shared quality requirements, student and staff selection for mobility and clear timelines at all stages of the mobility

Guidance note:

A key role of Inter-Institutional Agreements is to set out agreed, shared quality criteria and clear timelines for all stages of the mobility. Shared quality criteria may include, but are not limited to: selection criteria for the nomination of students and staff, recommended language skills, grading systems, measures for preparing, receiving and integrating Erasmus+ participants. These might be expanded with geographic and subject-specific criteria.
In terms of the timelines set out for the mobility activities, particular attention should be paid to:

- The nomination of mobile students by the sending HEI,
- The acceptance of nominees, and
- The issuing of the Transcript of Records after the study period abroad by the receiving HEI. This is normally issued within five weeks after the end date of the mobility period.

Case studies

[Establishing a framework of Inter-Institutional Agreements for international Erasmus+ mobility](#) [Inter-Institutional Agreements](#)

3 Your institution expresses its commitment to equal access and opportunities to mobile participants

Must have

There are specific provisions e.g. in the general policies, rules and regulations of the institution

Guidance note:

In signing the Erasmus Charter for Higher Education, the institution agrees to respect **in full** the principles of non-discrimination as set out in the Programme. The institution must clearly demonstrate through its policies, rules and regulations that equal access and opportunities to mobile participants from all backgrounds. Which means that all individuals or groups will be treated equally, irrespective of their characteristics. In accordance with Article 21 of the Charter of Fundamental Rights of the European Union, there should be no discrimination "based on sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation". For more information, see: http://www.europarl.europa.eu/charter/pdf/text_en.pdf

Best practices

The principle - that extra fees are not being charged to incoming mobile students - is implemented

Guidance note:

The receiving institution must **not** charge any type of fees to incoming mobility students for the tuition, registration or examination of these students or for their access to laboratory, library and other facilities offered to local students.
In certain cases, however, mobile students may be required to pay small fees for insurance, student unions, use of miscellaneous materials (e.g. photocopies, laboratory products) on the same basis as these are charged to local students. Students should be made aware of these extra costs before the start of mobility. Fees may only be charged in the case of full degree mobility or for students registered in joint degree programmes.

All students and staff (incoming and outgoing) are treated equally in all academic and service matters

Guidance note:

In accordance with equal access and opportunities, all students and staff should be treated equally in all academic and service matters. Clear appeal procedures should be in place to ensure equal treatment. There should be individuals - such as mentors and counsellors - available to offer support.

It provides incoming mobile participants with access to the same services and facilities available to local students and staff

Guidance note:

It is vital to ensure that incoming mobility participants have full access to the same services and facilities as local students and staff. For example, mobility participants with special needs can benefit from the support services that the receiving institution offers to its local students and staff.

Case studies

Ensuring equal access and opportunities to mobile participants
Integration and equal access for students within the Erasmus Programme

Before the mobility

4

Your institution has a course catalogue

Must have

That is up-to-date, ECTS based and available on the institution's website

Guidance note:

It is important for each HEI to produce an online Course Catalogue, which includes detailed, user-friendly and up-to-date information on the institution's educational offer and learning environment to enable students to make the right choices and use their time most efficiently, before and during their study period. The Course Catalogue should follow the guidelines set out in the ECTS Users' Guide (http://ec.europa.eu/education/ects/users-guide/index.htm) to increase comparability and transparency. It should be published on the institution's website sufficiently in advance i.e. to enable prospective mobile students to make their choices.

It should include general information on the institution, its resources and services, as well as academic information on its programmes and individual educational components. The ECTS Users' Guide recommends using the following common structure:

- General information
- Resources and services
- Information on study programmes
- Information on single course units

The Course Catalogue should also include the names of people to contact, with information about how, when and where to contact them.

That is updated regularly and sufficiently in advance for prospective mobile students to make their choices

Guidance note:

The Course Catalogue should be updated regularly and sufficiently in advance for prospective mobile students to make their choices. Ideally, the edition of the Course Catalogue for the upcoming academic year should be available by the early spring of the preceding academic year.

Best practices

That covers all educational components (course units, laboratory work, modules) offered by the institution

Guidance note:

The Course Catalogue should be comprehensive, listing all educational components (course units,

modules, laboratory work) offered by the institution, in order to enable students to make the right choices and use their time most efficiently, before and during their study period. Having all the educational components offered by the institution - not only those available to mobile students - fosters the use of ECTS at its best. It also enables transparency. It is good practice to keep reference to any changes made during the degree course of any registered student, for example via an archive section containing earlier editions of the Course Catalogue.

For further information see the guidelines set out in the ECTS Users' Guide (http://ec.europa.eu/education/ects/users-guide/index.htm)

That is available in a widely spoken international language

Guidance note:

The Course Catalogue must be in the national language (or regional language, if relevant) and in a widely spoken international language, so that all interested parties can easily access it.

Case studies

"Standing out from the crowd" - supporting students through full recognition and documenting of mobility outcomes

5 Before the mobility, your institution provides support to incoming and outgoing students and staff

Must have

For outgoing participants, opportunities to attain the recommended level of linguistic proficiency, as agreed with the receiving institution/organisation/enterprise, before the start of the mobility

Guidance note:

Language preparation is a crucial element to ensure success in staff and student mobility outcomes. Both sending and receiving partners should agree on the recommended language level in the language of instruction/work of mobile students and staff. This level should be expressed according to the Common European Framework of Reference for Languages (CEFR): https://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr

The recommended language level should be agreed in the Inter-Institutional Agreement of the sending and receiving institutions for student mobility for studies. Similarly, a recommended language level should be agreed between the sending institution and the receiving organisation/enterprise for student mobility for traineeships, to ensure a proper integration of the trainee in the organisation/enterprise. The sending institution is responsible for providing support to its selected candidates so that they can have the recommended language skills at the start of the mobility period.

The Erasmus+ Online Linguistic Support (OLS) has been designed to assist Erasmus+ participants in improving their knowledge of the main language of instruction/work, before and during their stay abroad, to ensure a better

quality of learning mobility: http://erasmusplusols.eu

Best practices

Clear and comprehensive information and necessary assistance are provided on visa requirements for mobile participants

Guidance note:

The sending and receiving HEIs should assist mobile staff and students who require a visa. The website of the receiving HEI should provide mobile participants with information about visa requirements and the time necessary for a visa application. In addition, details should be provided on the website of the relevant contact person (title, function) at the receiving HEI who can assist in solving visa-related issues, with a description of the services offered and the support that can be provided, where possible. The sending and receiving HEIs should assist mobile staff and students who require a visa by issuing, in a timely manner, the documentation required for the visa application (e.g. letters confirming the staff / students' status at the HEI, letters of invitation, etc.). In cases where it proves difficult to obtain visas (e.g. where diplomatic missions are not located in the countries of residence, in situations where postal applications are not accepted, etc.), HEIs should attempt to provide assistance by contacting diplomatic representations in order to help ease the process.

Clear and comprehensive information and the necessary assistance about insurance coverage requirements for mobile participants

Guidance note:

The sending institution and receiving institution/organisation/enterprise should provide clear and comprehensive information on insurance coverage requirements to mobile participants, including those cases where specific types of insurance are required, e.g. medical insurance in those countries not covered by reciprocal national medical insurance agreements, or accident / third party insurance where such insurance is required for the planned mobility activities. For student mobility for traineeships, it is highly recommended that either the sending institution or the receiving organisation/enterprise provide insurance coverage to the trainee and include this information in the Learning Agreement. The trainee must be covered at least by an accident insurance (damages caused to the trainee at the workplace) and by a liability insurance (damages caused by the trainee at the workplace).

Assistance for incoming participants in finding accommodation, e.g. through cooperation with the local student organisations

Guidance note:

Local student organisations (such as ESN - Erasmus Student Network and the other associations' member of the ESAA - Erasmus+ Student and Alumni Association http://esaa-eu.org/) can be an important source of assistance in finding accommodation for incoming mobile participants. Therefore, the receiving HEI could cooperate with local student organisations to help incoming mobile participants finding the right accommodation.

Preparation for cultural challenges, such as lectures on intercultural communication, meetings or discussion groups with former participants, on-line archives with feedback from former participants, social networking, etc.

Guidance note:

The sending institution should ensure that their outgoing mobile staff and students are given sufficient preparation for cultural challenges. This includes:

- Preparation for the different organisational cultures between the sending institution and the receiving institution/organisation/enterprise,
- Different cultures in the sending and receiving countries,
- Cultural challenges which will be encountered during the mobility.

This preparation can take different forms, such as lectures on intercultural communication, meetings or discussion groups with former mobile staff and students, on-line archives of feedback from former mobility participants, and social networking.

Case studies

Providing support to incoming and outgoing students and staff before mobility periods
Provision of information and support prior to mobility periods

Your institution provides specific support for incoming and outgoing mobility participants from under-represented groups (students or staff with disabilities, students from lower socio-economic backgrounds, with family responsibilities or with part-time jobs, etc.)

Must have

Specific support services and/or structures (e.g. by appointing a counsellor or officer for those target groups)

Guidance note:

To ensure fair and equitable opportunities to all potential participants, including those from groups which are usually under-represented in mobility programmes (students or staff with special needs, students from lower socio-economic backgrounds, with family responsibilities or with part-time jobs, etc.), it is important for institutions to devise and publicise a system that actively promotes mobility opportunities to students from these groups and ensures that their needs can be supported and their privacy respected.

This may be supported by inviting all those applying to the mobility programme to disclose whether they belong to an under-represented group, so that appropriate support can be provided at the receiving organisation.

Targeted support services may include, but are not limited to:

- Appointing a counsellor or officer for these under-represented groups,

- Developing and delivering courses and exams through specific learning and teaching approaches
- Developing specific support services, e.g. for people with special needs. Incoming participants with special needs have the right to benefit from the same support services that the receiving institution offers to its local students and staff.

Best practices

Cooperation of the Erasmus+ coordinator with the person/office in charge of these target groups (e.g. Special Needs Office) in relation to the promotion, selection and management of the learning mobility

Guidance note:

It is important for mobile participants to have easy access to the required support before and during their period abroad. For example, incoming participants with special needs have equal rights to access all of the existing support services that the receiving institution offers to its local students and staff. In this case, the link between the Erasmus+ coordinator and the person/office in charge of these target groups (e.g. Special Needs Office) is vital to provide these participants with transparent and complete information on the support services available at the sending and receiving institutions before and during their mobility period. Thus, institutions are encouraged to establish a dialogue between the Erasmus+ coordinator and the person/office in charge of these target groups, e.g. through regular meetings or informal exchanges of information.

The use of adapted and flexible learning / teaching environments

Guidance note:

In order to be inclusive, HEIs should explore how to create an environment adapted to participants from disadvantaged groups, which can include promoting blended mobility (i.e. short-term physical mobility combined with virtual mobility) through Erasmus+ Strategic Partnerships.

Dedicated human resources and/or financial support for students and staff with special needs, such as the Erasmus+ special needs grant or any other resources

Guidance note:

Support for individuals with special needs may include, among others, additional financial support such as the Erasmus+ special needs grant; appointing a counsellor or officer for participants with special needs; developing adapted and flexible learning and teaching techniques; promoting blended mobility (short-term physical mobility combined with virtual mobility) through Erasmus+ Strategic Partnerships; providing additional time during examinations; developing specific support services. Incoming participants with special needs have the right to benefit from the same support services that the receiving institution offers to its local students and staff.

Dedicated human resources and/or financial support for participants from under-represented groups other than those with special needs (e.g. students from lower socio-economic backgrounds, participants with family responsibilities, part-time jobs, etc.), such as Erasmus+ top-up grants or any other resources

Guidance note:

Within the framework of the Erasmus+ Programme, HEIs are able and encouraged to further develop and advance their non-discrimination policies. This will widen access to mobility for under-represented groups (other than those with special needs), such as to students from disadvantaged backgrounds, participants with family responsibilities, etc. Specific support for these groups may include, among others, the Erasmus+ additional support for students from disadvantaged backgrounds; appointing a counsellor or officer for these under-represented groups; developing adapted and flexible learning and teaching techniques; promoting blended mobility (short-term physical mobility combined with virtual mobility) through Erasmus+ Strategic Partnerships; providing additional time during examinations; developing specific support services. Incoming participants from these groups have the right to benefit from the same support services that the receiving institution offers to its local students and staff.

Case studies

[Increasing participation of students with disabilities in higher education and international mobility – the INnetCAMPUS project](#)
[Mobility for students from under-represented groups](#)

7   Before the mobility, your institution has established formal procedures for recognising student mobility (good practices linked to e.g. the use of Learning Agreements)

Must have

Ensuring that the mobile participant, sending and receiving HEI/organisation/enterprise (i.e. all three parties) sign the Learning Agreement before the start of the mobility

Guidance note:

The purpose of the Learning Agreement is to provide a transparent and efficient preparation of the study period abroad and to ensure that the student will receive recognition in his/her degree for the educational components or traineeship successfully completed abroad. The Learning Agreement:

- Sets out the learning outcomes for the mobility, including both the educational components or traineeship activities to be carried out by the student at the receiving institution/organisation/enterprise, which will be recognised by the sending institution upon successful completion of the study programme abroad and counted towards his/her degree.
- Ensures full recognition for satisfactorily completed activities of study mobility and traineeships in terms of credits awarded, without the need for the student to take any further courses or exams, and documents these credits in the student records, so that they can be identified in a transparent way.

The Learning Agreement is binding for all parties and constitutes the cornerstone of successful student mobility (for studies, traineeships, and combinations thereof), including quality assurances

and the process for transparent transfer of credits. Therefore, it is essential to conduct mobility based on an agreed and signed Learning Agreement. The Learning Agreement should be agreed and signed by all parties (the student, the sending institution and the receiving institution/organisation/enterprise) before the start of the mobility. It is not compulsory to circulate papers with original signatures; scanned copies of signatures or digital signatures may be accepted, depending on the national legislation.

The EU official templates for Learning Agreements for studies and traineeships are available online: http://ec.europa.eu/education/opportunities/higher-education/quality-framework_en.htm

Including allocation of responsibility to an academic who has the authority to approve, amend and recognise the Learning Agreements on behalf of the responsible academic body

Guidance note:

The formal procedures for recognising student mobility should clearly and unambiguously set out the responsibilities of an appointed academic, who has the authority, on behalf of the appropriate academic body, to:

- Approve the Learning Agreements,
- Exceptionally amend the Learning Agreements, and
- Recognise the successfully completed activities, without the need for the student to take any further courses or exams.

Best practices

Which are made publicly available on the institution's website

Guidance note:

The sending institution should recognise the student's academic outcomes successfully completed at the receiving institution/organisation/enterprise, without the need for the student to take any further courses or exams. There should be clear and formal procedures for recognising the learning outcomes acquired during the mobility, and these should be published and easily accessible on the institution's website.

Ensuring that credits taken abroad reflect the workload of the local students proportionally to the time spent abroad (60 ECTS per year/30 ECTS per semester)

Guidance note:

Institutions should apply an academic credit transfer system (ECTS or compatible system) to give transparency to the recognition procedures. When ECTS credits are used, the principles set out in the ECTS Users' Guide (http://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf) should be respected. An academic year of full-time study is normally made up of educational components totalling 60 ECTS credits. It is recommended that for mobility periods shorter than a full academic year, the educational components selected should equate to a roughly proportionate number of credits. In case the student follows additional educational components beyond those required for his/her degree programme, these additional credits must also be listed in the study programme outlined in the Learning Agreement. To ensure that the learning experience is used to the maximum extent, the credits taken abroad should reflect the workload of the local students proportionally to the time spent abroad (60 ECTS per year/30 ECTS per semester/at least 15 ECTS

Including information to students on grade conversion prior to the mobility period

Guidance note:

The institution's published formal procedures for recognising student mobility should include full information on whether and, if so, how grade conversion will work for students upon returning to the sending institution. A staff member should be appointed at the sending institution to advise students on such issues.

Ensuring that clear and transparent processes are in place for amendments of such agreements (i.e. Learning Agreements)

Guidance note:

The student, the sending institution and receiving institution/organisation/enterprise should do their utmost in order to minimise changes to the Learning Agreements. The receiving institution should provide transparent information on the choices offered in the Course Catalogue and be very clear about the deadlines for registration in the chosen courses, restrictions on place numbers, etc. Changes in the Course Catalogue of the receiving institution while students have already started their studies should be avoided as much as possible. It is accepted to amend Learning Agreements electronically, e.g. via email, without the need of a signature, according to national legislations or institutional regulations.

Case studies

[Turning recognition of student mobility into a transparent, easy-to-follow process](#)

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8 Your institution has established formal procedures for recognising staff mobility for both teaching and training activities abroad

Must have

Ensuring that the mobile participant, sending and receiving institution/organisation/enterprise (i.e. all three parties) sign the mobility agreement before the start of the mobility

Guidance note:

To ensure effective staff mobility, it has to be based on a signed mobility agreement. The mobility agreement has to acceptable and signed by all parties in advance. There are four key elements set out by the mobility agreement, which are intended to increase the relevance and potential impact of the mobility. These are:

- The overall objectives and academic rationale of the mobility,
- The institutional requirements or strategy, and the mobility's added value in the context of modernisation and internationalisation,

- The activities or teaching programme content to be undertaken by the staff member, and,
- The expected outcomes and impact of the mobility on the professional development of the staff member at both institutions.

For this to work effectively, there needs to be dialogue and discussion between the three parties prior to the signing of the mobility agreement having agreed the common goals which are acceptable.

Case studies

[Your institution has established formal procedures for recognising staff mobility for teaching and training activities abroad](#)
[Recognition of staff mobility – supporting individuals' development and institutional aims and objectives](#)

9 Your institution has adopted formal selection procedures for Erasmus+ activities

Must have

They ensure a fair, transparent, coherent and documented selection of participants

Guidance note:

The Institution has to organise the selection of mobile staff and students and the award of grants in a fair, transparent, coherent and documented way. The Institution should have measures in place to ensure that any individual or group will be treated equally. Selection procedures should be published, and clearly explain the rationale for those procedures.

Best practices

These are applied at all levels, including each participating department / faculty

Guidance note:

Selection procedures should be published, and clearly explain the rationale for those procedures. These should be applied at all relevant levels, including at department or faculty levels, in order to ensure consistency and transparency throughout the different levels of the institution.

They include clear mechanisms for participants (outgoing and incoming) to appeal if they feel unfairly treated / discriminated against

Guidance note:

It is highly important that there is an unambiguous appeal procedure in place for both outgoing and incoming participants if they feel unfairly treated or discriminated against.

They ensure that the selection and appeal procedures are publically available for all participants

Guidance note:

The selection and appeal procedures of the sending institution should be published in an easy to find place and in an easily accessible format. Ideally, this would be on a prominent place on the sending institution's website. Contact details for relevant individuals in this process should also be included on the website.

Case studies

[Adoption of formal selection procedures for Erasmus+ activities](#)
[The adoption of formal selection procedures that are applied at all levels of the institution](#)

During the mobility

10 During the mobility, your institution fosters the integration of the incoming mobile participants

Must have

The institution appoints responsible person(s) to deal with practical issues (e.g. social, health, and/or psychological problems)

Guidance note:

The institution should ensure there are named, visible persons who are responsible for the practical issues associated with integrating mobile students. This visibility should be ensured through introduction to this function during the Welcome / Orientation period and be detailed on the website so all mobile students can easily access this support, throughout their stay.

Non-academic mentoring and support arrangements should already be outlined in the Course Catalogue of the receiving HEI, in the section on general information for students, with relevant contact persons in the respective areas. Academic advisors should have close contact with the practical services which are available to incoming participants as they are often the first line of contact to the incoming student. Further information sessions should be arranged for all staff who work with incoming students to ensure they are adequately signposted on to the appropriate services they require.

It appoints responsible person(s) to deal with academic issues (course timetables, student attendance, coursework, relationship with academic staff, etc.)

Guidance note:

It is important that the receiving institution appoints specific named academic advisors who are responsible for dealing with problems related to academic issues (course timetables, student attendance, coursework, relationship with academic staff, etc.) of incoming students. Information on mentoring for thesis writing for incoming students is particularly important and clear mentoring arrangements should be agreed upon between the student, sending and receiving institutions and organised before the mobility.

For traineeships, a mentor, different from the supervisor, should be nominated to support and encourage the mobile student while in the receiving organisation. The mentor should also provide information on the culture of the enterprise and informal codes and conducts, of the receiving organisation. The contact details of both the supervisor and the mentor should be specified in the Learning Agreement.

Best practices

It organises activities to integrate them in the receiving institution and the local community, e.g. with the support of student organisations, Erasmus+ Student and Alumni Association etc.

Guidance note:

As well as academic and practical support from the institution, incoming students need to feel fully integrated into the student community, something which is best done by their fellow students / peers. Local student association(s), such as Erasmus Student Network (ESN) and the other associations' member of the ESAA - Erasmus+ Student and Alumni Association (http://esaa-eu.org/), play an important role in supporting incoming students. Incoming students need to feel welcomed and included in the student organisations. To help this process, the student organisations need to be aware of their role in supporting this integration and have access to the right resources, information, guidance and incentives. As institutions often have many types of student organisations, cooperation between them is encouraged through meetings together, social activities and buddy programmes. A key aspect of these activities is to make sure they are for all students so incoming students are integrated with the local students and hence the culture. Student organisations include for example, ESN (Erasmus Student Network) or ESAA - Erasmus+ Student and Alumni Association (http://esaa-eu.org/). ESAA runs a buddy system to encourage integration of incoming students with their peers inside the institution and share good practice with other member associations around Europe.

It provides opportunities for incoming mobile participants to share their culture and experiences with their peers inside and with the local community

Guidance note:

Incoming mobile students also bring new perspectives to the institution, the local students and the culture which is part of the internationalisation of the receiving institution. This is a significant opportunity to benefit from the experiences that international students bring. To capitalise on these experiences, the institution and its student organisations should put in place opportunities for incoming students to showcase their talent and perspectives through access to existing local initiatives (e.g. school teaching programmes, community projects) and setting up new initiatives to celebrate the different cultures (e.g. theatre performances, food and cultural weeks etc.). Local associations can support the integration of incoming students with the local community, through existing initiatives such as the Social Erasmus and Erasmus in School projects (http://socialerasmus.esn.org).

Some incoming students may even have been involved in the management or governance of their sending institutions and recognising this opportunity and involving incoming students in similar functions in the receiving institution such as in the student union (elected representative) or working groups dedicated to the voice of the international student.

Case studies

Making them feel at home – ensuring student integration
Helping students integrate into the life of the institution and the local community

After the mobility

11

At the end of the mobility, your institution has formal procedures for recognising student mobility (good practices linked to recognition at the end of the mobility, e.g. in the use of Transcripts of Records and Grade Distribution Tables)

Must have

Transcripts of Records are issued in a timely manner (normally 5 weeks) to both incoming and outgoing students

Guidance note:

It is highly important in the recognition framework to provide Transcripts of Records in a timely manner, immediately following the mobility period. After the mobility, the receiving institution should send a Transcript of Records to the student and to the sending institution within a period stipulated in the Inter-Institutional Agreement (normally within five weeks after publication/proclamation of the student's results at the receiving institution). It can be provided electronically or through any other means accessible to the student and the sending institution. The Transcript of Records from the receiving institution should refer to the educational components agreed upon in the Learning Agreement. Grade distribution information should be included as well, either as a web link or an annex.

Following the receipt of the Transcript of Records from the receiving institution, the sending institution should automatically transfer and recognise the student's academic outcomes successfully completed at the receiving institution, as agreed in the Learning Agreement, without the need for the student to take any further courses or exams. The Sending Institution will provide a Transcript of Records to the student or record the results in a database or any other means accessible to the student, normally within five weeks after having received the transcript of the receiving institution. The EU official template for the Learning Agreement for studies (including the Transcript of Records) is available online:
http://ec.europa.eu/education/opportunities/higher-education/quality-framework_en.htm

Transcripts of Records of incoming students include, where applicable, a Grade Distribution Table for the programme of study, according to the ECTS Users' Guide

Guidance note:

Where applicable, the Sending Institution should translate the grades received by the student abroad. To enable the Sending Institution to do so, it is highly important for the receiving institution to provide a clear explanation of the institutional grading system and grade distribution in the department or study programme together with the Transcript of Records. Such information can be provided either through a web link or as an annex to the Transcripts of Records. Where applicable, use should be made of a Grade Distribution Table for the programme of study, according to the ECTS Users' Guide (http://ec.europa.eu/education/ects/users-guide/index.htm).

All credits gained by students during a period of study abroad that were specified in the final version of the Learning Agreement are automatically transferred by your institution and count towards the students' final degree, without the need for the student to take any further courses or exams

Guidance note:

The sending institution should ensure that all the credits earned by the mobile student during the mobility period are recognised and counted towards the final degree, without the need for the student to take any further courses or exams. The period of study abroad must be clear in the student's records and documents issued to the student (Diploma Supplement or equivalent). This is a golden rule of recognition of credit mobility within the framework of inter-institutional agreements. All the credits towards the student's degree that are earned during the mobility period and which were originally agreed on in the Learning Agreement (or a revised version to it) should be recognised by the sending HEI without the need for the student to take any further courses or exams. Learning Agreements are binding for all the parties and require that, on successful completion of the mobility period, the sending HEI recognises credits earned by the student and documents these credits in the student records, so they can be identified in a transparent way.

Upon receipt of the Transcript of Records or Training Certificates, the sending HEI should:
a) certify the mobile student has fulfilled all requirements stipulated in the Learning Agreement;
b) ensure recognition of the mobility period abroad within the time-scale and according to the conditions stipulated in the institutional recognition framework.

Best practices

Transcripts of Records of incoming students include a description of or a link to the national grading system

Guidance note:

The Transcript of Records from the receiving institution should include grade distribution information, either as a web link or an annex. The local grading scale should be clearly explained, with a statistical distribution of local grades, to provide transparency and understanding of grading practices at the host institution. Where applicable, use should be made of a Grade Distribution Table for the programme of study, according to the ECTS Users' Guide (http://ec.europa.eu/education/ects/users-guide/index.htm).

Transcripts of Records of outgoing students provide details of the courses taken abroad

Guidance note:

The Transcript of Records should ensure a transparent recognition of the study period abroad, providing details of the courses the students undertook while studying abroad, including:

- Component code (if any)
- Component title at the Receiving Institution (as indicated in the course catalogue)
- If the component was successfully completed by the student?
- Number of ECTS credits (or equivalent)
- Grades received at the Receiving Institution

The EU official template for the Learning Agreement (including the Transcript of Records) is available online:

http://ec.europa.eu/education/opportunities/higher-education/quality-framework_en.htm

Grades of outgoing students are converted, if applicable, according to a fair and transparent methodology communicated before the mobility

Guidance note:

Grades of outgoing students are converted, if applicable, according to a fair and transparent methodology communicated before the mobility. There are more details on this in the ECTS Users' Guide.

Case studies

"Standing out from the crowd" - supporting students through full recognition and documenting of mobility outcomes
A common approach to ECTS grade conversion, ensuring a fair assessment of student performance after study abroad

12 Your institution issues a Diploma Supplement

Must have

To all students, automatically, free of charge and in a major European language

Guidance note:

This Supplement should include a record of the period of mobility under the Erasmus+ Programme. The 48 European countries taking part in the Bologna Process have agreed that each mobile graduate in their respective country should receive the Diploma Supplement (DS) automatically, free of charge and in at least one of the major European languages in addition to the national language. The HEI should issue a Diploma Supplement (or equivalent) to accompany every degree successfully completed by a student, using - where applicable - the template developed by the European Commission, the Council of Europe and UNESCO. The HEI's policy on issuing the Diploma Supplement should be published on its website.

The template for the Diploma Supplement is available at:
http://ec.europa.eu/education/tools/diploma-supplement_en.htm

Best practices

That includes a record of the mobility period(s) carried out by the student under the Erasmus+ programme

Guidance note:

The information contained in the Transcript of Records from the Receiving Institution should also be

included in the Diploma Supplement produced by the Sending Institution (at least for Sending Institutions located in Programme Countries), with the exact titles of the components that the student has followed abroad. Alongside modules or units taken at the sending HEI, the Diploma Supplement should list recognised modules, units and/or training activities undertaken during the student's mobility period and indicate the location of these mobility activities.

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

http://ec.europa.eu/education/tools/diploma-supplement_en.htm

Case studies

The Diploma Supplement – a tool to promote international recognition and transparency of academic achievement

Your institution promotes and recognises staff mobility

Must have

By taking it into account in the assessment of their professional development

Guidance note:

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

The HEI should link its HR strategy to the objectives set out the internationalisation strategy for staff. For all staff who undertake a period of mobility, HR should be informed and provide support to ensure the identification of the professional development needs of the individual as well as setting out agreed career objectives for their period of mobility. This can be through prepared addendums to staff contracts or through less formal mechanisms of agreed objectives. The new objectives should become part of the normal system of staff evaluation or appraisal and be used in order to recognise the achievements of the staff during the period of mobility. This means that HR staff should be trained to ensure these additional objectives are formally evidenced and recorded in staff records and lead to other rewards and recognition.

Best practices

By inviting them to share new learning and teaching practices developed abroad with their peers in the institution

Guidance note:

The experience of staff should be valued and shared as an inspiration to others, by, for example, organising meetings and publishing articles where the mobile participants share their experience and the impact of mobility on their personal and professional development. Where staff are involved in teaching at host institutions, new learning and teaching practices can be brought back and shared with other staff members through seminars or presentations. Staff can be supported through the administrative and academic services to understand the skills they have acquired and how best to use them within their own institution.

By encouraging them to propose cooperation projects with their receiving organisation

Guidance note:

Mobile staff bring back new partners, networks and ideas which can be of significant value for the HEI. Staff should be encouraged to propose and develop new or further cooperation projects between their receiving and sending institutions. This requires time and commitment, which need to be given formally by the sending institution, including, for example, additional support to write joint proposals.

Case studies

Recognition of staff mobility – supporting individuals' development and institutional aims and objectives
Recognition of staff participating in Erasmus staff mobility actions and international cooperation projects

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14 With regards to the outcomes and experiences of Erasmus+ activities

Must have

The results are monitored, evaluated and disseminated as a way to improve international cooperation and mobility activities

Guidance note:

Linked with the overall internationalisation strategy of the institution, monitoring and evaluation of cooperation projects and Erasmus+ mobility is essential if HEIs are to learn from their experiences. Monitoring and evaluation is more than just measuring the number and types of outputs, it needs to include capturing information on the overall outcomes and experiences of the activities at the institutional and the individual level. Systematic monitoring and evaluation should therefore include more qualitative approaches, which expressly capture the experiences in a way which helps the institution to understand the added value of its involvement in these activities. Documenting and analysing the outcomes and experiences is only the first step. To learn from the approaches taken, and the benefits gained, institutions should take time to disseminate the findings of the cooperation projects and mobility periods through, for example, meetings, workshops and publications, social

media, etc. These activities will embed good practice, help the institution to iteratively improve its approach and also feed back into the on-going monitoring and evaluation.

Best practices

The results are exploited and disseminated, by providing participants with the results of cooperation projects and Erasmus+ mobility opportunities (e.g. presentations) to share funding possibilities

Guidance note:

The dissemination of outcomes is an integral part of mobility projects. Good practice would be to ensure that the dissemination is built into the support measure and participants in projects and mobility actions are allocated adequate time, resources and space to disseminate their experiences and exploit project results. This includes opportunities to share new knowledge and to highlight new opportunities (including funding) which have arisen from the new relationships formed. In order to do this, HEIs should provide support functions such as web platforms to collect results or opportunities to present results at the institutional or departmental level, as relevant.

Results of cooperation projects are made sustainable and often lead to future stronger international cooperation of the institution

Guidance note:

Participation in European and international cooperation projects should be undertaken in a pro-active way and fully integrated in the HEI's modernisation and internationalisation strategy. Capturing the outcomes and experiences of international cooperation, and disseminating the results provides information which can be fed back into the overall decision making processes of the HEI. These experiences can also be compared to the expected achievements set out in the original strategy documents and can be very important informers of future strategy and sustainability. The strength of the information collected lies in the institution's approach to reflecting on the outcomes and using the information to further improve and strengthen international cooperation. Therefore the HEI needs to have mechanisms in place which provide a forum to fully reflect on the outcomes and ask questions which will improve the sustainability of international cooperation activities for the benefit of the institution. This implies strategic working groups set at a high level within the institution, whose role is to monitor and implement internationalisation based on evidence in practice

After the mobility Erasmus+ participants have the opportunity to present their newly acquired competences

Guidance note:

The study entitled 'Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions' showcases how mobility can contribute to the internationalisation of higher education institutions, including the impacts on teaching methods, cooperation between HEIs and perception of staff more generally. Therefore the dissemination of outcomes is an integral part of mobility projects. Good practice would be to ensure that the dissemination is built into the support measure and participants in projects and mobility actions are allocated adequate time, resources and space to disseminate their experiences and exploit project results. This includes opportunities to share new knowledge and to highlight new opportunities (including funding) which have arisen from the new relationships formed. In order to do this, HEIs should provide support functions such as web platforms to collect results or opportunities to present

results at the institutional or departmental level, as relevant.

After the mobility, the institution tracks graduates' progress and the impact mobility had e.g. on their employability

Guidance note:

Learning mobility has a goal of increasing professional, social and intercultural skills in graduates and therefore ultimately improving their employability. In order to assess whether the experiences of mobility and international cooperation have led to new skills and competences, which in turn improve graduates' opportunities, ongoing surveys of graduates (such as student satisfaction and student destination surveys) should include a question related to participation in mobility activities and its impact on their careers.

Case studies

Capitalising on the outcomes and experiences of Erasmus+ activities
The Erasmus Impact Study: Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions