



ERASMUS+ 2021-2027

**Erasmus+ Key Action 1 (KA1):
Erasmus-Charta (HEI)**

EACEA-03-2020 ECHE-LP-20

Version 1.0
Februar 11, 2020

HAWK HOCHSCHULE
FÜR ANGEWANDTE WISSENSCHAFT UND KUNST
Hildesheim/Holzwinden/Göttingen
University of Applied Sciences and Arts



1. ERASMUS HIGHER EDUCATION POLICY STATEMENT (GENERAL STRATEGY)

- **1.1 Erasmus activities that are part of our Erasmus Higher education Policy Statement**

Erasmus Key Action 1 (KA1) – Learning mobility of individuals:	
Mobility of students and staff	<input checked="" type="checkbox"/>
Erasmus Key Action 2 (KA2) - Cooperation among Organisations and Institutions:	
Partnerships for Cooperation and Exchange of best practises	<input type="checkbox"/>
Partnerships for Excellence – European Universities	<input type="checkbox"/>
Partnerships for Excellence – Erasmus Mundus Action	<input type="checkbox"/>
Partnerships for Innovation	<input type="checkbox"/>
Erasmus Key Action 3 (KA3): Support to Policy Development and Cooperation:	<input type="checkbox"/>

o **1.2 Erasmus European Policy Statement: HAWK's Strategy**

HAWK Hochschule Hildesheim/Holzminden/Göttingen – a current overview (2020)

HAWK Hildesheim/Holzminden/Göttingen, University of Applied Sciences and Arts, is one of Lower Saxony's universities with a broad range of subjects, currently with around 6,300 students (of which ~ 560 = 9% foreign students, 25% from EU and 75% from non-EU countries) and 580 employees (354 academic staff, 226 from technology and administration, [full-time equivalents]) at its three locations in Hildesheim, Holzminden and Göttingen. Six faculties - Building and Conservation (HI), Design (HI), Social Work and Health (HI), Management, Social Work, Building (HOL), Engineering and Health (GÖ), Resource Management (GÖ) - offer 25 Bachelor and 16 Master degree programmes.

140 international cooperations (99 of which are Erasmus+ IIA) currently form the basis for mobility measures in study and teaching, as well as for projects in knowledge & technology transfer and applied research.

With its research, HAWK makes valuable contributions to the development of innovation for business and society. Thanks to a strong increase in research activities in recent years, it has been able to double its third-party funding. With three proven research focuses - in the fields of laser and plasma technology, rural areas, sustainable production and the use of biogenic raw materials - as well as other active research groups, the university conducts forward-looking, application and demand-oriented research at a top level. In cooperation with universities, it supervises a quite high number of doctorates. Since 2019, HAWK has been successfully involved as a partner in two multi-year Horizon 2020 projects in Europe: a) in the project "Renewable and Waste Heat Recovery for Competitive District Heating and Cooling Networks (REWARDHeat)", Prof. Dr. Holler et al., Industrial Engineering Göttingen, and b) in the project "EMpowerment through liquid Integration of Migrant Youth in vulnerable conditions (MIMY)", Prof. Dr. Leonie Wagner et al., Social Work Holzminden.

What does HAWK want to achieve by participating in the Erasmus+ programme?

As agreed in the Lisbon Treaty, human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, are values common to all EU Member States. Inclusive and high-quality education at all levels, as well as the European dimension in education, are of vital importance for building and maintaining a cohesive European society. The basic knowledge of every European citizen includes learning about Europe's common cultural heritage and diversity, as well as a thorough understanding of the origins and functioning of the European Union.

In the spirit of the Paris Declaration, we consider it one of our tasks as a university to promote the ability to think critically and to integrate the teaching of social, civic and intercultural skills into every course of study. By participating in the Erasmus programme, we see ourselves as being able to make a significant contribution to strengthening the community and its democratic principles and to integration. Employers consider cognitive and social competences as a very important criterion of employee recruitment and experiences abroad as a way to improve foreign language skills, general and intercultural competences; therefore, in order to improve their chances on the labour market, we would like to encourage and support our students in this sense.

Supporting the goals to build the European Education Area

As part of the European Renewal Agenda for Higher Education, the EU is prioritising recognition, digital competences, shared values and inclusive education. The common interest of all EU Member States is to fully exploit the potential of education and culture as an engine for employment, economic growth, social cohesion and as a way of experiencing a European identity.

¹ For more information on the priorities of the European Education Area, such as recognition, digital competences, shared values and inclusive education, please visit the following website:

https://ec.europa.eu/education/education-in-the-eu/european-education-area_de

Against this background, the EU Commission is developing initiatives to foster the development of a European education area. At the same time, it is also trying to strengthen social cohesion and fight xenophobia, radicalisation and nationalism aimed at division. The HAWK shares the underlying vision of a Europe in which

- stays abroad for study and learning purposes become the norm,
- school and university degrees are recognised throughout the EU,
- it is common to speak two languages in addition to one's mother tongue,
- everyone has access to quality education regardless of their social and economic background, and
- people are fully aware of their European identity, Europe's cultural heritage and its diversity.

How is HAWK trying to achieve these political goals through participation in the Erasmus programme?

Participation in the Erasmus Programme 2021-27 is seen as a key instrument for the modernisation and further targeted internationalisation of HAWK.

Internationalisation and digitalisation are two cross-cutting processes that offer enormous potential for both universities and international networks. However, it is not underestimated that the systematic linking of the two processes will be a major challenge for the university, as digitalisation has so far played a minor role in international university cooperation. This circumstance has become very obvious in the current Covid-19-related lockdown situation at higher education institutions and could accelerate changes.

The digital transformation includes the development of blended learning and online teaching-learning scenarios, the introduction of more flexible study programmes through digitalisation and integration of digital cross-border cooperation projects into higher education structures. Digitalisation of studies and international mobility means, for example, modularising teaching offers into short units and increasingly offering them via digital educational platforms, which will also be accompanied by fundamental changes in European as well as global mobility (physical and digital). However, the creation of digital teaching-learning opportunities is not primarily about replacing physical mobility, but about appropriately complementing and embedding it.

In the future, new mobility patterns are conceivable, for example by combining "blended learning" with short-term mobility abroad (e.g. summer schools; student conferences etc.). Video conferencing solutions offer a variety of possibilities to implement an online meeting without much effort. In terms of sustainability, it could be checked whether travel expenses could be avoided depending on the occasion. The implementation of a digital mobility management system also takes into account environmental considerations through paperless document management.

Digital teaching-learning scenarios contribute to a greater extent to enabling students with special needs to have international experiences in the sense of internationalisation-at-home. As Erasmus+ impact studies and own previous experiences with mobile students have shown, stays abroad through participation in the Erasmus+ programme promote multicultural understanding in Europe and lead to the strengthening of a European sense of identity among students; both factors contribute sustainably to the prevention of prejudice, lead to acceptance of cultural diversity and thus have a substantial impact on individual development in the sense of the development goals of the Paris Declaration.

How relevant is participation in the Erasmus+ programme in the context of HAWK's institutional modernisation and internationalisation strategy?

In addition to the Erasmus Statement on Higher Education Policy (EPS, 2014), the goals of HAWK's international orientation were described in a "Mission Statement" during an internal university workshop in 2016 and include, among others, the following statements and tasks:

"Cornerstone Paper/Mission Statement" and include, among others, the following statements and tasks:

"Internationalisation enables students,

- *to act in a globalised world,*
- *develop competence for internationally oriented professional and social tasks,*
- *prepare for globalised labour markets*
- *and to participate in international research.*

Attracting international students contributes to a cosmopolitan climate at HAWK, increases diversity and is a response to social developments. HAWK faces up to the challenges associated with this and teaches its students the relevant intercultural skills. International activities by teachers in the sense of these milestones are supported by a climate of appreciation.

HAWK wants to develop its internationalisation activities strategically and sustainably. To this end, it already has or is developing appropriate framework conditions, incentives and structures.

Personal commitment and cooperative relationships characterised by trust between individuals are an important basis for this, which are further developed into strategic priorities in study programmes, faculties and thus for the entire university.

Priority is given to internationalisation projects in which both partners (higher education institutions) benefit equally from the exchange and this is demonstrated primarily in student encounters and activities or in joint teaching and research projects. The aim is for these activities to find their way into the degree programmes and thus sustainably improve the quality of the studies. The HAWK's profile as an application-oriented university is particularly in line with exchange programmes in which students from both sides work together and carry out projects.

Creating a balance between the provision of regular teaching on site and enabling international mobility for lecturers is an ongoing task for the faculties, which can be realised in many ways (e.g. by adopting international activities in the study programmes; by coordinated time slots; by a transparent division of tasks between internationally more or less active colleagues, etc.).

Internationalisation becomes visible in university life; on the one hand through easily accessible information materials and web content, and on the other hand through regular exchange and public university information and events.

In order for internationalisation to be lived and the proportion of HAWK graduates with international experience and of international students to be significantly increased, the following is or will be ensured:

- *In all study programmes, free spaces (out-of-college modules) are provided for stays abroad and can also be used for training abroad.*
- *The Lisbon Convention is applied practice and facilitates the recognition of academic qualifications obtained abroad.*
- *Students at HAWK have the opportunity to develop their language skills through English-language components in regular courses, thereby gaining subject-specific language competence.*
- *Within the framework of strategic priorities of the faculties, further (apart from English) foreign language offers can be developed.*
- *Teachers will find a support system that enables them to deliver a proportion of their teaching in English on an ongoing basis.*
- *In all faculties, English-language courses are offered to the extent of at least 30 ECTS credits per semester, including inter-faculty courses ("Studium Generale" courses).*
- *HAWK has an up-to-date and comprehensive website in English, which presents its study programmes in an accessible and attractive way for international students.*
- *All module handbooks are available in English. The university management provides financial support for the necessary translation work.*
- *The recruitment of international students is professionalised.*
- *HAWK cooperates at its three locations with institutions that promote internationalisation."*

Important goals of this "Mission Statement" have been implemented to date, accelerated in particular by the fulfilment of the conditions for participation in the Erasmus+ Programme 2014-20.

The actions in the new Erasmus+ Programme will contribute to the continuation of achieved goals and the fulfilment of still open tasks with improved quality, while at the same time modernising the measures through the implementation of a digital mobility management. In the future, the joint coordination of administrative procedures for the administration of mobility and cooperation processes (e.g. data formats and data exchange, opening of learning management systems, development of networked IT infrastructures) will increasingly become the area of focus for (partner) higher education institutions. For the accompanying changes within the higher education institution, it is very important to involve all organisational units at eye level and, where necessary, to train them through targeted training measures. The new Erasmus+ programme with its opportunities for staff mobility in teaching and university administration should contribute to this and be used to a large extent.

Which Erasmus actions does HAWK want to participate in and how will these be implemented in practice in the higher education institution?

At this stage (March 2020), this application only addresses activities under **Erasmus Key Action 1 (KA1) - Learning Mobility: Mobility of Higher Education Students and Staff**. As one of the central elements of HAWK's strategic goals, the quality as well as the quantity of student and staff mobility should be further improved. The mobilities are to be carried out primarily with and at partner universities, at other strategic partners such as enterprises, institutions, regional entities, etc. In KA1, the focus of the HAWK will focus on mobility activities with EU programme countries (KA131); after an initial unsuccessful application for International Mobility with EU Partner Countries (KA107), in future this measure will again be of particular interest for our cooperative relations especially with HEI in Israel and Ethiopia.

The Erasmus Without Paper network (EWP) is being implemented step by step in order to establish intra-European Inter-Institutional Agreements (IIA), Learning Agreements and Transcripts only digitally and at the same time provide a single-entry-point for participating universities and mobile participants. The expected advantages are time savings in agreement administration, up-to-date information for all partners at all times, rapid availability in the event of changes, and accessibility of information for students.

Against the background of the current HAWK participation in Horizon2020 projects in the faculties of Resource Management and Social Work Holzminden and in addition for cooperation projects in other faculties such as Design and Engineering & Health, a possible extension of our Charter to activities in Erasmus+ Key Action 2 (KA2) - Cooperation between Organisations and Institutions is intended for:

- Partnerships to promote cooperation and exchange of good practice.
- Partnerships to promote innovation.

Expected impact on HAWK through participation in the Erasmus programme - Objectives and qualitative and quantitative indicators for monitoring the impact

1. The principles of non-discrimination, transparency and integration anchored in the programme are fully observed by HAWK. The selection of mobile students and staff as well as the awarding of grants are carried out in a fair, transparent, coherent and documented manner. In the same way, this applies to all stages of mobility and to the response to any complaints/complaints. This applies equally to all stages of mobility and to responding to any complaints/problems of mobile participants. Through selection processes in the faculties with the involvement of the International Office equal treatment and non-discrimination of participants is ensured.

2. Current and future participants, irrespective of their personal background, an unrestricted and equal access is granted, with particular attention to disadvantaged participants. With the involvement of the Senate Representatives for students and staff with special needs, the available opportunities for this group of people will be offered and exploited: these include, for example top-up funds for increased expenses through special support measures or special conditions in examinations, etc.

3. All credits awarded (on the basis of the European Credit Transfer and Accumulation System - ECTS) for achieved learning outcomes that are achieved during a period of study/training abroad, including mixed mobility, shall be fully and automatically recognised.

However, automatic mutual recognition requires that individual EU Member States have taken the necessary steps to implement automatic mutual recognition for the purpose of further learning by 2025, without having to go through a separate recognition procedure. so that the results of a stay abroad in the higher education sector of one Member State to be automatically and fully recognised in the other Member States, as previously agreed upon in a learning agreement and confirmed in the Transcript of Records in accordance with the European Credit Transfer and Accumulation System. The workload of one academic year in a full-time study programme is assessed as before with 60 ECTS credits, correspondingly that of one semester with 30 ECTS credits.

In order to prepare and record mobilities with the help of ECTS, HAWK will:

- a) provide an up-to-date course catalogue of all degree programmes in German and English on its website;
- b) use Online Learning Agreements (for study visits and internships) signed by the sending and receiving universities/companies/institutions and the students before the start of the mobility; the International Office of HAWK uses the moveon programme for mobility management and will primarily use it to process online LAs as soon as interfaces between moveon and the EWP network are available, but alternatively use the EWP dashboard for LA management as well as for the exchange of digital IIAs, if possible.
- c) issue/accept a Transcript of Records for study visits, showing the number of credits earned and grades achieved; for internships, the equivalent document is a Traineeship Certificate or Work Certificate;
- d) issue/accept proof of recognition that the work abroad has been recognised in accordance with the learning agreement. Such a qualified proof has already been used successfully in paper form at HAWK for years and should now be transferred to a digital form.

HAWK will publish a recognition framework on its website describing the conditions and practices of recognition procedures in a transparent way; special situations according to previous cases of the university should be taken into account (e.g. if a student decides not to have certain credits recognised on his/her own).

4. In the case of credit mobility, HAWK does not charge any fees for studies, registration, examinations or access to laboratories and libraries for exchange students coming to the country. Incoming students are informed by HAWK about the costs they have to bear themselves, which are mainly health insurance fees, the student fee per semester and location to the student council and the student union, photocopying costs, laboratory material costs if applicable.

5. The quality of the mobility activities and the cooperation projects in the application and implementation phase is ensured by constant evaluation of the feedback and the reports of mobile persons by the International Office and discussed in regular reports (once per semester) with the Board of Deans of Studies / International Coordinators / Vice President for Studies and Teaching.

6. In order to implement the programme's key points, the HAWK.....:

- takes the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative, i.e. takes active measures to implement the minimum requirements for digital mobility management in a timely manner, such as promoting the use of the Erasmus+ Mobile App for incoming and outgoing students, among others;
- promotes environmentally friendly practices in all Programme activities and makes efforts to encourage environmentally sound and responsible behaviour of its participants;
- provides incentives for the participation of disadvantaged people, including in the form of additional financial support where the university's budget allows for;
- promotes civic engagement and supports students and staff in this before, during and after their participation in a mobility action, among other things through student buddy groups, international encounter evenings for the exchange of experiences between incoming and outgoing students, etc..

HAWK's quantitative mobility targets to date are to achieve a mobility rate of 5% for staff (academic and non-academic) by 2021, and 10% for student mobility. In view of the increasing blended learning and mixed mobility opportunities, the proportion of university staff with international experience should be significantly increased in the long term.

Preliminary timetable for the achievement of the objectives linked to the programme actions:

The EWP (Erasmus Without Paper) standards will be introduced on a mandatory, step-by-step basis starting in 2021:

- Until approx. mid-2021: Renewal of the Inter-Institutional Agreements (after previous quality check by the faculties) via Inter-Institutional Agreement Manager (currently no exchange of IIAs with partner HEIs is possible via moveon).
also: Final steps for the creation of the online Learning Agreements via EWP; this tool has already been used by HAWK with selected partner universities for months;
- by mid-2022: nominations of incoming and outgoing students will be made via the EWP network
- by mid-2023: Transcript of Records will be created digitally via EWP for incoming students and received for our outgoing students.

o **2. IMPLEMENTATION OF THE MAIN PRINCIPLES**

2.1 Implementation of the new principles

The **principles of non-discrimination, transparency and inclusion** of students and staff have been and will continue to be complied with by HAWK.

The selection of mobile participants in the faculties is carried out by granting equal and unrestricted access to all applicants, without taking into account their gender, skin colour, mother tongue, ethnic or social origin, religious affiliation, etc. This applies equally to the acceptance of all incoming students/ staff. This equally applies to the acceptance of all incoming students/staff. People with special needs, whether due to health restrictions, family responsibilities, etc., are made aware of the measures or special funding opportunities that apply to them and made possible for them during counselling, especially at the International Office.

In addition, the International Office in particular ensures that other internal university offices such as the Family and Equal Opportunities Office or the Senate Office for People with Disabilities are regularly informed about the relevant opportunities within the Erasmus+ programme and asked to include relevant information in their publications.

Written records are kept of the applicant selections, including reasons for any necessary rejections.

For the new possibility of blended mobility, a combination of a short physical stay and a virtual component, the necessary ways/procedures still need to be developed in the faculties in order to ensure equal treatment with participants in physical long-term mobility (incoming as well as outgoing).

The **ECTS credit point system** is applied in all accredited degree programmes at HAWK, based on student work load and learning outcomes. A uniform ECTS credit point system (i.e. ECTS credits including the grade) has not yet been introduced, as different grading procedures are used in the different faculties. The question of a future ECTS credit allocation must be clarified in an overall strategic university process, which is why - at present -no statements can be made about its future implementation.

In order to give the necessary impetus to student mobility in Europe and thus also to the vision of a European education area, simple and secure online administrative procedures and directly and immediately available information for students are crucial to promote student participation in cultural and educational activities. The **European Student Card initiative** aims to create an online one-stop-shop via the **Erasmus+ mobile app** for students to manage the entire administrative process of their mobility period before, during and after their stay. This will allow students to find all the information they need to have a quality mobility experience abroad.

The initiative for a European student card is designed to enable every student to easily and securely identify and enrol electronically at higher education institutions in Europe when studying abroad; this eliminates the need for local enrolment and reduces bureaucracy.

HAWK welcomes in principle any form of bureaucracy reduction and in this respect considers the European Student Card Initiative to be beneficial for students as well as the university administration, because it means:

for students:

- o Easy access to teaching materials before the mobility period, online registration for courses and automatic recognition of ECTS credits.
- o Immediate access to services at the host university, such as libraries, transport and accommodation
- o Discounts on cultural events throughout the EU

for Higher Education Institutions:

[garbled text]

On the European Commission's side, this initiative should be made available to all higher education institutions participating in Erasmus+ in 2021. By 2025, mobile students should be able to fully participate.

At this point in time, it is not yet possible to make a more precise statement on the technical implementation of this initiative (in particular on the connection of the EWP to the existing student administration software at HAWK) - and thus also on a more precise timetable.

With the start of the new programme period in 2021, the employees responsible in the IT departments (both centrally and in the faculties) should first be informed and trained and, if necessary, additional staff necessary for implementation should be recruited there as well as in the International Office. The use of the Erasmus + Mobile App for incoming and outgoing students should be promoted through targeted information and advice from the International Office. Useful information about HAWK will be made available to incoming students via the Erasmus+ Mobile App.

Through participation in the EWP and thus a predominantly "paperless" programme administration, a very environmentally favourable method of central project management will be implemented in the university for the first time, which will hopefully be imitated as good practice in other areas.

As a sending and receiving institution, HAWK will make efforts to promote sustainable and responsible behaviour among its participants. The use of sustainable means of travel will be supported to the best of its ability in order to reduce the negative impact of mobility on the environment.

Overall, a separate institutional sustainability strategy, which does not yet exist, should be developed and combined with the concepts of mobility and internationalisation, among others.

As international studies (Impact Study ESNsurvey 2019), among others, have shown, the Erasmus programme promotes a positive attitude towards multicultural awareness and a stronger sense of European identity among mobile students. Furthermore, they found that students with exchange experience are far more involved in civil society organisations than the average European youth. They have a higher interest in voting at EU level, but are less likely to do so on exchange due to difficulties in accessing their voting rights.

In this context, there is a clear opportunity to add value by actively promoting and organising activities that enable mobile participants to become civically engaged, develop their skills beyond the formal educational environment, voluntarily come forward and actively participate in their local society. This not only promotes the integration of mobile participants into the host society, but is also important for local students / employees as it ensures internationalisation at home, overcomes prejudices and leads to acceptance of cultural diversity. One example is our practice of having incoming students act as "European ambassadors" in schools in order to set positive impulses in very young people at an early stage.

The inclusion of students through volunteering and active citizenship is also seen as an essential aspect of our inclusion strategy. For example, the International Office of HAWK has for many years been running a buddy programme, in which incoming and former outgoing students share their experiences with potential applicants or target groups with fewer opportunities. They should promote mobility and explain how the obstacles to mobility provided for in the programme can be overcome.

This also takes place at HAWK in the form of International Days, organised in cooperation between the faculties and the International Office.

The university will also work on organising and promoting other activities or projects that enhance the active citizenship skills and competences of students and staff, such as the SocialErasmus Project WE AfriHug of the Erasmus Student Network. This project aims to better integrate international exchange students into the local society by organising volunteering opportunities in order to create an exchange of values between the international students and the local community. One of the ways this is done is through strong support and participation particularly from our social work faculties, which are represented at two university locations in Hildesheim and Holzminden and already have been very active in this regard.

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

o **2.2 When participating in mobility measures - After mobility measures**

How is automatic recognition guaranteed at HAWK?

To ensure the automatic mutual recognition of all credit points (credits) for learning outcomes achieved during a mobility phase abroad or a mixed mobility, measures are used which HAWK already applies, whose quality it improves where necessary or which it introduces as a new addition. All measures should contribute to achieving the following goals:

- o Appropriate use of learning agreements including online learning agreements; learning agreements (LA) are signed (previously in paper form, in future digitally) by the student, the Dean of Studies of the faculty and the faculty abroad after selection of an applicant and confirmation of acceptance at the partner institution or the placement enterprise, using the templates provided by the EC/NA. Changes in the study or training programme must be completed and approved in writing during the stay. After the stay, the LA together with the transcript of records/training certificate are submitted to the Examinations Office/Dean of Studies for recognition.
- o Inclusion of appropriate information on learning outcomes, workload (credit points and grades) in the transcript of records; transcripts of records issued to date include (in addition to individual data), among other things, module/subject title, module no., ECTS points and grades.
- o complete and automatic recognition of credit points and (if applicable) recognition of grades after a mobility abroad; this requires further intensive coordination processes with the partner faculties abroad, which have not yet taken place; however, this point should be one criterion in the qualitative review of the existing inter-institutional agreements that is due for the new programme generation.
- o clear and simple guidelines for students to appeal if the credit points are not fully and automatically recognised. In the structured recognition process (see above), students have so far clarified recognition problems exclusively with their deans of studies, as recognition is the responsibility of the faculties. In the future, a central complaints office should also be set up across the faculties under the guidance of the responsible vice-presidency for studies and teaching.
- o Presentation of comprehensive information on the grading system in inter-institutional agreements; The general grading system of HAWK has so far been described on the website of the International Office as well as in publications for incoming students and in our HAWK Fact sheets. For the description in the new IIA, faculties will in future have the opportunity to specify any deviating regulations in their area.
- o Presentation of grade classification tables together with performance records (if grades are used);
- o Transparency of the course catalogue (according to the rules of the ECTS Guide, explaining how the information is made available in time and referring to the course catalogue via a link). A uniform course catalogue covering all faculties/programmes has not yet been published at HAWK. International students can find information on the modules offered either on the respective pages of the target faculty or on the web site of the International Office, where overviews of all their fields of study and modules are compiled for each faculty in German and English (with information on workload, credits, language of instruction).

How is the mobility of university staff supported, promoted and recognised at HAWK?

HAWK regards the mobility of teachers and especially staff as an important element in the modernisation process of the university. It contributes significantly to the development of good-practice-models of university processes and procedures experienced at partner institutions and to gain valuable impulses from them for their own purposes.

For this reason, all interested HAWK employees and teachers will be given every support to make their mobility wishes possible.

To this end, the obligatory mobility agreement between the sending and receiving universities/institutions for the purpose of teaching or receiving own training is realised and it specifies the activities to be carried out by the staff member. This agreement shall be concluded after discussion between the two HEIs/institutions, taking into account the institutional requirements, the academic reasons, the intended outcomes and competences of the staff member.

With regard to work responsibilities during the mobility-related absence at the home workplace of teachers/employees, consensual solutions are almost always discussed and found at HAWK. One method that has proven itself at our university, especially in the area of teaching mobility, is to organise a mutual exchange between the university and the world of work (e.g. in institutes, facilities for student internships) and to combine the mobility of students and employees. For example, the university sends students / graduates to workplaces abroad for internships, and in return also invites employees of these companies / institutions to the university to initiate or further develop joint projects. The training mobility of employees is considered part of the university's personnel development policy and is duly taken into account in the personnel file of each mobile participant.

o **2.3 For the purpose of publicity**

Link to the publication of the Erasmus Charter on the HAWK website:

The Erasmus Declaration on Higher Education Policy will be published on the following HAWK website within one month after the award of the ECHE by the European Commission:

<https://www.hawk.de/de/hochschule/organisation-und-personen/zentrale-einrichtungen/akademischesauslandsamt/partnerhochschulen/erasmus-2014-2020-programmueberblick>

In case of increased engagement in the Erasmus programme, e.g. for the purpose of participation in activities in KA2 as mentioned, HAWK will update the Erasmus Declaration on Higher Education Policy on its website and inform the DAAD as its national Erasmus+ agency.

How will HAWK regularly promote the programme activities?

In order to provide regular information and advertising on programme activities that can be read at any time, the International Office will create an online newsletter in the new programme generation that will be provided to all university members once per semester and published on the International Office website. It is intended to draw attention to relevant application deadlines as well as to highlight measures that might be of particular interest to HAWK.

For the purpose of implementing and monitoring the Charter principles, HAWK will ensure that the objectives and priorities of the Erasmus+ programme as described in the Erasmus Declaration on Higher Education Policy are taken into account in its long-term institutional strategy and are included in a forthcoming renewed strategy, balancing on the one hand the university's own profile, its strengths and weaknesses, and on the other hand the priorities of European higher education policy.

The HEI will ensure that the principles of the Charter are clearly communicated and applied by staff at all levels of the institution. The HEI Charter will be published in German and English on the HAWK website and its principles will be built into the standard documents of the HEI (e.g. on credit allocation, staff and student mobility, staff development).

The "ECHE Guidelines" and the "ECHE Self-Assessment" are used within the university at all levels (faculties, administration) to ensure good implementation of the principles of this charter on the one hand and to be able to provide evidence of institutional development on the other.

³ The text of the Council Recommendation on automatic mutual recognition can be found here: [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))