

**ERASMUS+**

## **Proposal Template**

**Administrative Forms (Part A)  
Project Technical Description (Part B)**

Erasmus: Key action 1: Erasmus Charter for Higher Education

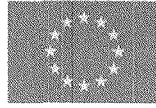
EACEA-03-2020 ECHE-LP-2020

Version 1.0  
11 February 2020

### Disclaimer

This document is aimed at informing applicants for EU funding. It serves only as an example. The actual web forms and templates provided in the Funding & Tenders Portal Electronic Submission System might differ from this example. Proposals (and annexes and supporting documents) must be prepared and submitted directly inside the Portal.





**ERASMUS+**  
**PROPOSAL (PART B)**

**Erasmus: Key action 1: Erasmus Charter  
for Higher Education**

**EACEA-03-2020 ECHE-LP-2020**

## IMPORTANT NOTICE


Applications must be submitted via the Funding & Tenders Portal Submission Service before the call deadline.


Applicants must use this template for their applications (designed to highlight important aspects and facilitate the assessment against the evaluation criteria).

### Character and page limits:

- page limit 20 pages
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 8 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are not a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your proposal.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. After you have submitted it, any excess pages will be made invisible and thus disregarded by the evaluators.

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

## COVER PAGE

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

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

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## COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

### Declaration

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

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

### WHEN PARTICIPATING IN MOBILITY ACTIVITIES

#### Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective

roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

#### **During mobility**

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.
- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

#### **After mobility**

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the

programme, promote the benefits of mobility and actively engage in building alumni communities.

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

#### **WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS**

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

#### **FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING**

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the "ECHE guidelines" and of the "ECHE self-assessment" to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

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

*On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.*

Legal representative of the institution

prof. dr hab. Piotr Ponikowski



Signature of the legal representative

Uniwersytet Medyczny we Wrocławiu  
p.o. REKTORA  
prof. dr hab. Piotr Ponikowski



In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will evaluate your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

## 1. ERASMUS POLICY STATEMENT (EPS)

### 1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select activities that your HEI intends to implement during the entire duration of the Programme.

#### **Erasmus Key Action 1 (KA1) - Learning mobility:**

The mobility of higher education students and staff

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

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

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

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

### 1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the

goal of building a European Education Area<sup>1</sup> and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Insert text

Uniwersytet Medyczny we Wrocławiu (UMW) realizuje program Erasmus od 1998 roku. Od samego początku realizowane są wszystkie dostępne mobilności (SMS, STA a później SMP, STT). Uczelnia w ramach realizowanego programu wdrożyła wszelkie potrzebne działania, które regulują funkcjonowanie programu. Szczegółowe przepisy oparte są na zarządzeniach Rektora oraz zarządzeniach dziekańskich według wytycznych Narodowej Agencji oraz przepisów unijnych. Systematycznie rozwija się mobilność studentów wyjeżdżających (SMS oraz SMP) około 180 – 200 rocznie a studentów przyjeżdżających z uczelni partnerskich około 120. Mobilność pracowników (STA oraz STT) kształtuje się przeciętnie rocznie na poziomie 60 osób. Niewątpliwie impulsem do rozszerzenia współpracy europejskiej było wprowadzenie nauczania w języku angielskim (English Division) początkowo na Wydziale Lekarskim a później na Wydziale Lekarsko-Stomatologicznym. Stworzyło to konkretną ofertę dla naszych uczelni partnerskich, jak również pozwoliło na istotne zwiększenie uczelni partnerskich (83 uczelnie w roku akademickim 2019/2020). Władze rektorskie wprowadzając ED miało na względzie aspekt ekonomiczny, jak również możliwości rozszerzenia dydaktyki międzynarodowej poprzez realizację kolejnych edycji programu Erasmus. Przez cały okres uczestnictwa w programie władze uczelni dążą do zwiększenia liczby uczelni partnerskich, widząc wymierne korzyści dla studentów, jak również dla pracowników. Wielokrotnie realizowana współpraca dydaktyczna była bodźcem do współpracy naukowej oraz odwrotnie, istniejąca współpraca naukowa została poszerzona o wspólne dydaktyczne projekty w ramach programu Erasmus.

Niejednokrotnie propozycja współpracy jest inicjowana poprzez uczelnie partnerskie, które doceniając naszą aktywność w obszarach dydaktyki międzynarodowej, dążą do podpisania umów bilateralnych. Zwiększanie liczby uczelni partnerskich odbywa się także na bazie funkcjonujących umów międzyuczelnianych, w szczególności dotyczy to krajów niebędących członkami Unii Europejskiej. W niektórych przypadkach traktujemy to jako formę wsparcia dla tych krajów, które aspirują do członkostwa w Unii (Ukraina, Gruzja czy Albania). Z niektórymi partnerami łączą nas wieloletnie powiązania historyczne: Uniwersytet we Lwowie czy Uniwersytet w Grodnie.

Funkcjonowanie programu Erasmus w UMW jest ściśle związane z nauczaniem na wydziałach, na których funkcjonuje nauczanie w języku angielskim (Wydział Lekarski oraz Lekarsko-Stomatologiczny), jednakże na pozostałych wydziałach (Wydział Farmaceutyczny oraz Wydział Nauk o Zdrowiu) istnieje mobilność SMP oraz STA i STT. W niewielkim stopniu realizowana jest mobilność SMS (indywidualny tok nauczania). Władze tych pozostałych wydziałów prowadzą przygotowania do otwarcia ED, posiadając odpowiednią kadre oraz bazę dydaktyczną. Napotykają jednak na problemy rekrutacyjne (czynnik ekonomiczny). Są i będą prowadzone działania zmierzające do pełnego funkcjonowania ED na wszystkich kierunkach naszej uczelni, co w znacznym stopniu wzmocni mobilność w ramach programu Erasmus.

Poprzez zwiększenie liczby uczelni partnerskich będziemy dążyć do wdrożenia pełnej mobilności studentów (SMS, SMP) oraz pracowników (STA, STT), zarówno w ramach istniejących umów bilateralnych jak i nowo zawieranych.

Zdając sobie sprawę z pewnych ograniczeń rozwijania mobilności musimy dokonać weryfikacji aktualnie funkcjonujących umów przyjmując za kryteria:

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

- obustronne wykorzystanie mobilności przez uczelnie partnerskie
- prestiż naukowy oraz dydaktyczny uczelni partnerskich
- możliwości współpracy w realizacji innych projektów europejskich poza programem Erasmus.

Niewątpliwie dalej będzie utrzymywana i rozwijana współpraca z krajami spoza Unii Europejskiej w oparciu o kryteria:

- wsparcia dydaktycznego dla krajów rozwijających i kandydujących do Unii Europejskiej
- kraje spoza Unii o wysokim prestiżu dydaktycznym oraz naukowym

Ocena współpracy z uczelniami partnerskimi odbywa się na podstawie opinii studentów powracających z mobilności oraz ocenie dokonywanej przez koordynatorów programu Erasmus w trakcie regularnie przeprowadzanych wizyt monitorujących. Dodatkowym aspektem oceny uczelni jest również współpraca w zakresie obsługi administracyjnej pomiędzy uczelniami (wizyty i szkolenia pracowników administracji zaangażowanych w obsługę programu Erasmus).

Władze uczelni przygotowują się do zmiany systemu nauczania poprzez wprowadzenie systemu modułowego, zbliżonego do systemu funkcjonującego w niektórych krajach europejskich (Francja, Portugalia).

Niemniej jednak stworzony system będzie elastyczny dla studentów programu Erasmus zarówno naszej uczelni, jak i uczelni partnerskich (możliwość realizacji przedmiotów również poza modułem). Oprócz modernizacji systemu edukacji planowane jest dalsze inwestowanie w bazę dydaktyczną zarówno w aspekcie centralnym (cyfryzacja systemu edukacji), jak również w poszczególnych jednostkach dydaktycznych (otwieranie nowych pracowni czy nowych jednostek np. oddziały symulacji medycznych).

Niewątpliwym celem podnoszenia poziomu dydaktyki oraz modernizacji bazy dydaktycznej jest wspólne lepsze działanie w Europejskim Obszarze Edukacji. Istotnym czynnikiem w tych działaniach będzie wymiana kadry dydaktycznej, która w sposób stały będzie prowadzić zajęcia (wykłady) we współpracujących uczelniach. Obecnie już są realizowane takie wstępne działania, gdzie pracownicy naszej uczelni w sposób stały uczestniczą w realizacji programu dydaktycznego uczelni partnerskich. Dydaktyka dla pracowników z uczelni partnerskich odbywa się i może odbywać się na oddziałach nauczania w języku angielskim. Planowana jest intensyfikacja tej współpracy.

Poprzez wyjazdy w ramach programu Erasmus w celach dydaktycznych oraz szkoleniowych pracownicy naszej uczelni podnoszą swoje kompetencje a ich udział w realizacji programu jest premiowany przy okresowej ocenie pracownika. Uczelnia będzie intensyfikować udział w programie, jak również ma zamiar wprowadzić dodatkowe narzędzia oceny dla osób prowadzących zajęcia ze studentami programu Erasmus. Należy zwrócić uwagę, że pracownicy poprzez realizację mobilności Erasmus podnoszą swoje kompetencje zawodowe, jak również językowe.

Studenci uczestniczący w programie poszerzają swoją wiedzę oraz umiejętności w trakcie odbywania studiów, a z drugiej strony udział w programie (studia, praktyki) jest premiowany dodatkowymi punktami w trakcie procedur związanych przy aplikowaniu o etat uczelniany czy też studia doktoranckie. Poprzez studia czy praktyki w uczelniach partnerskich studenci doskonalą swoje umiejętności medyczne, które mają szansę wykorzystać w swojej przyszłej pracy zawodowej. Również nie bez znaczenia jest fakt nauki czy podnoszenie kwalifikacji lingwistycznych. Niejednokrotnie studenci po studiach w uczelniach partnerskich zwiększają atrakcyjność swojego cv zawodowego co ułatwia im także znalezienie pracy w krajach Unii Europejskiej. Tym bardziej, że część studentów, korzystając z określonych ram czasowych mobilności na poszczególnych poziomach studiów, wielokrotnie realizuje mobilności SMS czy też SMP.

Istotnym czynnikiem związanym z realizacją programu Erasmus jest postępująca cyfryzacja naszej uczelni. W chwili obecnej następuje cyfryzacja dziekanatów przy obsłudze studentów (elektroniczne dokumenty), jak również w dziale współpracy międzynarodowej wprowadzono elektroniczną obsługę studentów w zakresie systemu aplikowania o udział w programie.

Przygotowujemy się do pełnej elektronicznej obsługi programu (elektroniczny obrót dokumentów, elektroniczna akceptacja dokumentów w systemie wewnętrznym, jak również w systemie pozauczelnianym).

Nasza Uczelnia poprzez wieloletni udział w realizacji programu wypracowała przejrzyste zasady funkcjonowania programu. Wszelkie przepisy są na bieżąco modyfikowane, zależnie od nowych wytycznych w zasadach realizacji programu, jak również w zależności od informacji uzyskanych z uczelni partnerskich. Wszelkie informacje są przekazywane za pomocą strony internetowej uczelni, jak również na corocznie organizowanych spotkaniach ze studentami.

The Wrocław Medical University (UMW) has been implementing the Erasmus programme since 1998 and from the very beginning all available mobilities have been implemented (SMS, STA and then SMP, STT). The university has implemented all necessary activities that regulate the functioning of the programme. Detailed regulations are based on the Rector's and dean's regulations according to the guidelines of the National Agency and EU regulations. The mobility of outgoing students (SMS and SMP) is growing steadily around 180-200 per year and incoming students from partner universities around 120. Staff mobility (STA and STT) is on average 60 people per year. Undoubtedly, the factor to expand European cooperation was the introduction of teaching in English (English Division) initially at the Faculty of Medicine and later at the Faculty of Dentistry. This created a specific offer for our partner universities, as well as allowed for a significant increase in partner universities (83 agreements in the 2019/2020 academic year). The rector authorities when introducing ED had an economic aspect in mind, as well as the possibility of expanding international didactics by implementing subsequent editions of the Erasmus programme. Throughout the period of participation in the programme, university authorities strive to increase the number of partner universities, seeing tangible benefits for students as well as staff. Repeatedly implemented didactic cooperation was the reason for scientific cooperation and, conversely, existing scientific cooperation was expanded to include joint didactic projects under the Erasmus programme.

The cooperation offer is often initiated by partner universities which, appreciating our activity in the field of international didactics, seek to sign bilateral agreements. Increasing the number of partner universities also takes place on the basis of functioning inter-university agreements, in particular this applies to countries that are not members of the European Union. In some cases, we treat this as a form of support for those countries that aspire to join the Union (Ukraine, Georgia or Albania). We have many historical connections with some partners: the University of Lviv or the University of Grodno.

The functioning of the Erasmus programme at the UMW is closely related to teaching at faculties where teaching in English (Faculty of Medicine and Dentistry) operates, however at other faculties (Faculty of Pharmacy and Faculty of Health Sciences) there is mobility of SMP, STA and STT. SMS mobility (individual learning course) is implemented to a small extent. The authorities of these other departments are preparing for the opening of ED, possessing the appropriate staff and teaching base. However, they encounter recruitment problems (economic factor). There are and will be carried out activities aiming at the full functioning of ED in all faculties of our university, which will significantly strengthen mobility within the Erasmus programme.

By increasing the number of partner universities, we will strive to implement full mobility of students (SMS, SMP) and staff (STA, STT), both under existing bilateral agreements and newly concluded ones.

Being aware of certain restrictions on the development of mobility, we must verify the existing contracts taking the following criteria:

- bilateral use of mobility by partner universities
- scientific and didactic prestige of partner universities
- cooperation opportunities in the implementation of other European projects outside the Erasmus programme.

Undoubtedly, cooperation with countries outside the European Union will be maintained and developed based on the following criteria:

- didactic support for developing and candidate countries for the European Union
- non-EU countries with high didactic and scientific prestige.

The assessment of cooperation with partner universities is based on the opinions of students returning from mobility and the assessment made by Erasmus coordinators during regular

monitoring visits. An additional aspect of the university's assessment is also cooperation in the field of administrative support between universities (visits and training of administrative staff involved in operating the Erasmus programme).

University authorities are preparing to change the teaching system by introducing a modular system similar to the one functioning in some European countries (France, Portugal). Nevertheless, the created system will be flexible for Erasmus students both at our university and partner universities (the possibility of implementing subjects also outside the module). In addition to modernizing the education system, further investing is planned in the didactic base both in the central aspect (digitization of the education system) as well as in individual didactic units (opening new workshops or new units, e.g. medical simulation departments).

The undoubted goal of raising the level of didactics and modernizing the didactic base is joint better action in the European Education Area. An important factor in these activities will be the exchange of teaching staff, who will constantly conduct classes (lectures) at cooperating universities. Currently, such preliminary activities are being implemented, where employees of our university are constantly participating in the implementation of the didactic program of the partner universities. Teaching for staff from partner universities takes place and can take place in English teaching departments. Intensification of this cooperation is planned.

Thanks to exchanges under the Erasmus programme for didactic and training purposes, our university staff improve their competences and their participation in the implementation of the programme is rewarded with periodic employee evaluation. The university will intensify participation in the programme, as well as intends to introduce an additional assessment tool for those conducting classes with Erasmus students. It should be noted that employees thanks to the implementation of Erasmus mobility improve their professional as well as language competences.

Students participating in the programme broaden their knowledge and skills during their studies, and on the other hand participation in the programme (studies, placements) is awarded with additional points during procedures related to applying for a university or doctoral studies. Thanks to studies or placements at partner universities, students improve their medical skills that they have a chance to use in their future work. The fact of learning or raising linguistic qualifications is also important. Often, students after studying at partner universities increase the attractiveness of their professional CV, which also makes it easier for them to find a job in the European Union. The more that some students, using a specific mobility time frame at individual levels of study, repeatedly implement SMS or SMP mobility.

An important factor related to the implementation of the Erasmus programme is the progressive digitization of our university. At present, dean's offices are being digitized when servicing students (electronic documents), as well as electronic student service in the field of application system for programme participation has been introduced in the international relations office. We are preparing for full electronic service of the programme (electronic document circulation, electronic acceptance of documents in the internal system as well as in the non-university system).

Our University through many years of participation in the implementation of the programme has developed transparent principles of the programme. All provisions are modified on an ongoing basis, depending on the new guidelines in the programme implementation rules, as well as depending on information obtained from partner universities. All information is provided via the university's website as well as at annual meetings with students.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

## Insert text

Zgodnie z deklarowanym udziałem w realizacji Erasmus Key Action 1 (KA1) chcemy skoncentrować się na dalszym rozwijaniu mobilności dla studentów oraz pracowników naszej uczelni. Na podstawie wieloletniego doświadczenia i udziału w programie chcemy przeprowadzić weryfikację dotychczasowej współpracy w aspekcie efektów kształcenia. Polegać to będzie na opracowaniu narzędzi do oceny mobilności przez studentów, jak również pracowników biorących udział w mobilności. Ankieta powinna oceniać w jakim stopniu zrealizowana mobilność spełniła oczekiwania jego uczestników oraz jakie oczekiwania zostały spełnione w stosunku do uczelni partnerskich. Niewątpliwie taka analiza będzie pomocna w procesie weryfikacji uczelni partnerskich, jak również w wyborze nowych uczelni. Dodatkowym elementem weryfikacji będą regularne wizyty monitorujące koordynatorów wydziałowych, których zadaniem będzie ocena bazy dydaktycznej oraz współpraca z przedstawicielami uczelni partnerskich tak, aby realizowane mobilności dydaktyczne spełniały oczekiwania obu współpracujących stron.

Jednym z elementów strategii instytucjonalnej jest umiędzynarodowienie uczelni. Niewątpliwie udział w programie Erasmus jest istotnym czynnikiem tej strategii. Erasmus, obok wprowadzenia nauczania w języku angielskim (ED), jest główną formą dydaktyki międzynarodowej. Prowadzi to do ustawicznego kształcenia kadry nauczającej oraz wzbogacania bazy dydaktycznej aby z jednej strony sprostać oczekiwaniom studentów oraz kadry nauczającej, a z drugiej strony wzmocnić prestiż międzynarodowy naszej uczelni. Niewątpliwie rozwijana międzynarodowa współpraca dydaktyczna jest ściśle powiązana z międzynarodowym rozwojem naukowym naszej uczelni. W wielu przypadkach współpracujące uczelnie w ramach programu Erasmus poszerzają pole swojej współpracy na obszar nauki. Niewątpliwie największy wpływ w takich przypadkach ma mobilność nauczycieli akademickich w ramach STA i STT. Nie można też pominąć udziału pracowników administracyjnych, którzy podnoszą swoje kwalifikacje na wyjazdach szkoleniowych, a zdobyte doświadczenia wykorzystują w pracy w naszej uczelni.

Należy stanowczo podkreślić, że globalny udział społeczności akademickiej w realizacji programu Erasmus wpisuje się w strategię naszej uczelni, która koncentruje wszystkie swoje działania w rozwój dydaktyczny i naukowy zarówno na szczeblu krajowym jak i międzynarodowym.

In accordance with the declared participation in the implementation of Erasmus Key Action 1 (KA1), we want to focus on further developing mobility for students and staff of our university. Based on many years of experience and participation in the programme, we want to verify the current cooperation in the aspect of learning outcomes. This will involve the development of tools for assessing mobility by students as well as staff involved in mobility. The survey should assess to what extent the implemented mobility met the expectations of its participants and what expectations were met in relation to the partner universities.

Undoubtedly, such analysis will be helpful in the verification process of partner universities, as well as in the selection of new universities. An additional element of verification will be regular monitoring visits of faculty coordinators, whose task will be to assess the didactic base and cooperation with representatives of partner universities so that the implemented didactic mobility meets the expectations of both cooperating parties.

One of the elements of the institutional strategy is the internationalization of the university. Undoubtedly, participation in the Erasmus programme is an important factor in this strategy. Erasmus, alongside the introduction of English language teaching (ED), is the main form of international didactics. This leads to continuous education of teaching staff and enriching the didactic base in order to meet the expectations of students and teaching staff on the one hand, and on the other to strengthen the international prestige of our university. Undoubtedly, developed international didactic cooperation is closely related to the international scientific development of our university. In many cases, cooperating universities under the Erasmus programme expand their field of cooperation to the area of science. Undoubtedly, mobility of academic teachers under STA and STT has the greatest impact in such cases. The participation of administrative employees who raise their qualifications during training staff mobility and use the acquired experience at work at our university cannot be overlooked.

It should be strongly emphasized that the global participation of the academic community in the implementation of the Erasmus programme is part of the strategy of our university, which

focuses all its activities in didactic and scientific development at both national and international level.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Insert text

Zakładamy, że udział naszej uczelni w realizacji programu Erasmus poprzez realizację mobilności dydaktycznej spowoduje:

- wzrost poziomu kształcenia studentów
- częściową unifikację procesów kształcenia w budowaniu Europejskiego Obszaru Edukacyjnego
- umiędzynarodowienie procesu dydaktyki naszej uczelni
- promowanie innowacyjnych metod kształcenia

Niewątpliwie udział studentów i pracowników w mobilności Erasmusa podniesie ich kwalifikacje zawodowe powodując, że staną się oni bardziej konkurencyjni na medycznym rynku pracy. Uczestnicy programu po odbytej mobilności w programie Erasmus będą mogli także poszerzyć swoją ofertę zatrudnienia o rynek międzynarodowy.

Po otrzymaniu karty Erasmusa władze poszczególnych wydziałów razem z koordynatorami wydziałowymi przygotowują zasady monitorowania mobilności pod względem ilościowym jak i jakościowym. W ocenie ilościowej istotną będzie analiza statystyczna: ilu uczestników projektu zdało egzaminy, zaliczyło przedmioty oraz jaka liczba godzin została zrealizowana (z uwzględnieniem poszczególnych form kształcenia: wykłady oraz ćwiczenia praktyczne). Taka analiza jest celowa, gdyż w niektórych przypadkach student nie zdaje końcowego egzaminu a uzyskuje tylko zaliczenie na ocenę, egzamin natomiast zdaje w uczelni macierzystej. Takie sporadyczne przypadki mają miejsce, gdy student realizuje tylko wybrany przedmiot z modułu (np. w uczelniach francuskich). W ocenie jakościowej będziemy bazować na stworzeniu ankiet, w których uczestnik mobilności będzie mógł się wypowiedzieć na temat zajęć. Niewątpliwie taka ocena uczestników mobilności pozwoli na stworzenie wymiany informacji pomiędzy uczelniami w trakcie wizyt monitorujących. Istotnym czynnikiem oceny jakościowej mogą być też ankiety absolwentów uczelni z oceną, w jakim stopniu udział w mobilności Erasmus był lub jest pomocny w pracy zawodowej.

Wszyscy uczestnicy programu mają wsparcie merytoryczne koordynatorów programu na poszczególnych wydziałach poprzez kontakt e-mail. W przypadkach istotnych koordynatorzy kontaktują się z koordynatorami uczelni partnerskich celem wyjaśnienia ewentualnych problemów i zapewnienie optymalnej mobilności. W przypadkach spraw organizacyjnych pracownicy administracyjni obsługujący program Erasmus w Dziale Współpracy Międzynarodowej pozostają w stałym kontakcie e-mail lub telefonicznym i pomagają rozwiązać problemy organizacyjne, jak również przypominają o obowiązkach i procedurach jakie uczestnik mobilności musi przestrzegać.

Wsparciem dla studentów przyjeżdżających z uczelni partnerskich obok koordynatorów czy pracowników administracji są też studenci naszej uczelni. Każdy student przyjeżdżający ma



swojego opiekuna, który pomaga w początkowym okresie mobilności. Dla studentów zagranicznych w ramach integracji społeczności studenckiej organizujemy wycieczki- jedna w każdym semestrze (Kraków i Gdańsk), wycieczka i zwiedzanie Wrocławia. Studenci uczestniczą w różnych spotkaniach organizowanych przez organizacje studenckie naszej uczelni (wigilia, juwenalia). Planowane są też integracyjne imprezy międzyuczelniane dla studentów programu Erasmus odbywających studia w środowisku wrocławskim.

We assume that the participation of our university in the implementation of the Erasmus programme through the implementation of teaching mobility will result in:

- increase in the level of student education
- partial unification of educational processes in building the European Educational Area
- internationalization of the teaching process of our university
- promoting innovative education methods

Undoubtedly, the participation of students and staff in Erasmus mobility will increase their professional qualifications, making them more competitive on the medical labor market. Program participants after their mobility in the Erasmus programme will also be able to expand their employment offer to the international market.

After receiving the Erasmus Charter, the authorities of individual departments together with the faculty coordinators will prepare rules for monitoring mobility in terms of quantity and quality. In quantitative assessment, statistical analysis will be important: how many project participants have passed exams, passed subjects and how many hours have been completed (including individual forms of education: lectures and practical exercises). Such analysis is purposeful, because in some cases the student does not pass the final exam and only obtains credit for the grade, while the exam passes at the home university. Such sporadic cases occur when the student only implements a selected subject from the module (e.g. at French universities). In the qualitative assessment, we will base on creating surveys in which the mobility participant will be able to comment on the classes. Undoubtedly, this assessment of mobility participants will allow the creation of information exchange between universities during monitoring visits. An important factor in qualitative assessment may also be surveys of university graduates with an assessment of the extent to which participation in Erasmus mobility was or is helpful in their work.

All programme participants have substantive support for programme coordinators at individual faculties by email. In important cases, the coordinators contact the coordinators of the partner universities to clarify possible problems and ensure optimal mobility. In organizational matters, administrative staff who support the Erasmus programme in the International Relations Office remain in constant email or telephone contact and help to solve organizational problems, as well as remind you of the obligations and procedures that the mobility participant must follow.

In addition to coordinators or administrative staff, students coming from partner universities are also students of our university. Every incoming student has a mentor who helps in the initial period of mobility. As part of the integration of the student community, we organize trips-one in each semester (Kraków and Gdańsk), a trip and a tour of Wrocław. Students participate in various meetings organized by student organizations of our university (Christmas Eve, Juvenile). Inter-university integration events are also planned for Erasmus students who study in the Wrocław environment.

## 2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

### 2.1 Implementation of the new principles

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

Insert text

All students of the Medical University of Wrocław (UMED) are treated the same. We have foreign students who study medicine and dentistry full time. They can also participate in the Erasmus+ programme. Students who receive a social scholarship and students with disabilities are treated in a special way. UMED currently uses the POWER - Foreign mobility of students with special needs programme. It is addressed to students who benefit from the Erasmus+ programme to study and/or placement and have the university's right to receive a social scholarship or students with disabilities. At information meetings, we talk about funding options for such students. If this programme continues in future years, we will also use it. UMED students can also apply for a social scholarship, rector's scholarship, scholarship for disabled students, allowance, ministerial scholarship, student loans. The offer is available at: <https://www.studenci.umed.wroc.pl/stypendia-kredyty> In addition, the Rector's Plenipotentiary for Disabled Students and Doctoral Students has been appointed at the university. There is the university's offer at the website: <https://www.studenci.umed.wroc.pl/studenci-z-niepelawodnoscia>

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students. Please refer to the timeline indicated on the European Student Card Initiative website<sup>2</sup>.

Insert text

We inform outgoing students about Erasmus + mobile App at meetings for students qualified for the scholarship. Until now, students have completed the host side learning agreement or document that is available on our site. From 2020/2021, we want all students who are going to study to complete the learning agreement for studies at: <https://www.learning-agreement.eu/student/home/login.php> If at that website a learning agreement for traineeships is available, then students going to internships will also fill out this document. By 2025, all our students should use the European Student Card Initiative.

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

Insert text

In accordance with Erasmus Without Paper, the following documents at our university will function in non-paper form. Inter-institutional agreements are prepared by staff of partner universities and forwarded by email. The result of this work is one printed document and printed page with the signature. In the future, we will sign contracts using the Erasmus Dashboard. We will do the same with the learning agreement. From 2020/2021, we want all students who are going to study to complete the learning agreement for studies at: <https://www.learning-agreement.eu/student/home/login.php> We will do our best to introduce inter-institutional agreements and online learning agreements to be signed using touchscreen until 2021. We send and receive student nominations and approvals by email, so we have reached the deadline of 2022 in this case already. We also want to send and receive transcripts of records related to student mobility by email using touchscreen. We are pretty sure that it will be possible by the deadline (2023).

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<sup>2</sup> [https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative\\_en](https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en)

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

Insert text

We try to promote civic engagement and active citizenship among outgoing and incoming students before, during and after mobility. Outgoing students are our ambassadors abroad. The university's offer regarding studies is very rich. At information meetings, we encourage students to use the programme and talk about the benefits of mobility. The mobility itself contributes to a better understanding of issues related to the European Union, its history and diversity. On their return, students promote European citizenship among future Erasmus+ students. The experience gained certainly contributes to the fact that they think about improving the conditions of social and democratic involvement at the level of their country. Thanks to the mobility, civic awareness of European memory, common values and goals of the European Union countries is deepened through debate, reflection and networking. Mobility makes students feel encouraged to democratic and civic participation in the life of the university by including them in decision-making processes, promoting opportunities for social and intercultural engagement and returning as part of the Erasmus+ programme. Students returning from the scholarship take care of students who come to our university. They organize various events for them, during which they exchange views on various topics, including those related to problems in the country and the world.

## 2.2 When participating in Mobility Activities - After mobility

Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition<sup>3</sup>.

Insert text

On our university's website there is the document "Rules for crediting the period of study carried out as part of international educational mobility": <https://www.umed.wroc.pl/erasmus-studia>. The document is available in two language versions, because we have foreign students who also use the Erasmus+ programme. We are also planning to update this document soon in line with the recommendations of the European Commission regarding recognition. We try to ensure that all subjects implemented at partner universities are credited automatically at our university. After returning from the scholarship, students receive from the faculty coordinators a document drawn up on the basis of transcript of records with a list of completed subjects, as well as missing subjects and completed in advance. If the students realized subjects not included in the curriculum of the given year and it resulted from the fact that the subjects which the student was going to implement were unavailable, they are also automatically credited. The study programs at our university are created in accordance with national as well as European qualifications frameworks and systems. At our university, the studies are created according to the principles of the Bologna Process and include first-cycle, second-cycle and third-cycle studies, as well as six-year and five-year master's studies. The Wroclaw Medical University has for many years been successfully using a standardized quality management system that also includes teaching and research. This fact was confirmed every three years by subsequent ISO certificates course catalogs with descriptions of study programs are updated every year. They are available in two languages when it comes to medicine and dentistry. Students receive diploma supplements.

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

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

Insert text

In the case of academic teachers (lectures, training), in the didactic survey assessing teacher activity, points are awarded for participation in the Erasmus+ programme, and in the case of mobility of administrative staff their mobilities are taken into account when it comes to professional promotion. Information about the programme's functioning as well as the feedback of former Erasmus+ scholarship holders appear in the University Newspaper to encourage staff to benefit from the programme. Members of the International Relations Office staff are learning Spanish language to participate in mobility in Spain - the country that is most often chosen as the place of training. We use organisational support fund to cover the course.

### 2.3 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

Insert text

The current Erasmus Policy statement (EPS) is on the website of the International Relations Office: <https://www.umed.wroc.pl/erasmus> This site will also include the new EPS. Meetings promoting study and work placement are held at the university. Former Erasmus+ students participate in this meeting and share their experiences. The target group are future fellows. We publish a calendar with photos of former Erasmus+ scholarship holders. The calendar is a Christmas gift for foreign students who, after returning to their country, promote our university among future programme beneficiaries. We also give calendars to university staff to encourage them to use the programme. The University Newspaper publishes information on training under the Erasmus+ programme. We also provide promotional materials to our partner universities.

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

Insert text

As for students, we prepare an information meeting, which always takes place mid-November. It is addressed to students interested in studying and implementing placement during and after studies. Before the meeting, we send information to faculty coordinators to encourage students of their faculty to take part in the meeting. We also send an e-mail to students who have already participated in the Erasmus+ programme, reminding them about the possibility of using the programme again (we pay attention to "mobility capital"). Information about the meeting is available on the website. In addition, specific information regarding recruitment rules is provided at individual meetings. This information is also available on the website. There is information for each group of beneficiaries:

<http://www.umed.wroc.pl/content/studia-i-praktyki-w-ramach-programu-erasmus-1>

<http://www.umed.wroc.pl/erasmus-studia>

<http://www.umed.wroc.pl/erasmus-praktyki>

<http://www.umed.wroc.pl/erasmus-wyjazdy-pracownikow>

The website also has detailed information about partner universities (number of places):

<http://www.umed.wroc.pl/erasmus-uczelnie-partnerskie>

<http://www.umed.wroc.pl/erasmus-liczba-miejsc>

We also help in contacting future scholarship holders with former programme beneficiaries. When it comes to staff, we inform by email about the possibilities of staff weeks. On the page in the news tab we put on current information on organized trainings. In the tab where information is directed to staff there is a link to the organized IMOTION training page: [www.staffmobility.eu](http://www.staffmobility.eu) Information about the programme's functioning as well as feedback of former Erasmus+ scholarship holders appear in the University Newspaper.