

ERASMUS POLICY STATEMENT

I. GENERAL STRATEGY

Universidad de Sevilla (US) is outstanding in terms of academic excellence and knowledge transfer, cultural activity and social responsibility. The University's internationalisation is transversal and cuts across all of its activities. Mobility is of especial importance for endowing the university community with transversal competences, skills and professional experiences. When searching for partners, US applies criteria of teaching and research quality, synergies between education and research, multidisciplinary training and longterm alliances.

To ensure that these criteria are met, and before any international agreement is signed, US requires that the proposing lecturer submit a report justifying the benefits of the proposed activities detailing the medium- and long-term and potentials of the agreement. The proposer also commits him/herself to keeping the programmes undertaken up-to-date. US will then monitor each signed agreement throughout its lifetime.

Traditionally, US has had a special relationship with American universities, especially those in Hispano- America. However, it has also widened its geographical ambit to include universities in the United States of America while maintaining its actions in its traditional American ambit. In this way US has broadened its vision of the continent and its potential as a whole. In recent years, and as a result of Brazil's economic and industrial development, US has launched an active campaign in order to establish close ties with Brazilian universities, reaching over **150** active agreements with their resultant fruitful exchanges of both teachers and students. This is especially true in the fields of new technologies, architecture and town planning, social and legal sciences, medicine and health sciences. US has accredited this new orientation by participating in the Science without Borders programme. It also participated in the Euronext project as part of the Erasmus Mundus External Cooperation Window project and later with the incorporation of Brazilian universities into Erasmus+ KA107 projects.

In the 2011-12 academic year a new East Asian Studies, or GEAO (Spanish initials) degree syllabus was implanted in the *Andalucía Tech Campus of Excellence*, whose teaching is shared between the Universities of Seville and Málaga. With this new Degree, US turned its gaze eastwards with a view to capturing teaching resources from Japan and China that would contribute knowledge to the GEAO and to facilitating alumni's insertion into the huge East Asian, especially the Chinese, jobs market, market by giving them the relevant social and career training. Until then this job market had been unknown to Spanish students. In recent years US's relations with Asia, both China and other countries, has been reinforced through Academic Projects such as INDOPED and MARCO POLO and also by boosting joint research. India, an emerging country with a huge potential for development, has also been an object for especial attention through US's presence in two Erasmus Mundus projects, WILLPower and Heritage. Even more recently, US's geostrategy has embraced Russian Universities, Universities in Eastern Europe and others in North Africa. For countries outside the Erasmus Programme, we have requested KA 107 Projects in order to fund mobility there.

As well as its specific aim, teaching and training mobility has shown itself to be highly efficient in terms of updating existing study programmes and it is the springboard for setting up double degree programmes. At present, US offers 65 international programmes of which 13 are at degree level and 52 at Master's level. US the Erasmus Programme and stimulating their participation by creating its own new supplementary grants. Participating in double degree programmes and a presence in networks that enable these programmes to be implanted, such as the TIME network for European Industrial Engineers are strategic objectives of our internationalisation process.

In order to help student mobility in these programmes and in the case of the destinations covered by these programmes, all of the places offered are included in the annual Erasmus offer. If not, they have been financed by US's general budget. In order to increase the network of these agreements, US finances the mobility of those teachers who are willing to analyse the possibility of new agreements with our international partners. US's Own Teaching Plan offers specific financing for promoting such mobilities. The Vice-Rectorates for Academic Ordering and Internationalisation have at their disposal a specialised unit for studying teaching loads and the compatibility of the syllabuses to be linked in technical and financial terms, while also offering technical advice on the most feasible options in order to implant new double degrees.

US believes that providing its staff and students at all levels of Higher Education with the chance of participating in mobility enables it to reach a double goal directly aligned to the Europa 2020 Strategy. First, it makes incorporating a large part of the population into its Higher Education programmes more attractive to the said population, while also enriching the educational and research offer which is so necessary if we are to meet the demands of a globalised world. US also believes in advancing towards new modalities, such as virtual mobility, blended mobility and other formats such as shorter stays, among others.

US believes that advancing in alignment with the Renewed EU Agenda for Higher Education is of strategic importance. It is our desire to contribute to training more competent citizens who are in the best possible position to enter the labour market It is our desire to reduce the social inequality gap: to advance innovation and thus contribute to our regions' development. To do this we are committed to establishing alliances with other institutions and join forces to achieve these aims. With this objective in mind, US has coordinated the ULYSSEUS proposal which has recently been the subject to a second call from the European Universities Initiative with the aim of advancing towards a new University model – one that is more modern, more creative, more participative; one that enjoys greater synergies between education, research and knowledge transfer. Towards a new University training the citizens of the future.

II. IMPLEMENTATION OF THE ERASMUS ACTIONS

By participating in the Erasmus Programme, US aims to contribute to constructing a European Higher Educational Space with fewer barriers, a space in which students and staff alike will discover new mobility experiences – one in which all member Universities share the best of themselves. We intend to continue promoting our international double degree strategy, as well

as exploring new mobility models, such as virtual or blended models, time formats with shorter stays and professional stays.

Under the aegis of the different actions of the PAP, TEMPUS and then the Erasmus+ programmes, US has proven itself to be one of the main actors on the Spanish scene in terms of developing cooperation projects with Higher Education Institutions. Proof of US's commitment are the capacity-building actions that it coordinates within the Erasmus+ programme.

US's International Relations management model has served as a template for creating International Relations Offices in countries such as Belarus, Turkmenistan, Tajikistan, Georgia Vietnam, Malaysia and Thailand. US has widely shared its good practices so that associate institutions could modernise. One such result is the creation of Higher Education Networks, following models imported from Europe, in regions where such models were unknown. In this sense, the European model of academic unit known as the European Credit Transfer System (ECTS) has been a successful export. US aims to continue this policy of cooperation using all of the tools and actions that EU-financed programmes provide, such as the Erasmus+ Programme's KA2 action. To this end, US already has a large network of associated institutions upon which it can call according to their different academic strengths and to the characteristics of new programmes yet to be presented. Participating in networks such as the above-mentioned TIME network enhances knowledge permeability and transfer from European partners to third countries and this, in turn, places US in a privileged starting position which must be taken into consideration in the light of any new call. US will maintain its presence in knowledge associations and alliances with those Higher Education Institutions which have enabled it to offer students internships in businesses - internships that have turned out to be an efficient means of labour market insertion.

The proposed actions of the former European Political Declaration are present in today's International Relations Offices, created thanks to the TEMPUS and Erasmus+, Capacity Building Action Projects. The number of proposals presented to the European Commission bears witness to the renewal of our commitment. Supplementing the European Universities Initiative's ODYSSEUS proposal, US is already a participant in the MOVIEISH project which is led by Nice University and focuses on virtual mobility. We have also applied for two strategic associations in the KA203 call. COBRING and MOB4ALL. COBRING's aim is to design a joint European Master's between the ULYSSEUS Alliance Universities, while MOB4ALL's target is to improve the units that support mobility for students with special educational needs.

III. EXPECTED IMPACT

We expect US's participation in the Erasmus+ programme to have an impact both upon mobility participants and US's internationalisation strategy.

1. At an individual level we expect the participants' competences to improve in: (i) learning results in their specific subjects; (ii) employability (iii) transversal and multicultural competences, and (iv) an increase in teaching professionals' opportunities. Participants will get to know a different educational system, other teaching methods and other

syllabuses that will give great added value to the academic curricula of teaching staff and students alike.

Proposed indicators:

- 1.1. The degree of employability of those students who have taken part in the mobility programme.
 - 1.2. The number of Master's students who continue their studies with a doctorate.
2. US's increase in internationalisation: (i) an increase in the number of Master's and PhD students and teaching staff that benefit from an international experience; (ii) internationalising qualifications, using, for example, staff mobility flows in order to enhance international double degrees, co-tutored theses, international mentions in PhDs, etc.; (iii) talent mobility: attracting both student and teacher talent to the US, as well as exporting US talent to partner universities; (iv) enhancing international research collaboration through doctoral student and lecturer mobility, increasing the number of scientific publications and future joint research projects and (v) increasing cooperation projects to bolster the institutional strength of partner institutions.

Proposed indicators:

- 2.1. Number of in/out mobilities in the various programmes.
- 2.2. Number of international double degrees and international joint degrees.
- 2.3. Number of co-tutored and industrial Doctoral Theses with an International Mention.
- 2.4. Number of International (qualifications) students and teachers (international talent attraction).
- 2.5. Number of joint international publications by US and the partner Universities in the specific areas of mutual interest.
- 2.6. Number of Joint International Research Projects undertaken by US and the partner Universities in the specific areas of mutual interest.
- 2.7. Number of capacity-building projects.