



# **ERASMUS+**

## **Proposal Template**

### **Administrative Forms (Part A)**

### **Project Technical Description (Part B)**

Erasmus: Key action 1: Erasmus Charter for Higher Education  
EACEA-03-2020 ECHE-LP-2020

**Version 1.1**  
**4 March 2020**



**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.

## IMPORTANT NOTICE

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

## **COVER PAGE**

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

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

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# COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

## Declaration

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

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

## WHEN PARTICIPATING IN MOBILITY ACTIVITIES

### Before mobility

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

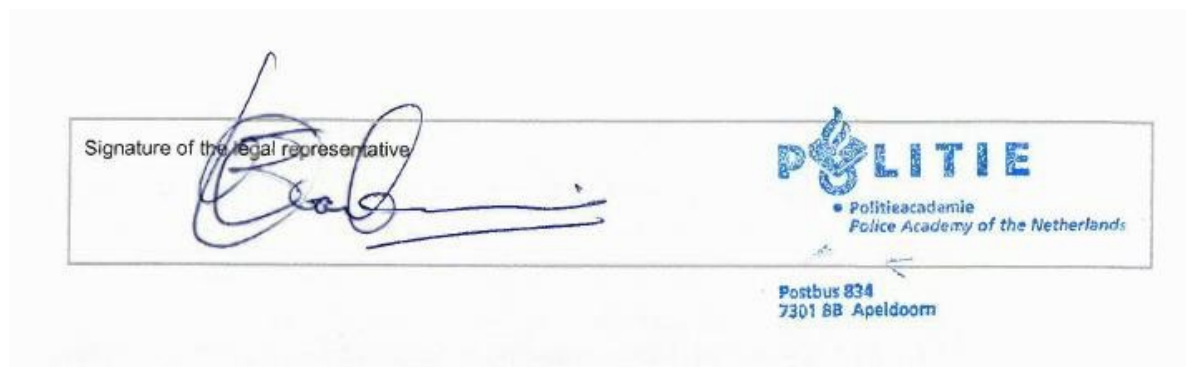
On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead



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



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

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

## 1. ERASMUS POLICY STATEMENT (EPS)

### 1.1 Erasmus activities included in your EPS

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

#### **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)

<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)

The Police Academy of the Netherlands is the centre for education, training, knowledge and research for the Dutch National Police. The Academy follows and joins the operational strategy of the National Police of the Netherlands and the Ministry of Justice and Security. International cooperation is based upon prioritized themes (and countries). Besides these national priorities, the Academy has its own strategy based on educational priorities. The Academy is free to operate as long as it doesn't interfere with general national strategy regarding international (police) cooperation.

The Police Academy has started the option mobility of the Erasmus+ programme because of further internationalization and the broad desire to be in line with international educational and police developments, primarily at an European level. Mobility of staff and students is therefore an essential part of the strategy of the Police Academy. This enhances the Dutch police and also contributes to a better cooperation in European police services and the development of a European police culture. To achieve this police officers have to gain knowledge about other cultures. Studying abroad with students from different countries is important to gain these international competences by internationalisation@home or studying abroad.

The Police Academy is only accessible for Dutch police students. This means that, so far, only international 'police related' students are welcome at our Academy and outgoing students can only study at educational institutions which provide police related education. The choice for Erasmus+ partners is guided by the police content, opportunities and availability of learning opportunities for students and staff.

The Police Academy has several goals to achieve by participating in the Erasmus+ programme:

**First goal: make higher education more accessible to international students**

Through Erasmus+, bachelor education is now also accessible to international police students or international students with a police / safety study and students whom work as a police officer or police voluntary. Our aim to make our higher education more accessible is thereby already partly achieved. Short time mobility is a very interesting option for master students and will be looked into.

**Second goal: set up inter institutional agreements with Erasmus+ partners and cooperation**

The Police Academy has several Erasmus+ partners with all an inter institutional agreement at the moment. Most of the Erasmus+ partners offer police education and send police students to our institution. The Police Academy wants to learn from their partners for example by sharing best practices on how to teach police subjects.

**Third goal: to send Dutch police students abroad**

Our aim is to send more students abroad than so far, approximately 15. Studying abroad is an option in the regular bachelor study programme. It is challenging to send Dutch police students away. Opposite to the 'normal' bachelor student, the Dutch police students are already employed within the police. The students are also older than the average student.

This often means that they have more obligations than younger students like taking care of their family.

**Forth Goal: guide international students to a successful final result**

Our aim of the Police Academy is to optimally guide a student towards a successful final

result: meeting the criteria to gain the appropriate title. Lecturers therefore have insight in the study progress and wellbeing of a student, supported by a Student Tracking System.

### **Fifth Goal: more English education accessible for international students**

The Police Academy has one module, offered twice a year, accessible to international students: the international bachelor minor “European Policing”, which is being redeveloped at the moment. The course catalogue is online with the ECTS mentioned. The Police Academy strives to offer more modules in the English language for international students in the near future. Short time exchange will offer more options within study programmes.

### **Sixth Goal: exchange of staff**

Our aim is to have more exchange of staff than so far, approximately 15. The exchange of staff may, by a broader view of (police) education and financing and achievement of distribution of ‘expertise’ at different levels of police education, lead to better education and professional staff. The exchange will encourage to gain more knowledge and relevant practice. It is not difficult to entusiast lectures, teachers or staff members for mobility, but the lack of time, insecurity of their English is holding the them back.

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)

### **General**

The Police Academy motivates students and staff to go abroad and gain international police experience and knowledge. The Police Academy guarantees equal and transparently treatment for Police Academy students, teachers and staff as well as international participants. The Police Academy provides the learning agreement and all other necessary forms required by the students, teachers, or staff with the Erasmus+ partner institution.

These are always fully completed, signed and sent before departure.

Inter institutional agreements have been drawn up by the Erasmus+ coordinator in consultation with the management of the Police Academy. Contact and communication with the various Erasmus+ partners also take place via the Erasmus+ coordinator.

The Erasmus+ coordinator is responsible for the implementation of the Erasmus+ programme and therefore also for the process of incoming and outgoing students. The Police Academy measures the objectives through evaluation and meetings with the students, lectures, teachers and management of the bachelor education and international staff.

### **International programme+ exam options for master education**

The Police Academy has a limited, but educational strong Erasmus+ programme. The current international minor will be redeveloped. It is accessible to international students and is a part of the regular bachelor. The international students share their classroom with Dutch bachelor students. The Police Academy offers extra activities to get acquainted with the Dutch police working field by study visits and provides presentations about policing issues.

The renewed minor will have short periods of mobility in combination with distance learning as part of the programme. This will be a new option for the students. At the moment we are looking for Erasmus+ partners to participate. The number of international students will therefore increase, one of the goals of the Police Academy. The short mobility may also be an interesting way to gain international competences within our master programmes. The options and possibilities will be investigated.

The new course catalogue will be published on the website of the Police Academy. The Erasmus+ coordinator provides an update of the international offer to the Erasmus+ partners.

The Police Academy provides special training in the English language for lecturers, teachers and staff to help them prepare and provide lessons in the English language.

### **International students**

The Erasmus+ coordinator is responsible for the recruitment of international students. The Erasmus+ coordinator sends a recruitment letter to all partners with information about the training options and accommodation, etc.

Before the start of the minor, the incoming international students have already been in contact with the Erasmus+ coordinator for registration, accommodation and practical questions.

Students receive an information brochure and are able to find additional information on the website of the Police Academy. Before they arrive they have already been in contact with their study buddy.

The international student receives the introduction programme and a train ticket from the airport to Apeldoorn. The Erasmus+ coordinator picks the students up from the train station and takes them to their accommodation.

International students stay at the FSG Sports Academy Campus, a sports campus with 24-hour supervision. The accommodation is only accessible through a porter. The site is closed at night. During daytime there is regular contact between the Police Academy and the supervisor of the accommodation. The Police Academy provides the international students with a loan bicycle for local transport.

After arrival, the international students receive a welcome package with information material about the city Apeldoorn, among other things. The Police Academy organizes introduction days with various study-related and social activities such as a fun cycling tour, a tour of the Police Academy and the city of Apeldoorn and they are introduced to their study buddy. There are also Dutch language lessons provided. One of the introduction days is organized by the Dutch Police Academy students. This way the Dutch students can get more in contact with the international students.

The Police Academy organizes an additional insurance for the international student. This insurance covers sports activities and incidental surveillance (ride a long) within the police.

Participating students, lecturers and police officers develop a more international orientation with a broader perspective. It is also good for their English language. They also learn about the attitude the police has towards community policing, multidisciplinary approach by the police. At the end of the minor the students receive the required ECTS. Because of limited number of students, we have a good overview and are able to sufficiently guide them. Study buddies and Dutch class mates help the international students to get acquainted with their

study, the Police Academy, the Dutch police and the city of Apeldoorn. Host families and Dutch police employees also help the students with the daily life, understanding the Dutch culture and introducing them to the Dutch police.

(International) students can contact the Erasmus+ coordinator at any time if there are questions. The Erasmus+ coordinator keeps in contact with the students before, during and after their time abroad. During the stay of an international student, the Erasmus+ coordinator maintains contact with the student and the Erasmus+ coordinator of his / her own institution. After completing the study period, the Erasmus+ coordinator is responsible for sending the obtained certificates / diplomas towards the student his / her own institution. As soon as the (international) student returns and his / her certificates are received, they are forwarded to the Erasmus+ coordinator from partner institution or send to exam commission and to the student.

After every semester, an evaluation will be held with the incoming students and their classmates about the content of their education, the educational process and the supervision of the students. There will be evaluation interviews with the study buddy. The results provide input for improvement of the program. In addition, there is a regular coordination between the Erasmus+ coordinator, the lecturer and the international students, by telephone, internet and in during face to face conversations.

### **Outgoing students**

The Police Academy has set out various information moments and recruitment campaigns for studying abroad. There have been information sessions, the Erasmus+ coordinator has given various presentations in the classes and an international market has been organized.

Attention has also been paid to the possibilities of studying abroad or gaining experience via articles on the intranet and It's learning, the internal communication platform of the Police Academy.

Police Academy students have several meetings before departure on practical matters such as insurance, culture, what to expect, the requirements, tips and advice before departure and abroad. Police Academy students whom went abroad to study received an individual preparation from the Erasmus+ coordinator. This included advice on intercultural communication differences between the Netherlands, Dutch police education and the differences with the host country. Most students have had contact with other Police Academy students who went to the same partner institution to make a good choice.

Outgoing students are not selected, but must align their participation with the study programme they follow and the unit where they work. Only if there is a study backlog and / or an integrity issue, a student cannot participate. The student makes a request to the Examination Board regarding the choice of the modules that he / she wants to follow abroad. A student receives extra insurance from the employer for staying abroad. The learning agreement is drawn up by the student, checked and signed by the Erasmus+ coordinator.

Outgoing students all score very well on the OLS (language) test; at least B2 with various components at C1 level. The Police Academy give students various language tips and refer them to an online English course by CEPOL, the European Union Agency for Law Enforcement Training.

Most of the outgoing students are visited by the Erasmus+ coordinator or other staff members from the Police Academy during their stay abroad.

## ECTS

The grading system is included in the inter institutional agreement. The transfer of ECTS goes correctly. Incoming students receive an certificate and the institution receives a signed and stamped grading list .The outgoing students get recognition of their credits by the exam board and this is mentioned on their diploma supplement. The achieved ECTS are sent by post and email to the Erasmus+ partner institutions.

The Police Academy accepts the ECTS credits obtained and results from abroad. These are included in the study results achieved and stated on the supplement diploma. 2.

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)

Students and staff who have studied abroad give a presentation in their own units about their experiences and learning outcomes. In addition, the experience is fed back through interviews on the intranet of the police and Police Academy.

Within the Police Academy, there is a growing focus on internationalization within education and the possibilities via Erasmus+. For example through information meetings, presentations, consultations on the agenda of management and articles on the intranet, the internet and the newsletter Internationalization in Police Education. Internationalization is on the agenda in the further development of many programmes.

Because Dutch students gain experience abroad and international students bring their own experience to the Police Academy, the police's field of vision is broadened. Police students are introduced to international issues and study experiences. International students provide different perspectives on police work from their own country. For education in general, and for this minor in particular, this gives a unique view of different cultures, ways of thinking about education and on the various ways of policing. Through the deployment of host families, guest teachers and working visits, the police are also involved in Erasmus+.

By following the international minor or studying abroad, more students orientate themselves on a work field with an international character or are asked to support this specific knowledge with international affairs within their unit. International education also has a positive impact on teachers who teach the international minor. It is a great opportunity for teachers to broaden their horizons in didactic matters and to work in a multicultural environment.

In general the students indicated that they learned a lot. Living and studying abroad was a learning experience, particularly in the social and cultural field. In addition, students have been given an insight into police work in the various countries.

The outgoing students all made a dissemination plan before they went abroad. This plan describes how they wish to share their knowledge and experience with their students and colleagues in their own unit. Examples of this are an interview in a police magazine, providing a presentation in their unit or writing a blog during their stay.

The incoming students share their knowledge and experience with their study buddies and Dutch classmates. An example of sharing experiences is a promotional film, made by international Erasmus+ students, about studying at the Police Academy. Due to the fact that the Police Academy participates on a small scale in Erasmus+, it is possible to build up an intensive bond and friendship with the foreign students and is able to give them an extra experience (getting acquainted with culture, working visits, extra lectures etc.).

Student experiences are also shared in the Police Education Internationalization Newsletter and the Police Academy website.



## 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.

All students who follow the programme where the Erasmus+ mobility is an option within the study programme can choose to study abroad. The students are already an employee of the police. They are selected and have had a psychological, physical, cognitive and sport test, including several job interviews. Therefore, there are no students with disabilities. The police recruits from all backgrounds with Dutch citizenship, living in the Netherlands.

There are a few reasons why a student is not allowed to study abroad for example when the student receives no permission to go from the police unit where they work or from the Police Academy. The reasons for rejection are: being investigated by the exam commission of the Police Academy or by their own police unit for fraud or other misbehaviour, having a serious study delay or having psychological problems (because of an event during police work or family problems) so the student needs to be monitored and needs constant care. The mobility will be delayed until the student deemed fit to travel abroad. There is no selection, all students can apply to go study abroad. Until now, no student has ever been rejected.

Incoming students are all welcome from our Erasmus+ Partner Institutions when they have a complete and signed Learning Agreement and a signed recommendation letter from their institute.

All necessary steps in the process to study abroad for outgoing students or to study at the Police Academy for incoming are explained to the students by the Erasmus+ coordinator.

Staff who want to go on mobility have all several (individual) conversations with the Erasmus+ coordinator. There is no selection, they only have to fill in the Erasmus+ application forms before going on mobility. Incoming staff of the Erasmus+ partners are selected on their teaching subject and if there is a match within the Police Academy and the receiving colleagues have time to make a programme for incoming staff. There is no other selection. Some staff have been rejected because of the reasons earlier mentioned. All incoming and outgoing students and staff receive the same kind of programme, support and treatment.

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>.

The Police academy will implement the European student Card and app and promote it for Erasmus+ students and staff. We will digitalise the Erasmus+ administration and take the necessary steps on time using the provided tools.

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

All Erasmus+ students receive a loan bicycle to travel around the city and surrounding places. We also promote the use of public transport and for example how to get cheap train tickets. If public transport is not an option we advise to carpool together. Upon arrival the students receive a train ticket from the airport to the train station of Apeldoorn so they have an early acquaintance with using Dutch public transport.

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

We promote voluntarily work abroad by outgoing students and to be interested in the host country by exploring the possibility to visit the local police station, to be active in the local police organisation or to go on job shadowing (ride a long) with a local police officer. Most students obtain experience with local or national police. Especially with job shadowing with a local police officer students meet common social problems and issues in their host city. When students have problems getting into contact with a local police organisation we help them by giving advice or introducing them to contact persons for instance Dutch liaison officers or the Erasmus

+ coordinator of the host country. Each outgoing student gains their own experience providing presentations about the Dutch police and learning about their host country.

Incoming students learn about the constitutional law (written on the wall of each police education institute and police station in the Netherlands). They have to figure out what it means and ask students about their opinion about it and the relation to their work and their relationship towards citizens. We have discussions about it and the relation to the police and police actions and on their own views and opinions. We talk about tolerance and non-discrimination. We also encourage students to discuss this with their host family and study buddy. In the future we will try to get students involved in voluntarily work by organising a day of voluntarily work with a local voluntary office.

After mobility we ask to share new views and experiences with police officers and students.

## 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>.

Before mobility, outgoing students ask permission to follow the modules they choose at the exam board of their institution. After permission, all the ECTS credits they acquired are automatic recognised. The transcript of records is sent by email and post to the Erasmus+

<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))

coordinator who emails this to the exam commission who assigns the administration to process all the credits to the study results of the student. The Erasmus+ coordinator monitors the process and has direct contact with the students to intervene if necessary. So far, all ECTS from outgoing students were recognized and mentioned on their diploma supplement.

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

The department for international affairs of the Police Academy promotes staff exchange. They explain the possibilities to team leaders, in management teams and have individual conversations. They use the department of communication to help promoting the mobility possibilities. They also give advice on the development of new (international) education and

how to use the possibilities of inviting international lecturers from Erasmus+ partners. They create programmes for incoming staff and help with finding accommodation, transport and the right contacts within the Police Academy. The department of international affairs monitor and evaluate the visits made by incoming staff. Staff or lectures who want to go on mobility are helped with finding the right institution to go to and the right contact person. They also help them with their travel programme and give other necessary support.

Staff who went on mobility can upload their evaluation with learning outcomes to their digital HM file. It can be a part of their professionalization agreed by their team manager.

## 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.

The web link to the Police Academy of the Netherlands is [www.politieacademie.nl](http://www.politieacademie.nl), Erasmus+, Policy statement. The Erasmus+ programme is promoted regularly by the department for international affairs by informing students, having several conversations with students whom are interested in the programme, publishing interviews on the intranet of the Police Academy, going to student meetings to bring the programme under their attention etc. A year before they can go on mobility each student receives a presentation about the possibilities to study abroad.

The outgoing students must have a dissemination plan after return. So they also inform their peers, colleagues in their work own unit and lecturers. The students can be a study buddy and colleagues can be host families for incoming students. One of the introduction days of incoming students is organised and presented by bachelor students. This is also a way to inform bachelor students about the Erasmus+ programme and opportunities and a way how to get more people involved. Staff end lectures are informed about their opportunities by articles on intranet, small events in the atrium presented by incoming students or when they organise a programme for incoming staff. Erasmus+ partners are informed regularly by email sending information brochures, visits from the Erasmus+ coordinator or colleagues and informing about other international meetings where Erasmus+ partners are presents.

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

The new principles are communicated to the Board of the Police Academy and to several colleagues with key positions. The principles will be discussed during several meetings and will be constantly monitored by the international department. When programmes for staff/student mobility are formed and organised the principles are always communicated by the department for international affairs to colleagues and students. The lectures who teach the international programme are explained in full detail the principles.