

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 Area¹ 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)

Óbuda University (Óbudai Egyetem = ÓE) is actively involved in and committed to the establishment of a knowledge-based society and economy. As an active and recognised player on the global higher education market, ÓE intends to become an institution providing competitive quality services through high-level knowledge transfer and the development of the required professional and intercultural skills, thus also contributing to increasing the excellence of European higher education, to the development of the European Higher Education Area (EHEA), and to the strengthening of European identity through education. As an institution providing practice-oriented technical and economic training, and involving researchers recognised internationally as well in certain high-priority research areas (robotics, big data, health informatics), it strives for excellence in education, research, and innovation at the same time. The activities to be carried out in the Erasmus+ programme shall promote and accelerate the domestic and international competitiveness of the study programmes, and the attainment of international recognition in high-priority research areas. In its Institutional Development Plan, the University set the goal of strengthening the international character of the institution, and intends to achieve this by increasing student, teaching staff and researcher mobility, by strengthening the international character of the teaching environment (campus), and by the professionalization of the organisational units involved in internationalisation. In order to review the results of internationalisation so far and the processes established, the University takes part in the „Quality assessment of internationalization in the Hungarian higher education institutions” procedure organised by the National Agency. As a technical institution with the second largest student headcount in Hungary, ÓE boasts with a number of benefits (ability to attract students, R&D networking opportunities, increased interest of foreign students and international partners). At the same time, particular attention is also intended to be devoted in the future to the following within the scope of its endeavours for modernisation: the challenges arising from its situation (international research and development, enhancement of teaching presence, practice-oriented training to reflect industrial and economic demands, STEAM promotion of science, establishment of Triple and Quadruple Helix cooperation and intensification of the existing ones), and social responsibility (services of the knowledge base within the institution to solve problems arising in large cities, participation in the catch-up of convergence regions). By launching e-learning in the Hungarian language, the University is pioneering the implementation of endeavours for modernisation, and on the basis of the successes achieved so far, online courses in English are to be started to be developed, which can constitute a basis for the blended mobility and virtual campus planned with partners. With nearly 300 partner institutions in 41 countries worldwide, ÓE prefers cooperation with universities of similar student headcounts and in similar stages of development in order to establish a system of sustainable relationships both in terms of education and research. In line with its mission, ÓE wishes to provide its students with practice-oriented knowledge with which they can stand up to international competition as well, thus enabling them to work in a multinational environment. Experience abroad in the course of higher education studies greatly contributes to the development of competencies expected in the labour market, therefore students are encouraged to take part in study and/or traineeship mobility abroad. Students with competencies appropriate for the global labour market can only be trained by professors with international experience and adequate professional language skills who keep track of the international trends of their professional area, therefore the involvement of teaching staff in mobility programmes is highly supported. Increased attention is also intended to be paid to receiving foreign teaching staff and researchers achieving significant results in their professional fields, therefore international knowledge and connections can be brought closer to less mobile students as well in the spirit of internationalisation at home. In order to further develop university training and to increase the number of participants in mobility, the introduction of blended mobility is planned to be prepared with partners, and arrangements are also in progress for double and joint degrees, virtual campus and mobility windows. Upon the creation of new opportunities, disadvantaged students can also be involved in international programmes with equal chances, and their labour market prospects can be considerably improved by the experience obtained. As a result of mobility activities, further joint projects will be submitted in increasing numbers within the framework of KA2 actions (partnerships, innovation, double and joint degrees, European Universities), with opportunities for knowledge sharing, familiarisation with the best practices achieved by partners, and the development of new programmes in areas of common

¹ 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

interest. In case of high-priority fields of science, it is crucial to integrate the latest results achieved by leading universities into the curriculum, as in these areas staying on the market depends on competitive education. Based on the experiences of earlier KA2 and KA3 proposals, it is further encouraged to launch projects associated with Erasmus+ programme priorities and the implementation of its basic principles, such as the development of online courses for blended mobility, students' encouragement for participation in the programme, extension of the scope of participants by involving under-represented groups so far, new forms of learning and their acknowledgement, cooperation and developments to facilitate the mutual recognition of studies, and the use of modern technologies. For teaching staff, involvement in this type of international cooperation is a means of continuous professional refreshment and methodology expansion. Quality programme management in line with the challenges of the age is intended to contribute to the successful implementation of mobility activities, including, on the one hand, the continuous professional and language training and development training of administrative staff, the collection and adaptation of foreign good practices in the course of mobility activities, and on the other hand, paperless administration by joining Erasmus+ Without Paper (EWP) in the spirit of the „green“ way of thinking. By the continued dissemination of the goals to be achieved and the results yielded and by their transposition into everyday practice, ÓE is to become a modern university to act on the challenges of the age in accordance with the objectives set. ÓE is committed to the implementation of the activities by taking Erasmus+ programme priorities into consideration, in compliance with the basic principles announced, through ensuring accessibility, equal opportunities, and excellence.

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.

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In the framework of the Erasmus+ KA1 action, ÓE plans to continue mobility activities carried out so far with currently stable and prospective new partners. In addition to mobility activities with programme countries, recent successful cooperation schemes of international credit mobility are also intended to be developed, coupled with opening towards new partners. The implementation of blended mobility and the planned virtual campus provides opportunities for involving part-time students, on the one hand; and on the other hand, it aims to attract students with fewer opportunities (disadvantaged economically, financially, geographically or in terms of health). After reviewing the current partnership relations, opportunities will be provided and mobility criteria will be stipulated by bilateral institutional agreements. Before, during and after mobility, participants are to be kept updated with information to carry out tasks in a timely manner and to make the relevant decisions. Opportunities announced in the traditional and online way can be accessed through applications by both students and teaching staff. Applications may be submitted for study mobility twice a year, and for internship practice and staff mobility on an on-going basis, to be assessed by the dedicated committee of the competent faculty on the basis of previously published criteria. Mobility activities start with the preparation of participants before going abroad (administrative tasks, intercultural training for international credit mobility participants, OLS courses as necessary for language competence development). As a result of processes launched in due time pursuant to transparent and clear rules of procedure, applicants are to get their stipends in time. In addition to traditional student mobility, blended mobility is planned to be launched with partners within the framework of closer cooperation than before (Collaborative Online International Learning), as participants are required to work together already before the mobility period and they are to be provided with professional knowledge rendered during classes arranged in blocks and cultural and intercultural experiences in a relatively short time during the physical mobility. Programme participants may only start mobility activities in possession of previously approved Learning/Training Agreement (LA, TA), and grant agreement. Before going abroad, students are to be informed about their rights (Erasmus Student Charter). During their stay abroad, the University is to keep in touch with participants, providing assistance as necessary. After returning home, the subjects approved in the LA are to be recognised after submission of the certificate required for credit transfer, and are to be included in the Diploma Supplement as well. Automatic and full recognition is already ensured in the credit system (ECTS), but existing obstacles (fixed curriculum, different credit and grading systems) are to be managed with due flexibility until the launch of new forms of mobility and the mobility window to facilitate the process and to provide more opportunities, including joint programmes and double degrees. In case of internship, compliance with quality criteria is to be checked by site visits to the place of the hosting organisation. As regards the conversion of grades, the introduction of the use of the EGRACON interface is to be initiated at registrar's departments. By passing on participants' commitment to the programme and their experiences, new target groups can be invited for the programme; students are to be considered as „ambassadors“ of the programme both during their mobility abroad and after their return home as well, and are to be involved in promotions and planned alumni activities. At the International Educational Office (IEO) and at registrar's departments, administration is offered for incoming students in English

language. The IEO shall update the list of courses twice a year, prior to applications. It shall provide information within the scope of an orientation programme, support incoming students in mastering the use of the study system, assist inclusion with mentors in collaboration with the local Erasmus Student Network, and make arrangements for cultural and other events, for intercultural and Hungarian language courses or catch-up English language courses. At the end of mobility Transcript of Records and Certificate of Attendance will be issued for the participants. Inbound teaching staff are to be provided teaching opportunities in the framework of classes arranged in blocks or International Week events, while colleagues arriving for training purposes are to be received by the competent organisational units individually or within the scope of a Staff Week. Erasmus+ application activities and strategic internal developments are to be primarily concentrated on focus areas where the University has strong positions and which represent breakout opportunities for it, such as intelligent robotics, intelligent healthcare, renewable energies, safety science, 'smart' technologies, material science and material technologies, practice-oriented training development, MOOC, blended learning, and STEAM promotion. It is planned to establish new relations besides maintaining and developing partnerships formed earlier as a result of teacher and researcher mobility. Both within and outside Europe, there is great interest in new innovative training programmes beyond simple exchange, which are based on more complex and wide-ranging cooperation. Depending on the level of existing relations, the issuance of double diplomas is planned with some partners, while blended mobility is primarily intended to be implemented with others. In the process of preparation of joint degree programmes, the purpose is to create a new specialisation through closer cooperation between EHEA participants, thus extending the European training palette, and highlighting the attractiveness of European higher education. In 2020, ÓE by drawing on the experiences gained with the MOOC platforms set up in line with international trends and challenges in education joined a consortium with the purpose to submit a European Universities application together with foreign higher education institutions in a similar stage of development and facing similar challenges. It is planned in the framework of the project to establish a virtual campus spanning over Europe and focussing on responsible entrepreneurship by applying state-of-the-art technologies. By sharing best practices, applying the gained experience by everyone, and implementing new developments students and teaching staff will be encouraged to gain international experiences. Project partners intend to use the frameworks of actions KA2 and KA3 as well. The progress of projects carried out in Erasmus+ programme and the results achieved are monitored by the University management, with an annual report to inform university citizens; besides, on-going publicity is provided to prominent activities of more broad-ranging interest. ÓE has continuously participated in a variety of mobility programmes (Erasmus for more than 20 years), so it can manage the programme successfully by using the professional experience accumulated, the appropriate human resources, infrastructure availability, and the workflows developed. Support required for mobility activities and programme management shall be coordinated by the International Educational Office in a transparent and documented way in each mobility phase, including options for legal redress. The IEO shall provide the administrative background, while faculties shall perform tasks related to professional activities (selection of participants, reconciliation of courses with studies abroad, recognition of credits, managing the study affairs of exchange students). The IEO shall make arrangements for promotions, publicity events, and dissemination by involving faculty coordinators. Involvement in certain actions of Erasmus+ (mainly KA2 and KA3 actions) shall be coordinated by the Directorate of Applications and Knowledge Exploitation, assisting applicants and grantees in drawing up applications, financial management, and dissemination. In order to meet new (external and internal) challenges, preparations have already been commenced for the implementation of paperless administrative processes. In addition to the M+ Tool and Online Language Support platforms used so far, launched activities include Online Learning Agreement (OLA) testing, development of local supplementary applications, setting up a database related to internationalisation, and website renewal. As a result of activities carried out in the Erasmus+ programme, the domestic and international training opportunities will be extended, and new forms of mobility are to contribute to the increase of the number of participants in student and staff mobility. The international recognition and appeal of the institution will be enhanced by the professional and personal development of participants and the application of the results achieved. Provision of the services required for the successful implementation of mobility activities and projects shall be coupled with professional administration, a major component of a 21st-century modern campus.

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.

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languages)

The relations institutionalised in the framework of Erasmus+ are to facilitate the internationalisation of ÓE by expanding the educational (double degree, joint degree, virtual campus) and the research portfolio, by innovation, and by forming cultural attitudes. As a result of developments, the institution will be attractive to both Hungarian and foreign students, as well as to internationally recognised professors and researchers. As a result of competitive services provided with the involvement of teaching staff also internationally prepared, students will enter the labour market with greater and better chances. It is important for multinational companies to admit professionals who are aware of Hungarian specificities, are highly qualified, but also understand the expectations, organisational and work culture of the company's home country, and are competent in blending these. ÓE is to organise mobility according to the practice to date, but at a higher level, as a result of which a broader population than before of university citizens will benefit from the opportunities and results of the programme, while the vast majority in an indirect manner. Applications are submitted on an annual basis in the framework of actions KA103 and KA107, respectively. At least one application per year is submitted for excellence in partnership and cooperation for innovation, and one application for each of the joint and double degree during the cycle. We intend to participate primarily as partners in the European Universities and the KA3 applications. At the beginning of the cycle, a modest but continuous increase of current mobility headcounts is planned in respect of each mobility type. As a result of the introduction of blended mobility, joint courses of study in the doctoral programme, and winning the application for European Universities, a more dynamic headcount increase is to be reckoned with. At present, there are 110 to 130 students placed abroad each year, intended to be increased to 200 persons. The objective to be met by the end of the cycle is that each year, 6% of graduating students (140 persons) should have international mobility experience, including representatives of so far under-represented groups (e.g. part-time students) among programme participants. As regards outbound mobility for training and education, the headcounts reached so far are intended to be increased by 5%, enabling 140 outbound travels for training and 75 for teaching purpose on an annual basis. Within the scope of training mobility, more room is provided for the forms of training provided by training institutes, in the framework of which the development of the language competencies and other (e.g. digital) skills of staff teaching in the English language course of study / working in the field of international administration is to be supported in the framework of mobility for training abroad. About 20% of participants in training mobility may be provided such an opportunity. In addition to headcount figures, the indicators of teaching staff mobility is intended to be measured also by quality indicators to be defined by the number of projects granted (5 to 6 per year) and by the headcount of inbound foreign students (650 to 700 persons), including the headcount of exchange students (200 to 250 persons per year). The number of inbound teaching staff is intended to be increased from the current 80 persons to 100 persons per year, and an annual headcount of 50 – instead of 35 so far – is planned to be received in the framework of the training mobility scheme. The checking of indicators to determine internationalisation and the quality of mobility activities are to be reviewed on an annual basis according to the criteria specified in the ECHE Self-Assessment, and the results achieved are to be evaluated also according to internal criteria conforming to the specificities of the institution. The competitiveness attained through the projects will strengthen the establishment and promotion of European identity, leading to the reinforcement of the EHEA, enabling education without borders both inside and outside the EU. The plan for the dissemination and utilisation of projects for cooperation is required to contain measurable and realistic objectives. In the course of the projects, tangible results are to be produced, such as manuals, curricula, electronic learning tools, guidelines or case studies setting out best practices, research reports or studies. Further results to arise are intangible results, including knowledge and experiences gained by students or staff, specialists and professors, development of language and other skills, and increased cultural awareness. Development impacts will enhance the strengthening of the roles of growth, employment, competitiveness, innovation and social cohesion at local, regional, national, and – indirectly – at EU levels. Consequent upon the domestic and international position of ÓE, the number of proposals has been managed to be increased in each of the three Erasmus+ actions (mobility, exchange of innovations and best practices, and support for special policy reforms). Owing to an extended relationship network, we have both applications already granted and submitted for assessment not only in the higher education sector, but also in the fields of vocational training and adult education. The experience of the partners involved in the programmes and the cooperation schemes evolved since the commencement of the Erasmus+ programme, as well as the interest shown by participants represent a guarantee for the feasibility and long-term sustainability of mobility activities and joint projects. The University encourages and supports the participation of university citizens in Erasmus+ programmes, and recognises the results and performance achieved (credits, experience in training and education). In order to reach the target figures of performance indicators, experiences from mobility programmes are to be assessed on an on-going basis both in respect of students and teaching staff. In the knowledge of the results, the rules of procedure to present and promote the programmes, the mentoring programmes for outbound participants are to be modified, or the intercultural and language competencies of our students preparing for mobility programmes are to be developed. The University is to monitor project implementation and efficiency by internal indices and indicators. These include the following: the ratio of funds granted to the University in the support contract and the funds drawn down and accounted for in the financial period, and the examination of changes in the University's revenues, publication activities,

student headcounts and laboratory capacities as a result of EU support in the course of project implementation and during the maintenance period. Finally, it is also to be examined what negative effects would have been exerted on the University in case of any failure to realize the above. In respect of its Erasmus+ projects, the University will pay particular attention to impacts and sustainability in the future, since these projects contain the capacity required to continue, as well as the opportunity to make good use of project results also following the support period. Project results can be marketed and exploited by accreditation or by diplomas acknowledged by the University, therefore it is important to consider dissemination and utilisation as a task continuing beyond the project period, in the future as well. Each project is to include plans for dissemination and utilisation, but it will be essential to draw up a comprehensive plan bringing together several areas in the future in order to implement synergies. These activities will increase the reputation of the University and its partners, and project results can be disseminated and new future partnerships can be established in case of each project. Properly constructed, successful dissemination and utilisation can lead to domestic and international recognition, thus further increasing the repute of the University. Shared results can serve as an example to follow for others as well, or inspire new projects, thereby highlighting the European added value of activities supported by Erasmus+. At present, we have several KA2 applications to support the development objectives above, and we are a member of the EU STEAM Coalition, the objective of which has been supported by a KA3 grant (Towards a European STE(A)M Platform) since 2020. Programme impacts will be perceivable in terms of institutional administration as well, in the operations of the „smart mobility office“ and the virtual campus. Mobility can be managed more efficiently by substituting paper-based administration with electronic data exchange, as double administration can be discontinued and instead of a variety of administrative tasks, the University can focus on the quality of mobility.