Erasmus Policy Statement – Overall Strategy

Please describe your institution's international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees. **(Max. 5000 characters)**

UCL educates and trains some of the most wanted graduates for the labour market, especially for the public and non-profit sectors. In addition to providing the graduates with strong skills for the specific professions we make sure that our candidates are:

- Interdisciplinary and user-oriented

- Skilled in citizen involvement and policy understanding

- Entrepreneurs and innovators

- Familiar with the use of the newest technology

- Trained to develop new knowledge and new methods

- Trained to continuously develop their professions and their work places

Focused on these strategic areas, UCL furthermore strives to ensure that the graduates throughout their education have been involved as much as possible in international activities, thus strengthening and increasing the graduates' overall competences.

Student and staff mobility as well as other forms of international cooperation with other HEIs, professional networks, organisations, academics and professionals and mobility is seen to form the basis for innovation and increased learning and development of knowledge and skills, which again will contribute further to the quality and development of society at large.

Strategic goals

1) Transferable competences, both for staff and students
Some examples:

- More academic staffs have competences, enabling them to lecture and guide students in English, but also to be part of international projects. Besides,

academic staffs have competences and knowledge of how to initiate and maintain professional networks.

- How to achieve these competences is looked into and described and courses to staff are continuously offered. Both in terms of English language training, but also in terms of cultural preparation and how to teach one's subject in English. A Best Practice Guide must be made as a guide of inspiration to the lecturer planning to teach in English in an international classroom, but also providing advice on how to seek up international networks and how to maintain these.

- Going abroad as a staff member is seen as competence development. At all academic departments, a plan is made stating how lecturing abroad can be qualified and recognised as such, but also how the experiences and new knowledge from the mobility can be distributed to colleagues and students.

- The competences attained by students being abroad are highlighted and students must be guided to become more aware of the positive impacts of the mobility. The mobility is explicitly mentioned in the Diploma Supplement. The students' mobility experiences should be implemented and transferred into the teaching afterwards, and the students are encouraged and supported to inform other students and staff about their experiences and learning outcomes.

- National students may tone their education programme internationally by choosing some of the courses taught in English, being in an international class. This choice will be explicit in their diploma.

2) Mobility, increased mobility for both students and staff with greater focus on quality
Some examples:

- More attention must be drawn to the quality of the mobility. The about 150 EU partners are regularly evaluated in terms of courses offered in English, cooperation, actual numbers of exchanges and student evaluations and new partners are approved by a due diligence process. Most partners are from the EU-countries, but UCL has partners in the US, Canada, Japan, Mexico, Russia and Thailand as well.

- In 2017, 15 % of all students go abroad for mobility, at least for two weeks, but preferably for 3 months

- The conditions for mobility are identified and made explicit both to students and staff. The role and responsibility of the lecturers in regards to student mobility are also defined and described

- The new Programme is described and the possibilities for students and staffs are identified, especially in terms of the new initiatives, such as cooperation with non-participating countries.

3) Educational Development – more courses taught in English and the possible export of programmes and systems

Some examples:

- Minimum three academic departments are planning joint courses or modules with international partners

- Nordic partners are a priority and examples of good partnerships are described in order to identify elements of the good partnership

- Engaging into new international projects and partnerships, the benefits and relevance for students, staff and UCL is thoroughly analysed beforehand, keeping the earlier mentioned strategic aims in mind. It is carefully considered where UCL has its strong sides and how a potential international partner may contribute. The geography is not very important, partners are instead considered in terms of academic relevance and professional expertise. Partnerships may also include other stakeholders such as professional institutions, organisations, NGOs etc.

- More courses in English, a minimum of 30 ECTS, are developed and offered to international students. A guide is made with recommendations and considerations from the departments with experiences to be widely spread within UCL.

- Possibilities of systems export are analysed and identified. Selected areas of preliminary interest are the new BRIC-countries, some African countries and some Eastern European countries as well.

- International summer schools are further developed, preferably in joint cooperation with international partners. Welfare Technology is a top priority for UCL and could be a suitable topic for an international summer school

If applicable, please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training in relation to projects implemented under the Programme. **(Max. 2000 characters)**

As earlier mentioned UCL is very focused on engaging into international projects and partnerships where the benefits are clear and fit well with the

overall strategy. UCL is involved in many international projects within e.g. Tempus, Comenius, Erasmus (mostly IP programmes), Interreg and Nordplus. Most of these projects are carried out in professional networks, where the involved partners know each other well and have been cooperating for years. All projects are considered in terms of academic relevance, quality and professional expertise and the projects are rooted at the relevant academic department(s). UCL's central R&D Unit can provide administrative support to applications or budget overview. All approved projects are allocated with the necessary resources and support in dissemination of results is also provided.

It is an aim to involve as many students and staff as possible in the projects. The Programme enables students to contribute to the further development of the welfare society, also in a global sense and being assets for their future workplace as they are offered relevant learning opportunities.

International project involvement throughout their education programme is the way to prepare and train students to be entrepreneurs and innovators, involved with citizens using technology, developing and applying new knowledge in an interdisciplinary environment. Student interaction in projects is supported and monitored by UCL staff and the professionals from institutions and organisations. Generally, UCL is very interested in professional partnerships including other stakeholders besides HEIs, such as professional institutions, organisations, NGOs etc. as supported by the Programme. The possibilities, also for staff from enterprises, local/regional authorities, research institutions etc. give much wider opportunities for international Life Long Learning and transferable competences for all.

Please explain the expected impact of your participation in the Programme on the modernisation of your institution (for each of the 5 priorities of the Modernisation Agenda*) in terms of the policy objectives you intend to achieve. **(Max. 3000 characters)**

The Programme's funding for mobility for students and staff, the encouragement to foster knowledge alliances, strategic partnerships and capacity building projects, also with third countries, is a key factor in increasing attainment levels.

International cooperation with other HEIs, professional networks, organisations and professionals and mobility within the Programme is the key to innovation, increased learning and knowledge production, which again contributes further

to quality and development of society. Students are competent welfare developers, entrepreneurs and innovators if they are involved in projects at an early stage. Mobility or international project involvement contributes to students gaining additional skills.

UCL graduates share conditions and needs for transferable competences with professionals throughout Europe. UCL also wants to contribute limiting the impacts of the financial crisis by being able to respond effectively to the requirements of the knowledge economy and by increasing the number of higher education graduates:

> *Europe 2020, the EU's growth strategy for the coming decade, highlights higher education as a key policy area where collaboration between the EU and Member States can deliver positive results for jobs and economic development. In this context, Member States agreed a target that 40% of young people (aged 30-34) should have a higher education qualification or equivalent by 2020[1].*

Linking higher education, research and business for excellence and regional development is a top priority and UCL is involved with many national and international partners, i.e. partnerships with municipalities, businesses, regions and international research partners, including UCL's partner institutions in Denmark and Europe and in other countries as well.

University College Lillebaelt, May, 2013

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[1] http://ec.europa.eu/education/higher-education/agenda_en.htm#doc