

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)

In the strategy 2018-2021 of Business Academy Aarhus (BAAA) the first strategic goal is “*Skilled and innovative graduates for the future job market*”. BAAA will achieve this through an even closer cooperation with internship companies and with a greater focus on uncovering the skills demanded by the companies now and in the future. We already have several examples that the market is asking for more international competences. A few examples clarifying the need:

1. The trade union DJØF (representing members within areas of law, economics, business etc.) has conducted an analysis of the demand for competence in the future DJØF labour market. One conclusion is that cross-border/cultural collaboration is in greater demand. International understanding and outlook are much more demanded in job postings in 2017 than in postings in 2012. This implies a growing demand for employees who are internationally oriented and who not only understand several different languages, but also understands how to work with different cultures and work traditions. (Source: *Developments in skills demand in the Djøf labour market, August 2018* <https://www.djoef.dk/-/media/documents/djoef/udviklingen-i-kompetenceeftersp-oe-rqslen-p-aa-dj-oe-f-arbejdsmarkedet.ashx>)

2. Exports constitute 50 percent of the GDP in Denmark. 11% of export companies say that they are not able to get qualified employees with the needed international competences if they are to increase export sales. (Source: *Danish Business Industry Survey, September 2018*: <https://www.danskerhverv.dk/siteassets/mediafolder/dokumenter/01-analyser/analysenotater-2018/82-analysenotat-manqel-pa-arbejdskraft-bremser-eksportsalget-i-hver-tredje-eksportvirksomhed.pdf>).

Therefore, Erasmus mobility fits right into our strategy and contributes largely to achieve our goals. The overall strategy consists of only 4 overall strategic goals. Because internationalisation and mobility are perceived as a key factor to reach the goal of preparing graduates for the future job market, BAAA has decided to go into more details and has therefore made a “*Plan for internationalisation 2019 – 2021*”. It has been made by a group of representatives from e.g. International Office, management, and the local international coordinators, so it is well integrated at BAAA.

By participating in the Erasmus Programme, we wish to achieve that students obtain the international competences demanded by the future job market by sending our students on internship and study abroad in other European countries and by welcoming students and staff from other European countries at BAAA.

Internship abroad provide students with valuable professional experience as well as intercultural and linguistic competencies. Studying a semester abroad is a unique opportunity for students to strengthen their academic skills in a new learning environment and culture.

For graduates to be prepared for the future job market in Denmark and the rest of the world and to e.g. achieve international competencies, they depend on staff with these competencies as well and the staff need these competencies also to be able to integrate exchange students and fulltime international students.

All BAA’S academic programmes include a mandatory internship of 2 to 40 weeks. We strongly encourage our students to take this internship in a company abroad, e.g. within participating Programme countries. One of the objectives in the international plan is for at least 200 students to go on internship abroad per year.

In addition to international internships, BAAA focuses on promoting study mobility. BAAA has a lot of partner agreements with educational institutions around the world based mostly on student mobility. App. 70 of those are European. Our focus is primarily to increase mobility in educational programmes which traditionally have not participated in mobility activities. These programmes are in areas such as biotechnology, agricultural management, and computer science. To promote student mobility in these areas we actively pursue new partnerships with institutions that fit the professional and academic orientation of those programmes. Furthermore, intensified counselling of students from less mobile educational programmes will be implemented to increase awareness.

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

All students have the same access to our Erasmus grants and there are clear channels for complaining. The Academy offers Special Educational Support (SPS) to students in Denmark with disabilities, and we will work on developing options for students who are not able to go on mobility for some reason. We will investigate the option of blended mobility.

An objective is to ensure that all students who follow a 3½ - 4 years education can study abroad during their education. 30 ECTS mobility windows will be defined for all academic programs of this length. This fits into the goal of building a European Education Area as the objective is to make spending time abroad to study and learn the norm. The many students going abroad in Europe also helps create a stronger sense of their identity as a European. The objective is to have a minimum of 45 outgoing and 45 incoming exchange students per year.

BAAA has several educations taught in English. This makes it possible for international fulltime students and exchange students to study here. One of the objectives of the international plan is to secure internationalization even for the Danish students who do not go abroad and therefore another objective in the plan is to look into the possibility of offering even more electives taught in English and also to look into possibilities to strengthen virtual international collaboration with partners abroad.

We advise our incoming students on how to get actively involved in the local society on introduction days and our outgoing students during information meetings with them.

Internationalization of employees is one of the goals in the international plan and Erasmus staff mobility is mentioned as one of them. We actively promote staff mobility within the economic frames of the Academy. Staff mobility (academic and administrative) is supported and prioritised from the management at the individual educational programmes. The Head of Internationalisation regularly participates in meetings with the educational managers and works in close interaction with the academic departments. The International Office is placed on the same campus as almost all educations.

The objective of staff mobility is to increase the international mind set and network of teaching staff as well as them acquiring new knowledge to share with their students. In addition, both incoming and outgoing teaching staff mobility promotes student mobility and students' internationalization at home. The Academy expects concrete results and that mobility participants share the experience with their colleagues on staff meetings and at the yearly Go Abroad Fair that we arrange.

We look very much forward to the implementation of the digital mobility management and the Mobile App as we believe this will be very timesaving in the administration of Erasmus. The academy is almost completely paperless already, so digitalization fits well into our way of working. Already in the strategy 2013-2015 a strategic goal was "The Green Academy". Three main areas of action were a focus point: 1. Operational Optimization, 2. Alternative supply and 3. Behavior. To act environmentally friendly became part of the DNA/a part of the daily operations at the Academy, so it comes natural for us to advise students and staff to choose the most environmentally friendly way of traveling when appropriate.

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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The main responsibility for the planning and organization of the KA1 projects that we are planning for the period of this charter lies with the International Office. We have a project manager responsible for outgoing mobility and one responsible for incoming mobility.

Every cluster of study programmes has an international coordinator who is particularly involved in the pre-recognition of subjects and ECTS points when sending students abroad for a semester, and they also have internship advisors involved in pre-recognition of content, the number of ECTS points and the evaluation process of internships abroad.

Once the projects are approved, they are introduced to the overall management, all educational managers, and the international coordinators. They are then responsible for informing the rest of the staff and the students about the possibilities of the project in collaboration with the international office. BAAA has a student and staff intranet with extensive information about Erasmus grants for mobility: How to apply, conditions for participation, support measures, how participation will be recognized etc. On those pages they are advised to also arrange a personal meeting with the International Office.

Erasmus key action 1 is crucial for reaching the institutional strategic goals: "Skilled and innovative graduates for the future job market" and "High quality and high learning outcomes" as well as the goals of the international plan of sending students abroad for internship and study and staff abroad to teach or train. A lot of the students would not get the international and intercultural competencies needed to become attractive to the job market if it were not for

Erasmus. Many students would simply not have the means to go abroad without the support, and the Academy would not necessarily have the financial means to prioritize staff going abroad.

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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Teaching and/or training abroad provide staff with knowledge of other and different practices in their fields. This knowledge can be used directly in daily teaching and thus contribute to stronger learning and study environments. They achieve an international perspective which increase their aptitude to integrate international aspects in their teaching. We also know that when the teacher is comfortable working abroad, the students become more inspired to take a semester or get an internship outside the country. Educators with international experience are the strongest ambassadors for increased student mobility.

We do not have a target of a specific number of staff on Erasmus mobility, but we do have a target of quality mobilities when they do. The Academy has an electronic system where every staff member has a page. The Academic competences of each person is updated regularly, and staff mobility is also registered there. At the annual performance review the manager of the employee is obliged to ask about the results of the mobility and register this.

BAA mainly offers short cycle programmes and is therefore aimed at students that might not otherwise pursue further education beyond secondary school. By providing an easy access to mobility, in secure, monitored surroundings with reliable partners, both for study and work, we will enable our students to achieve not only the core skills of their subjects, but also additional practical and international competences, which are very important on today's global labour market. Mobility makes students more attractive as would-be employees, thus the quality of the education we offer and our strategic goal of "*Skilled and innovative graduates for the future job market*" will be very much based on our engagement in Erasmus. Some of the indicators for monitoring this impact are our graduates unemployment rate which is measured yearly by *Statistics Denmark* – The central authority on Danish statistics and the internship companies assessment of the students competencies which they write in the certificate after the internship.

We do statistics on our mobility abroad yearly so the specific mobility goals of at least 200 students on internship abroad per year and minimum 45 outgoing and 45 incoming exchange students per year will be quantitatively measured each year. Qualitatively the internships abroad are measured by analysing the Erasmus participant reports. This is also done for the students that take a semester abroad but for them, we also do our own evaluation. These give us good indicators on the quality of the stay abroad, of the counselling they receive before, under and after, the counselling from the foreign university etc.

Another impact of the programme is that the internships abroad result in strong ties with companies in the EU to the benefit of both students, teachers, our research department and the internship companies that gain easy access to an educational institution in another European country. The indicator of this is pure qualitative and sporadic. We learn about this when communicating with staff during staff sessions, at managerial meetings etc.