

Erasmus Policy Statement

University College Capital (UCC) follows the European Modernization of the HEI-area and the Bologna-process implemented in Danish Law. UCC aims to contribute to the Bologna objectives; that all higher education should be based on state of the art research and development fostering innovation and creativity in society and to enhance international openness and mobility in accordance with the Leuven Communiqué. UCC strives to ensure that this endeavour supports the social dimension of equal opportunities to quality education. To fulfil this engagement, UCC has 4 strategic focus areas
1) Students with strong international and intercultural competencies
2) Staff with strong international and intercultural competencies
3) Attractive international courses and programs
4) Strong international Research and Development (R&D). In realizing these focus areas, UCC acknowledges staff and student mobility, strategic partnerships and networks and an increase in external international funding as key internationalization drivers.

A) UCC's EU and non-EU partnership strategy is oriented towards a knowledge-based assessment of potential partners that accentuates the possibilities of circulating knowledge between research, education and innovation in accordance with the knowledge triangle, i.e. the foundation of the Charter's key action 2. UCC's goal is to identify strategic partnerships that enable and intensify synergy between exchange, R&D and international courses and programs. In this sense strategic partnerships are considered as a strong models for future collaboration. UCC gives priority to develop strategic partnerships based on mutual benefit and solidarity with HEIs extending to all regions of the world. Partnerships include potential membership of larger consortiums and other stakeholders such as professional institutions. Engagement in networks and associations are key actions for UCC's internationalization strategy, corresponding with the Charter's key action 3. UCC representatives hold board positions in a number of professional associations e.g. Formation d'Éducateurs Sociaux Européens (FESET) and European Teacher Education Network (ETEN) and all UCC's educations are engaged in international networks. This provides UCC with a unique opportunity to identify potential relevant partners within EU. UCC uses seminars and conferences e.g. European Association for International Education (EAIE) as a strategic platform for networking and engagements with new non EU and EU partners and to review and strengthen existing non EU and EU partnerships. UCC has identified non EU partners through participation in development projects funded by The Danish Ministry of Education.

B) UCC is engaged in partnerships in Scandinavia, Europe, throughout Asia (South Korea, Singapore, India, and Vietnam), MENA region (Turkey, Jordan), Africa (Ghana) and in North America (Canada, USA). UCC seeks to strengthen relations with partners outside EU e.g. by providing a number of scholarships

for highly qualified students from UCC partner universities as outlined in key action 2. Also, a number of UCC's staff members have yearlong experience in designing, implementing and evaluating education sector reform programmes and other education development projects (Afghanistan, Bolivia, Eritrea, Ethiopia, India, Kenya, Laos, Mongolia, Nepal, Tanzania, Uganda and Zambia). Hence, the above geographical areas are of UCC's interest. In 2013 the Danish Ministry of Science, Innovation and Higher Education launched plans for a sector strategy to strengthen educational cooperation with BRIC countries. UCC participate as a stakeholder and monitor the strategy process; thus strives to be an active partner in the implementation of the strategy.

C) UCC strongly supports the Charters key action 1, and moves internationalisation forward by intensifying the mobility of students and staff as key drivers. UCC is committed to overcome obstacles to effective exercise of free movement through supporting development of sufficient quality assurance, accreditation practices and recognition of qualifications. In order to provide equal mobility opportunities for all student groups UCC provides mobility windows for e.g. students with family obligations through short international courses and strive to provide mobility windows for ethnic minority groups in Denmark with e.g. Turkish or Arabic as their mother tongue.

UCC has primarily 1st cycle students. Hence, this group is the main mobility target. However, UCC has established a number of joint semester cooperation with partners in the Programme and in North America. The experiences from these cooperation's will serve as steppingstones for joint master programmes. UCC's strategic ambition is all staff members to be able to relate and contextualize their professional achievements to other higher education organizations and international educational reforms. Staff mobility plays a crucial role in fulfilling this ambition.

UCC's strategy is aimed at strategic partnerships that provide synergy in relation to the knowledge triangle. Hence, participation in teaching and training in relation to projects implemented under the Programme is of significant importance. Therefore, UCC participates in several projects under the Programme. UCC's ambition is to increase the number of projects in order to fund new educational developments and increase staff participation and internationalise UCC's educations. In addition to projects funded by the Programme UCC is engaged in projects funded by Nordplus Programme and regional development funds. Local and regional educational partners are included in projects to establish close links to the knowledge triangle. UCC has an outlined strategy for project dissemination including publishing on UCC's webpage, networks, conferences and presentations at UCC's yearly internal conference on knowledge and applied sciences named Genvej til Viden. The Communication Department is involved in international projects though out the project's lifetime to ensure dissemination. UCC's international research projects are administratively supported and anchored in the UCC's Project Secretariat under R&D. For the internal organisation UCC has implemented a project and budget control system which monitors and control the progress of on-going projects.

Both staff and student participation in projects are recognised by publishing skills and outcome at UC-Viden; the joint knowledge portal for Danish University Colleges. Time spent on project activities are acknowledged as important and therefore compensated in the staff's workload. Student participation is strongly supported and UCC is currently working towards a recognition model.

A future opportunity to provide educations at Master level as a University of Applied Sciences would significantly consolidate and raise the benefits of international cooperation in general, but particularly with countries outside the Programme area.

Participation in the Programme guided by the National Agency is a cornerstone to realize the 4 focus areas of University College Capitals's (UCC) International Strategy, which strongly support the Modernization Agenda.

1. Attainment

In accordance to Danish Law, UCC's educations specify internationalization as a key competence to support and increase attainment levels. UCC strives to offer quality study and internships in a large number of countries to give students the best possibilities, combined with internationalization at home activities as agreed upon in UCC's Action Plans. The UCC Policy objectives in relation to attainment are described in the UCC's Development contract with the Ministry of Education:

<http://www.ucc.dk/public/dokumenter/Om%20UCC/Organisation/Grundlag/Udviklingskontrakt/udviklingskontrakt-ucc.pdf>

2. Quality

UCC educates well fare professionals who share conditions and needs with professionals throughout Europe. Thus, UCC's ambition is to provide current, updated, state of art knowledge which cannot be limited to national borders. The Programme is essential for being informed and informing international partners in developing new and relevant knowledge; hence improving the quality and relevance of HEI.

3. Mobility & cross-border cooperation

The Programme provides crucial support for the continuous improvement of student and staff mobility. Mobility and project activities will contribute to UCC's strategic focus areas concerning Students and Staff in relation to language skills, professional knowledge and intercultural competences. Mobility for placements have a specific attraction in providing new practice knowledge and skills with potential for innovation of professional practices after returning, including potentials for innovation of teaching and learning activities.

4. Linking HEI, research & business

UCC strives to strengthen the knowledge triangle by conducting knowledge in mutual cooperation with high quality partnerships that can provide synergy in relation to UCC activities; i.e national and international partnerships with municipalities, businesses, regions and international research partners,

including UCC's partner institutions in Denmark and Europe (Universities of Applied Sciences). By 2015 UCC's goal is to identify 9 strategic partnerships to enable synergy between higher education, research, business for excellence and regional development.

5. Funding & governance

UCC has established a project secretariat in relation to Research & Development in order to monitor and advice to funding possibilities and policy demands. UCC will increase external funding as stated in UCC's Development Contract. The impact of the Programme is essential for realizing this goal. UCC's development contract with the Danish Ministry of Education obliges UCC to reach the outcomes agreed on. UCC's Pro-Rector and Head of R&D are appointed to negotiate and monitor the contract obligations in term of internationalization matters.