

Internationalisation Strategy 2016 – 2020

University College UCC

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Introduction

This strategy outlines how University College Capital (UCC) intends to achieve its aim of becoming one of the leading international profiles in Denmark within the context of welfare professions, representing an internationally recognised environment for research and education. The strategy is part of UCC's commitment to the Bologna objectives to base higher education on state-of-the-art research and development, fostering innovation and creativity in society, and to enhance international openness and mobility (Leuven Communiqué 2009). UCC also strives to fulfil its commitment to the Bologna ambitions by encouraging and supporting the social dimension of equal opportunities to high-quality education.

UCC endeavours to create a global framework for its staff and students and to strengthen its international recruitment. Together with stakeholders—ranging from government bodies, municipalities, regions, to various institutions, including day-care centres, schools, hospitals and both national and international higher education institutions—, UCC is currently intensifying its effort to encounter the globalised world with adequate competencies, high-quality teaching and research and development. Situated in the capital city of Denmark and strengthened by a second campus in northern Zealand, UCC benefits significantly from being part of a strong Nordic region, a connected Europe and a globalised society. Prioritising cooperation, UCC offers consolidated and challenging development potential to international partners.

Ambition

UCC aims to represent an internationally recognised study and research environment and to be one of the leading international profiles in Denmark within the context of welfare professions, including learning, health-oriented, pedagogical and aesthetic dimensions. In close collaboration with stakeholders, UCC strives to develop and enhance professional education and practice and contribute to new knowledge and welfare through internationally oriented educational programmes and research and development.

Focus areas

Globalisation provides the opportunity for continual cultural renewal and diversity and, through our approaches to politics, economics, cultural structures, practices and social relations, globalisation indicates a transformation in the human way of organising the world. Such a transformation connects geographically distant societies and accelerates the linking of political and judicial power across the world's continents. The Bologna Process, ratified by 47 nations, should be viewed as part of this ongoing process. The Bologna Process aims to create a European Higher Education Area by transforming higher education architectures through initiatives and ambitions such as educational harmonisation, comparability, mobility, flexibility, employability, and a qualifications framework. Denmark is part of this process, which will present new challenges for future generations of students and call for co-operation and partnerships

between all regions of the world. Through strategic partnerships with high-quality higher education institutions based on mutual benefit and solidarity, UCC wishes to prepare students for an increasingly interdependent world; a world propelled to a large extent by technological and social innovations that transform and present challenges to higher education and welfare provision. In order to fulfil this aim, UCC has identified four key focus areas to guide its efforts.

Students with strong international and cultural competencies

Students at UCC are educated to become part of the frontline workforce of welfare systems. Professional welfare work is context dependent and, therefore, those working within the sector require high ethical standards as an integrated part of their professional competence. UCC wishes to extend this notion of contextual sensitivity from the local level to the global level, so that welfare professionals view their work as part of an increasingly interdependent world in which international actions have an impact on local structural settings and practices. To achieve this goal, students must obtain strong international competencies. This involves viewing their profession in an international context, understanding human rights, being aware of international research into their profession (through international literature, guest lectures, professional literature, virtual platforms or study trips), managing the cultural diversity of citizens, and reflecting on different understandings of cultures and norms.

Staff with strong international and cultural competencies

UCC staff are able to view their work within a global framework and relate their teaching, research and administrative activities to other higher education organisations and international educational reforms. They are responsible for introducing students to the idea that their profession is globally contextualised, and they promote the understanding of human rights in order to ensure that, upon graduation, students can help to enforce these rights worldwide.

Members of staff ensure that students are familiar with international perspectives in a broader sense. This includes conducting research into their professions and, through their ability to manage diversity in the classroom, encouraging students to manage the cultural diversity of citizens. In this way, UCC staff lead by example and actively stimulate an interest in cultural diversity with respect to social practices and events. Members of UCC staff are able to communicate and teach in English when required and actively engage in international partnerships and networks.

Attractive international courses and programmes

UCC international courses and programmes provide international students with high-level teaching in the welfare professions. UCC aims to represent an internationally recognised study and research environment and to be considered as a preferred provider of welfare education. UCC offers international courses and programmes but aims to expand its current portfolio with strong disciplinary modules in the new teacher education, social education and health.

Strong international research and development

Expert and cutting-edge professional knowledge cannot be limited by national, regional or local boundaries. UCC prioritises international collaboration to optimise the co-production and circulation of new state-of-the-art knowledge. UCC supports the Bologna ambition that all higher education should be based on state-of-the-art research and development (Leuven Communiqué 2009). This ambition entails a corresponding increase in the number of staff with sufficient research competencies. By securing a knowledge foundation, strong and robust research and development contributes to the overall ambition of being a leading provider of quality welfare education and welfare work.

Internationalisation drivers

The above focus areas are implemented through an extensive number of goal-oriented actions that can be termed *internationalisation drivers* (one of which is to fulfil the 2020 Bologna ambition of 20% incoming and outgoing student mobility). These internationalisation drivers enable the realisation of the focus areas. They are transversal and can be viewed as part of all the actions outlined in the action plan (see appendix I). By identifying milestones for 2016, 2017, 2018, 2019 and 2020, the action plan outlines the steps that lead up to the realisation of the ambition in the strategy. The action plan is an essential part of UCC's strategy. It acknowledges that internationalisation can only be achieved through a combined effort. For this reason, the plan outlines actions for different agents in the organisation, such as research and development, the programme for teaching, social education, health and further education, the administration unit, the public relations unit, the campus team and the library services.

Increasing incoming and outgoing student and staff mobility

In accordance with the Bologna ambitions, UCC seeks to promote internationalisation by intensifying the mobility of students and staff. Mobility is one of the key internationalisation drivers and UCC is committed to removing obstacles that prevent the effective exercise of free movement. It does this by supporting the development of sufficient quality assurance and accreditation practices and by recognising qualifications. Mobility strengthens both academic and cultural internationalisation. UCC believes that mobility constitutes an educational arena equivalent to other modules and elements in the student degree programme. Therefore, UCC is keen to secure optimal conditions to facilitate the student's learning process when studying abroad; this includes assessment of international partners, information and supervision.

Strengthening and developing international strategic partnerships and networks

UCC prioritises the development of strategic partnerships with high-quality higher education institutions extending to all regions of the world. These partnerships are based on mutual benefit and solidarity. Partnerships also include potential membership of larger consortiums that welcome other stakeholders, such as professional institutions. Strategic partnerships

enable and intensify synergy between exchange, research and development, and international courses and programmes, and they are viewed as the model for future collaboration.

Increasing external international funding

With sponsorship from the funding bodies listed below, UCC aims to increase international funding over the next five years. International funding is a central part of the realisation of strategic partnerships and UCC's ambition to deliver content-driven internationalisation. UCC always seeks to collaborate with external partners in order to develop common projects that can strengthen welfare education and work. Among others:

- Horizon 2020
- Erasmus +
- NordForsk
- NordPlus

Internationalising management and administration

Effective management and administration constitute a cornerstone of successful internationalisation. In order to reach the required professional standard, the management has to cover a) *knowledge* of international higher education reforms, including systemic, structural and organisational variations within educational systems, cultural encounters, intercultural competencies and student learning processes in international contexts; b) *professional management* through clear prioritisation; c) *effective support* through focused advice and effective and transparent administrative support; d) *coherent infrastructure* through effective communication channels, secure teams and networks and distinct allocation of assignments, and finally; e) *transversal quality development and assurance* through administrative standardisation and creative ways of transforming and translating international experiences and knowledge in educational activities and the development of the curriculum.

Measures of success

Measures of success refer to the action plan that outlines the steps that lead up to the realisation of the ambition in the strategy. The action plan acknowledges that internationalisation can only be achieved through a combined effort and outlines actions for different agents in the organisation: research and development, the programmes for teaching, social education, health and further education, the administration unit, the public relations unit, the campus team and the library services.

Appendices

Plan of Action

See appendix I

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