



1. ERASMUS POLICY STATEMENT (EPS)

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)

Kristianstad University (HKR) is an active proponent of international mobility and international collaboration, and the Erasmus Programme plays an essential role in this work promoting an environment in which students and faculty collaborate to cultivate an understanding of other cultures and traditions. Kristianstad University has built an internationalisation effort that includes student exchange programmes, teacher and staff exchanges, research collaboration, contract education, degree projects in other countries and competitive intelligence.

The Erasmus Programme is boosting skills and employability for participating students. It offers unique career development opportunities for staff where they not only can improve their competences – but also benefit from an extensive network of contacts, enriching their professional and cultural understanding. These improvements are beneficial for the quality of teaching and learning across our institution as well as to further develop key competences for lifelong learning, digital skills and shared values and inclusive education as proposed in the European Education Programme.

Furthermore, via the Erasmus Programme, the staff at Kristianstad University together with other European partners, develop and evaluate innovated training program in the educational and health sector. By implementing an innovative approach for teaching and learning, based upon evidence-based outcomes, as well as to design continuing education and training activities, we adhere to the European Social Charter (ETS no.163) and the European Pillar of Social Rights (2017).

The projects often result in contributing to raising a European awareness concerning the established priorities of the European Commission (A strong social Europe for just transitions, Brussels, 14.1.2020 COM (2020); European Commission Communication 'European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe', November 2010; European Commission Communication 'The European Platform against Poverty and Social Exclusion', December 2010).

Participation in the Erasmus Programme enables us to motivate staff and students to take part in mobility in different ways. Still, it also allows us to join various projects with current and even future partners in both programme- and partner countries. There are many wide-reaching benefits as a strengthened Erasmus+ programme with an ambitious framework for policy cooperation in education and training that can be felt across the whole institution by our participation in the Erasmus Programme.

Kristianstad University's overall strategy states that "The University shall develop a high degree of internationalisation". Internationalisation is a collective effort that encompasses the entire University and the pace of work towards increased internationalisation is at the forefront of the work in the academic disciplines which is held within the University.

The Swedish government has designated internationalisation as a priority area as it is seen as an indispensable one tools to achieve high quality in research and education. A purposeful internationalisation effort strengthens the University's competitiveness both nationally and internationally. Our work will continue to harmonise with the government's high ambitions for the internationalisation of higher education.

Kristianstad University will continue to be an essential education-oriented University contributing to the provision of skills and the development of expertise, and that this is mainly done by offering demanded academic education that is adapted to the future working life, but in the coming years will increase its regional relevance and anchoring, with more and new regional collaborations and a more transparent connection to the region's need for competence, research and innovation. The University shall contribute to solving regional social challenges and contribute to innovation and economic and social development in the regional context. The University will thus also develop its role as a node in national and international knowledge networks and be a bridge between global knowledge development and regional development that is dynamic, sustainable, inclusive and equal.

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

Proximity, respect and openness are the University's key words and summarise the University's values. The significance of these values must be safeguarded and clarified. Proximity, respect and openness should characterise all relationships with employees, students and external actors.

Some objectives (in our strategy to work with and further improve during the period):

- A larger proportion of programs and courses that are highly relevant to the regional labour market.
- Courses and the design of the programs are continuously reviewed and characterized by innovative thinking based on current research on learning.
- A larger proportion of the program offerings are work-integrated where students combine studies with payroll work.
- A larger proportion of the offerings are flexible and can be studied remotely or on campus, or both and according to the wishes of the students.
- In addition to the VFU (Work-integrated placements), all programs at the basic level have elements of modules where the students develop responsible community citizenship also called, responsible citizenship.
- New innovative digital elements have been developed in the programs.
- Completely new forms of courses have been developed, specially adapted for lifelong learning.
- Students in programs systematically practice general skills (e.g. communication, critical thinking, ethical reflection, digital competence and innovation).
- All programs at the basic level contain "windows" for study abroad and international exchange.
- Training courses are offered in collaboration with national and international partners.
- International students are offered new course opportunities, for example in combination with tourism.
- The gender distribution has become more even; the proportion of men has increased.
- Externally funded research has increased, both nationally and EU-funded.
- Being part of a European University
- HKR will share and create good practices guidelines and outreach activities in the field of health, wellness, inclusiveness and sustainability that will be open to the public to be actively part in our community and take social responsibility.

Even if here just chosen some parts and objectives of the overall strategy, it is clearly in line with the content of the initiative from the European Commission to establish a European Education Area, enabling all young people to benefit from their education and training, and to find employment across Europe.

The participation in Erasmus can contribute towards further modernising our institution and reaching objectives of our strategy – as it both offers and demands that we will fulfil certain criteria, where some already are fulfilled, others yet to complete. The common goal of building a European Education Area containing for example key competences for lifelong learning, digital skills, common values and inclusive education, an increased mobility, recognised qualifications etc. are all parts that we continuously work on to improve and thereby becomes a natural part of results delivered benefit Europe as a whole.

Having started working with some of the new goals already and others will be achieved by cooperation and using good practices with partners in EU or national collaboration we are continuously developing Key competences that include knowledge, skills, and attitudes needed by all for personal fulfilment and development in order to provide for a lifelong learning for everyone, as well as employability, social inclusion and active citizenship.

HKR very much adheres to the approach is to promote key competences in life-long learning by

- Providing high-quality education, training and lifelong learning for all
- Supporting educational staff in implementing competence-based teaching and learning approaches
- Encouraging a variety of learning methods and contexts for continued learning
- Exploring strategies to assess and validate key competences

This in order to ensure that knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship is available.

Specifically, from a higher education institution perspective, HKR is in complete alignment with the prioritised goals identified by the European Commission.

- Tackling future skills mismatches and promoting excellence in skills development
- Building inclusive and connected higher education systems
- Ensuring higher education institutions contribute to innovation

Supporting effective and efficient higher education systems.

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.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Kristianstad University works for increased international mobility between different educational systems and labour markets, by supporting and facilitating international mobility, as well as other forms of international co-operation; at the same time, it also prepares students and employees for such mobility and co-operation.

We strongly believe that the participation in "Erasmus Key Action 1 (KA1)- Learning Mobility (The mobility of higher education students and staff)" is essential to facilitate and, not the least, increase the number of outgoing staff and students.

Our strategy optimises the possibility that all programmes shall have a window for mobility and also emphasises the opportunity to offer courses in English within the programmes where students and staff, national and international, together can contribute to develop further and implement possibilities for blended learning, innovation, inclusion for all etc.

All together it contributes to strengthen and deepen the quality of education, research, co-operation and support. In the context of an increasingly global employment market, international experience gives a more significant competitive advantage, as well as contributes to personal development.

Having already several parts set for implementation of "Erasmus Key Action 1 (KA1)- Learning Mobility", the work needs to be further strengthened by developing the international perspectives and elements in all education as well as assuring and further develop the quality of an efficient infrastructure for international exchange- including taking part in the "European Student Card Initiative" to simplify the procedures further.

To strengthen and deepen the quality of education, research, co-operation and support, participating in the "Erasmus Key Action 2 (KA2) - Co-operation among organisations and institutions (Partnerships for Co-operation and exchanges of practices), is one of the keys for the university to develop its role as a node in national and international knowledge networks and be a bridge between global knowledge development and regional development that is dynamic, sustainable, inclusive and equal.

Today we participate in several projects under KA2 (Strategic Partnerships, Strategic Partnerships for School Education and Cooperation for innovation and the exchange of good practices) and we aim to maintain the current number of 3-5 applications (either as principal applicants or as participating partners) per call and year as we want our participants to be qualitative rather than quantitative and it is, of course, essential that the projects are beneficial for all participating partners and hopefully also for others.

Kristianstad University has, as stated in our strategy, the ambition to participate in an alliance of European Universities and have together with a group of universities, applied for "Partnerships for Excellence – European Universities" during 2020 and awaiting response whether accepted or not.

The specific project is focusing on a sustainable and robust co-operation between the universities of the alliance with a developed sustainability plan until 2030 ensuring lasting synergies between research, education, innovation and society beyond the end of the project. Both students and staff will be involved throughout the project where one of the main objectives is to increase the mobility of students, doctoral candidates, academic and administrative staff as well as researchers, whether they are physical, virtual, blended, short or long term mobilities. Participants of alliance fully commit with the vision set out by the European Commission for the creation of a European Education Area by 2025 in which borders will not hamper learning, studying and carrying out research. Learning mobility fosters knowledge, skills, competences and experiences, including personal and social competences and cultural awareness, that are crucial for active participation in society and the labour market, as well as for promoting a European identity.

Kristianstad University has the ambition to apply for "Partnerships for Excellence - Erasmus Mundus Joint Master Degrees" (EMJMD) during the period as a mean to establish and strengthen both discipline chosen and the specific expertise existing in a network of partners, and if successful, this will allow us to strengthen further and deepen the quality of education, research, co-operation and support which in the context of an increasingly global employment market, offers greater competitive advantage for all

participants. We expect to be able to apply for fully developed joint study programmes, ready to run and to be advertised worldwide immediately after selection, during the second half of the Charter period.

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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We aim to increase the number of outgoing individuals (KA1), students and staff, by 200% over the total period and we strive to increase the number of today by 100% within three years. Along with programmes offering students a mobility window and strengthened by our long-term institutional strategy and the implementation of the European Student Card, we are also working on international projects, aiming at increasing and improving individual mobility and fully implementing all priorities in the Charter programme.

Targets concerning KA2 projects, as stated previously, is to be a coordinating or partner institution in three to five new applications per year. For the European University, we are a partner in a consortium that applied in 2020, and we envision that we will complete as coordinating or partner institution in at least one EMJMD application during the Charter period.

Each Faculty and all administrative departments are to describe their business development plan- which shall meet requirements and contents also of the overall business development plan of the University – all aligned with the overall strategy.

The results of qualitative and quantitative indicators will be monitored both in the annual report of the University, statistics shown by a national agency and finally – in the annual report of each project/call participating in regarding individual mobility.

This is also the case with all projects participating in – they will be evaluated and reported.

We have already an established and efficient support organisation, which has been active for several years with continuously high rates in evaluations. We intend to maintain and also further improve support by following the indicated and new priorities of the Programme as well as all the support for participants on mobility, “Before”, “During” and “After” mobility indicators as we by signing this charter already are committing to.

Our current involvement in cooperation projects (under the KA2 action) has increased over the last 3 - 4 years. Today we have 3-5 successful applications (either as principal applicants or as participating partners) per year, and we firmly believe that our participation has a sustainable and long-term positive impact that contributes to our overall strategy; therefore, we aim to maintain a yearly number of 3-5 applications.

The long-term impact of participating in various Erasmus + projects are numerous for students, staff and for the organisation itself. Via the participation, HKR develops a more cohesiveness and positive attitude towards a European society, which is essential for developing a sustainable educational organisation.