



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)

ZEALAND Academy of Technologies and Business, ZEALAND, see our participation in the new Erasmus programme (2021-2027) as a natural continuation of our active participation in the past Erasmus+ programme cycle (2014-2020). ZEALAND's institutional vision is to educate and offer relevant professional higher education to our students to motivate them to become future employees in the regional businesses we serve as our target and national mandate.

ZEALAND's strategy and strategic plans consists of 4 core strategic actions: Job and Career; Innovation, Entrepreneurship and Intrapreneurship; Digitalisation; Internationalisation and Global Out-reach/mind-set. ZEALAND further has 2 strategic actions integrated in above, they are student centred learning and the UN Sustainable Development Goals.

We see the Erasmus programme as an institutional resource and supplement to reach our institutional internationalisation strategy and modernisation strategy.

From an institutional point of view, we see our participation as a method and important way to benchmark with programme partner institutions and best practices as well as developing and improving our own practices and policies. Further, we see our participation in the programme as a way to facilitate the creation of an on campus international learning space and learning environment.

Our job and career strategic action include a number of relevant elements such as quality, and employability and relevance of education. A specific focus on student competences and knowhow within digitalisation; sales, logistics and export; automation and production; and sustainability (the UN Sustainable Development Goals) as core elements of the programme majors we offer. Further, that our mission is regional, serving the regional business and industry in our geographic region, and inclusive making higher education available to a target group with fewer possibilities due to economic, socio- cultural or geographical reasons. We see our participation in the Erasmus programme as way to reach our strategic goals since the programme equally support a focus on relevance of higher education (skills and competences), employability, as well as digital competences, sustainability and making higher

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

education available for a broader and wider group of students. Participation will facilitate learning from and sharing on best practices as well as cooperation on a wider scale with partners on specific practices and initiatives.

Our strategic action on Innovation, Entrepreneurship and Intrapreneurship carry a focus on new technologies, business models/practices, new work platforms as well as global orientation. Our focus is both on the individual student aimed at motivating their creativity and their entrepreneurial mind-set as well as our lectures and academic- and learning environments. The Erasmus programme has a similar focus to promote higher education institutions to innovation and entrepreneurship as a means to develop new solutions to economic, social and environmental problems. Institutional and national efforts needs to be integrated into a European and global context. We see the Erasmus programme as a platform for participating in actions and programmes aimed at reaching our institutional strategic goals as well as contributing to reaching the goals of the European and global agenda. We also see a strong link between Innovation and entrepreneurship and sustainability as a means to reaching the UN Sustainable Development Goals.

As for ZEALAND, digitalisation also is a priority in the Erasmus programme. The strategic focus for ZEALAND is: Digitalisation of programmes, aimed at students digital competences as well as the development of digital programme offers; The digital study environment and a digital infrastructure; and the digitalisation of our research and development aimed at both digital learning platforms as well as new pedagogical methods due to the digitalisation of higher education. There is a natural link to the Erasmus programme. Under the European Student Card initiative, we aim to implement the elements under this initiative from a digital mobility management to the use of digital/online Learning-Training Agreements and the use of the Erasmus+ Mobile App. Besides the ESC initiative, our participation in the Erasmus programme also is linked to working with virtual programme offers, virtual mobility and blended mobility. Among others, we see such as a means of increasing mobility numbers offering an “international” experience to a wider group of students.

As a final core element of our strategy is Internationalisation and global outreach/mind-set. We see global competences as a must in a globalised world where most job offers include being able to work in an innovative and global context, both when it comes to students as well as ZEALAND staff. Especially when it comes to our student target group we work with a group of students being less “mobile” due to economic, socio-cultural or geographical reasons why they also consist of a group of students having the most to gain when it comes to a global competences. We further see mobilities as a means of promoting civic engagement, active citizenship and a European identity.

The Erasmus programme play a major role for us being able to move students and staff for an experience abroad. Equal importance is given to studies and traineeships as well as teaching and training. We further intend to continue our work with the international dimension of the Erasmus programme giving equal importance to EU and NON-EU/international partnerships. During the Erasmus+ programme we have built a number of strong partnerships under the international dimension. We intend to continue and grow those as well as building new ones where/when relevant.

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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ZEALAND would like to take part in key action 1, both the programme country as well as the partner country (international dimension) of the programme key action 1. During the past programme period (2014-2020) ZEALAND were among the most active institutions in Denmark under the international dimension of Erasmus+. We successfully benefitted from the programme to develop active and strong partnerships and mobility projects in several countries, among others Indonesia, Malaysia, Thailand, Vietnam, Russia, China, Chile, USA, Peru and Mexico. Most partnerships were supported ongoing during the programme period. The international dimension of Erasmus has become a key stone for us to increase mobility targets reached. We intend to be able to continue the partnerships established as well as being an active participant in the programme to develop our international partner portfolio.

ZEALAND also intend to explore and pursue a possible involvement in two activities under Erasmus key action 2, partnerships for cooperation and exchanges of practice and partnerships for innovation. At present, we do not have any such project initiatives in pipeline but intend to aim for an increased involvement in such cooperation projects.

The implementation of key action 1 is based in the present organisational setup for Erasmus+. The overall strategy and strategic focus is decided by the Rector and management group of ZEALAND in cooperation with relevant stakeholders. The strategic focus also includes policy decisions on how the Erasmus programme is implemented at different levels of the institution as well as programme priorities and intended impact/programme contribution to the institutional strategy.

ZEALAND has a geographic regionalised campus structure why the implementation of key action 1 is based in a central international office with an institutional Erasmus coordinator who work in cooperation with decentrally based international mobility ambassadors, IMA's, based at local level on our different campus.

The international office and the institutional Erasmus coordinator is and will be responsible for

- implementing the institutional strategic policy decisions and the implementation of the Erasmus programme priorities
- management of our mobility programme, implementation of objectives, application and management of grant agreements and reporting of projects awarded, nomination of outgoing mobilities to partners as well as accepting incoming mobilities nominated.
- inter-institutional Erasmus partner agreements and management of programme partners and partner portfolio.
- updated course catalogues (in cooperation with education departments), recognition procedures for recognition of credits obtained and issuing Certificates of Recognition once recognised.
- implementation of the European Student Card initiative (digital mobility management) in cooperation with IMA's (implementation of online LA's/TA's and Erasmus+ Mobile App)
- Monitoring, management and follow-up actions of/on quality issues related to key action 1

IMA's work in close cooperation with the institutional Erasmus coordinator, education departments and are the point of contact for students and staff.

For outgoing students and staff the IMA's are responsible for promoting ZEALAND partner possibilities as well as supporting students and staff once nominated for a mobility. The IMA act as a link (liaison) between the participant and partner institution and is responsible for all before mobility steps from support in selection of partner

institution courses, the preparation and approval of LA's and TA's in cooperation with heads of programme and the implementation of online/digital LA's and TA's. Further, in charge of our pre-departure support (linguistic preparation, OLS, intercultural preparation and practical pre-departure issues). During mobility, arrival confirmation and actions in case a need for during mobility changes to LA's or TA's. After mobility responsibilities are to debrief on mobilities and encourage participants to act as ambassadors to their peers and to start the process of recognition of credits obtained together with participants.

For incoming students and staff the IMA's in principle carry similar responsibilities (before, during, after) as for outgoing participants, just with a reverse action. A special responsibility for incoming participants is arrival of participants, arrival orientation and measures, and formalities of being "settled". Further, the integration into the study programme and our wider student community and the ZEALAND everyday life. Throughout the mobility to monitor and being our point of contact in case of support needed or issues to be dealt with during the mobility. After mobility the transcript of records and credits awarded for incoming mobilities will be dealt with from the central international office observing the formalities needed to be observed (time and information).

For staff mobilities, both incoming and outgoing, the central international office issue a certificate of recognition on behalf of ZEALAND to participants having completed a mobility recognising the learning/training activity implemented.

The implementation of key action 2 activities will, in case relevant opportunities and actions are identified and awarded, be based in ZEALAND's Research and development department. The R&D department is already carrying out a vast number of projects and initiatives aimed at developing new practices and knowledge as well as sharing on own practices and knowledge to a wider audience, partners and stakeholders. The department typically organise project initiatives in a project organisation with a project manager and participants from relevant educational departments. Sharing on project findings and outcomes are typically done online in our virtual knowledge and resource site called EA VIDEN, which is a sectorial initiative (portal) to share on new knowledge and new practices.

Our participation in key action 1 will contribute to achieve a number of ZEALAND's strategic objectives. Learning mobility is the essence of this action and links to ZEALAND strategic action Internationalisation and global outreach/mind-set. The action will give our students and staff a platform for developing an international mind-set and international competences from a mobility abroad. It further will enable us to move a wider group of students who come from less mobile backgrounds due to economic, socio- cultural or geographical reasons. ZEALAND see the action as a means contributing to increase our graduate's employability by being able to meet the challenges and opportunities of a globalised world. The action also enable us to develop and challenge the mind-set of our staff by facilitating exchanges as teaching or training in a global context, within the EU or outside EU under the international dimension of key action 1. The action further enable us to build existing inter-institutional partnerships as well as developing new ones. ZEALAND in that context give equal importance to EU and NON-EU partnerships so both the programme country and partner country dimension of the action. Especially, we see the partner country action as a setting where we are able to address aspects related to sustainability issues (agenda) as well as aspects of civic engagement, active citizenship and a European identity. Finally, key action 1 give a setting where we will be able to work with our strategic focus on digitalisation. Firstly, to digitalise the programme management and activities and secondly to work on developing digital/virtual mobilities and blended mobilities. Digitalisation will contribute directly to the way we work with education and how we facilitate our offer as well as potentially a

means for being able to grow mobility by giving an even wider group of participants a possibility for a mobility abroad as a blended mobility.

ZEALAND's participation in key action 2 activities, being either partnerships for cooperation and exchanges of practice or the partnerships for innovation action will be linked to our research and development objectives or sharing of best practice objectives. When ZEALAND pursue a possibility within key action 2 it will be justified and linked to ZEALAND's strategic plans and 4 core strategic actions: Job and Career; Innovation, Entrepreneurship and Intrapreneurship; Digitalisation; Internationalisation and Global Out-reach/mind-set. When justified, we see key action 2 as a means to contrast on own knowledge and practices but also to develop in a cooperation with existing and new partners. In fact, we see our participation in key action 2 to some extent being able to facilitate inputs, knowledge or practices for us being able to pursue our objectives under key action 1.

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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ZEALAND would like to reflect on the envisaged impact of our participation in the Erasmus Programme, 2021 – 2027, set in perspective to the impact achieved during the past programme period, 2014-2020. From an overall perspective, the aim is to build on impact already achieved and to use the Erasmus programme as a platform for a continued strong focus on internationalisation and global competences. During the past period, 2014 – 2020, the Charter and ECHE principles has been a strong motivator tool for working on quality in education and mobility, institutional procedures and policies, and issues related to recognition, as well as partnerships and international networks. We aim the impact of a continued participation to be a motivator in maintaining such focus as well as a focus on implementing new programme principles and priorities.

ZEALAND aim that all our mobility activities and thus mobility targets implemented are under the Erasmus programme. Within the programme country programme this objective is possible but under the partner country programme (international dimension) this objective has not been possible for us. During the past programme period (2014-2020) it only was possible for mobilities having been awarded. Since ZEALAND give equal importance to programme and partner country mobilities we work with mobility targets as being both mobilities implemented under the Erasmus programme as well as mobilities implemented as bilateral mobilities.

Being an academy all ZEALAND programmes carry a mandatory traineeship/internship integrated and embedded in each programme curricula and carrying corresponding academic credits. Mobility and mobility targets for ZEALAND include both mobilities for studies as well as mobility for traineeship and both are given equal importance from a learning perspective. ZEALAND see both types of mobility as providing similar opportunities for a learning outcome aimed at developing professional, social and intercultural skills and competences.

Student mobility and mobility targets for students:

Mobility is calculated yearly as the percentage of graduates having been doing a mobility as part of their studies.

During the past programme period ZEALAND were able to grow from approx. 11% to approx. 25% (latest figure). ZEALAND aim to maintain and grow the figure so that 25-30% of graduates in 2027 have done a traditional mobility. If we take virtual and blended mobility into consideration we aim that 10% of graduates in 2027 have been part of a virtual/blended/short mobility. In total, we aim that 40% of graduates in 2027 have done or been part of some kind of international mobility.

Our education programmes have different mobility “performance” and partner coverage. Students from certain programmes are more likely and motivated for a mobility than students from other programmes. We see such tendency in our more technical programmes and programmes within agro, food, health and nutrition. Zealand aim to develop our partner coverage for those programmes and aim to increase the mobility percentage for students from those majors.

We do aim to be able to develop and offer a wider and more comprehensive exchange offer in English aim at incoming exchanges.

We do have a group of students who are difficult to involve/motivate in the more traditional type of semester mobility. We aim to explore possibilities in developing virtual and/or blended mobilities aimed at involving a wider group of students in such form of mobility aimed at benefitting from international and cross-cultural skills obtained.

As virtual and blended mobility we aim to explore possibilities of developing global programmes / mobility offers involving several institutions and if possible involving both programme and partner country institutions. It can be as “short mobility” programme or as joint programme offers like joint courses or modules.

Staff mobility and mobility targets for staff:

During the past programme period ZEALAND were able to grow staff from less than 5% to approx. 15% - 20% (2017, 2018, 2019) of staff having done a mobility abroad. ZEALAND aim to maintain and grow the figure so that 15-25% of staff per year (2021-2027 – but with yearly fluctuations) have done a mobility abroad.

Virtual and blended mobility is taken into consideration as well. Virtual and blended mobility is being developed and planned for in step with the strategies and actions related digitalisation and Sustainable Development Goals of the educational programmes.

Staff mobilities for teaching are important for us as a means for our teaching staff to develop their professional and international competences, and to share and develop new knowledge and ideas. We do intend to give training mobilities for teaching staff more focus in our nomination process.

We do intend to give technical-/administrative staff more focus as a group also being able to benefit from a mobility abroad under the Erasmus programme and benefitting from skills and competences gained.

Quality:

Quality issues related to the implementation of mobility activities will be based in ZEALAND’s organisational set-up for working with Erasmus and mobility.

The central international office is in charge of developing processes and procedures to ensure that ZEALAND’s quality standards and the ECHE principles are met when a mobility is implemented. From a managerial point of view making sure that mobility projects are managed and implemented observing the quality standards defined in the

ECHE awarded. On an ongoing basis, and especially when reporting on a project, to ensure that participant feedback is taken actively into consideration in accordance to the ECHE principles observing the before, during and after mobility responsibilities. It is the responsibility of the international office and the institutional Erasmus coordinator to make sure that an ongoing process is in place to monitor quality related issues. Further, the development of action plans to address quality issues when relevant, to make sure that quality standards are met and action is taken where standards have not been met.

When it comes to the individual participants in mobility ZEALAND's appointed international mobility ambassadors, IMA, are in charge of implementing mobilities in accordance with the ECHE principles observing the before, during and after mobility responsibilities. The IMA's work in close cooperation with the international office and the institutional Erasmus coordinator to make sure that quality standards are met. When issues needing attention have been identified, the cooperation ensures that such are addressed relatively quickly making sure that solutions are implemented to meet our standards and responsibilities.

Support:

Support for participants on mobility is also based in our present organisation. Incoming students will initially have a support and assistance from the international office on visas (when needed), insurance, accommodation, travel and arrival. When arrived the international mobility ambassadors are responsible to support and assist. That is arrival orientation and measures, and formalities of being "settled". Further, the integration into the study programme and our wider student community and the ZEALAND everyday life. Throughout the mobility to monitor and being our point of contact in case of support needed or issues to be dealt with during the mobility. ZEALAND also focus on the involvement of students as buddies in helping incoming students integrate and adapt to the new environment

For outgoing mobility a considerable support can be found online. Among other, to ensure that participants understand the ECHE principles and responsibilities (before, during, after) as well as to ensure that principles of non-discrimination, transparency and inclusion are met. Further, as a means to promote and support student and staff mobility. When a participant have been nominated for a mobility the main support and assistance will be the responsibility of our international mobility ambassadors making sure that ECHE principles are met to facilitate the implementation of mobilities in accordance with our quality standards. Videos have been, and are developed ongoing aimed at storytelling explaining the pros and cons of mobility so that students have the necessary access to first-hand information from former/peer students. Making relevant information accessible to all students is a key focus for ZEALAND.

ZEALAND has not yet participated in key action 2 project initiatives but have participated in a wide range of similar initiatives. Strategically we have decided that time has come for us to explore key action 2 initiatives aimed at an increased involvement in such type of Erasmus cooperation projects during the coming Erasmus programme period 2021 - 2027.

If we decide to participate in key action 2 cooperation projects our aim is that such projects must be based in motivation shown from a specific education department. Our past experience show that such cooperation projects require a strong participation and "ownership" from specific education departments for us being able to participate actively as well as being able to strategically justify our involvement.

If we are successful such cooperation project will be managed and implemented based in our Research and development department. The department is managed by the head of R&D and has at present six project managers and 2 administrative staff employed.

Our participation in such Erasmus cooperation actions must support and contribute to ZEALAND's overall strategy and strategic actions: Job and Career; Innovation, Entrepreneurship and Intrapreneurship; Digitalisation; Internationalisation and Global Out-reach/mind-set.