

In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

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)

Note to evaluator: This charter application and the one made for Business Academy Aarhus are very much alike. The reason for this is that the International Office of Business Academy Aarhus is now also the International Office at Aarhus School of Marine and Technical Engineering (AAMS). The incoming and outgoing mobility coordinators are the same so they both influence the politics and the day-to-day running of things. Therefore, many things function alike, and the international plan cover many of the same activities. The writer of both applications is also the same.

Because internationalization is no longer in the development state at Aarhus School of Marine and Technical Engineering (AAMS) but has moved into an operational phase it is not mentioned as an isolated goal in the overall strategy 2018-2021, but it falls under several of the overall strategic goals and it is a key point in the vision for the future.

Strategic goal 1 in the overall strategy is: **As many graduates as possible from technical education with good employment.** AAMS will focus on the size of the admission and therefore the marketing of the education, but also on the fact that the admitted are retained throughout the program. Unless the international perspective is an opportunity for our students, we will not live up to our strategic goals for realizing our core mission. If we do not have the international possibilities to market, we know that we would not receive as many graduates as possible.

Strategic goal 2 is: **That the Marine and Technical Engineering Programme match the needs of the future labour market.** Based on close contact with, among other things, the future employers, AAMS will continuously adjust the programme to conform to the expected future competence needs of the labour market. From our frequent direct contact with the labour market, we already know that the market is asking for international competences, but there are also more formalized examples directly implicating our Bachelor:

1. It goes without saying that those who will work on international ships have a need for those skills, but an outlet survey from 2019 also shows that 84% of all companies that employ our bachelors, demand international skills. (Source: *Bachelor's in technology management and marine engineering – Outlet and graduate survey 2019*, page 114:
<https://ipaper.ipapercms.dk/MaskinmestrenesForening/dimittendundersoegelse/dimittendundersoegelsen-2019/#/>
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---mangel-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 strategy consists of only 4 overall strategic goals. Because internationalization and mobility are perceived as key factors to reach the goal of preparing graduates for the future job market, AAMS has decided to go into more details and has written a plan for internationalization for the period 2020 – 2021. The goals have been defined by a group of representatives from e.g. International Office, management, and teachers, so the plan will be well integrated at AAMS.

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. 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.

International competences are also part of the curriculum of our Bachelor's in technology management and marine engineering. It states as learning goals that the Marine and Technical Engineer can explain methods and theories in internationalization used in the profession and that the graduate can communicate profession-oriented in English both in writing and orally so the graduate can work in an international environment. This also shows how important

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-cu/european-education-area_en

these competences are in our profession.

The education includes a mandatory internship of 9 months and 6 months. We strongly encourage our students to take internship in a company abroad, e.g. within participating Programme countries. In addition to international internships, AAMS focuses on promoting study mobility. We have partner agreements with educational institutions around the world based mostly on student mobility. One of the goals in the international plan is that at least 20% of our students go on internship or study a semester abroad.

This fits into the goal of building a European Education Area because the objective is to make spending time abroad to study and learn the norm. When students go abroad in Europe and become part of a local setting either in a company or at a university and not just travels around in a Danish group, it also helps create a stronger sense of their identity as a European.

AAMS has one module taught in English. This makes it possible for international exchange students to study here. One of the goals in the international plan is to secure internationalization even for the Danish students who do not go abroad, and this is one of the ways to obtain this. We will also investigate possibilities to strengthen virtual international collaboration with partners abroad.

Another goal of the international plan is to have at least 15 exchange students participating in the English taught module per semester and that at least 40% of the Danish students participate in the English taught module.

All students have the same access to our Erasmus grants and there are clear channels for complaining. AAMS offers Special Educational Support (SPS) to students in Denmark with disabilities. 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. 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 another goal in the international plan, and Erasmus staff mobility is mentioned as a good possibility. We actively promote staff mobility within the economic frames of AAMS. 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 staff mobility promotes student mobility and students' internationalization at home. AAMS expects concrete results and that mobility participants share the experience with their colleagues on staff meetings. 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 international and intercultural competencies as well. The staff also need these competencies to be able to integrate exchange students in a good way.

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. AAMS is almost completely paperless already, so digitalization fits well into our way of working already. To act environmentally friendly has earlier been part of our strategies but it is now an integrated part of our daily operations, it is in our DNA so therefore it does not appear in our strategies directly, but it comes natural to 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 have planned for the period of this charter lies with the International Office. We have a Head of Internationalization, a project manager responsible for outgoing mobility and one responsible for incoming mobility.

We have one academic who is involved in the pre-recognition of subjects and ECTS points when sending students abroad for a semester, and we 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 and the educational managers. In collaboration with the international office, they are then responsible for informing the rest of the staff and the students about the possibilities of the project. AAMS has a student and a staff intranet where all information for students and staff is gathered, so they logon this site all the time. This site has 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 also advised to arrange a personal meeting with the International Office.

Erasmus key action 1 is crucial for reaching the institutional strategic goals:

1. As many graduates as possible from technical education with good employment.
2. That the bachelor's in technology management and Marine Engineering match the needs of the future labour market.
3. The defined international goals of sending students abroad for internship and to study and of sending 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 AAMS 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 a new international perspective, as almost all teaching staff have had an international career before pursuing a teaching career 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 choose to do 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. It needs to be completely clear what the target of the mobility is in advance and the possibility of integrating the new competences and knowledge at AAMS needs to be obvious. This is discussed with management. At the annual performance review the manager of the employee is obliged to ask about the results of the mobility and to register this.

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 e.g. world outlook and world- mindedness, greater global understanding and acceptance of diversity, which are very important skills 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 *graduates matching the needs of the future labour 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 20% of our students going on internship or taking a semester abroad, of at least 15 exchange students studying at AAMS every semester and at least 40% of Danish students following the English taught module 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.

Because our English taught module is about green energy, we also expect to have some impact on other European countries regarding environmentally friendly actions in our sector because the students return to their country with new knowledge about green transition.

Another impact of the programme is that the internships abroad result in strong ties with companies in the EU to the

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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.