

Erasmus Policy Statement of the Swedish Red Cross University College

The internationalisation strategy of the Swedish Red Cross University College (SRCUC), 2017-2020 (2016:1, in 2020 the strategy will be renewed) states that the overall aim of all internationalisation activities is to conduct relevant education and research of high quality within health sciences, from a global humanitarian perspective. A starting point for all education programs at SRCUC is that they are based on a global, humanitarian perspective addressing vulnerability and inequality. All internationalisation activities constitute means and tools for students, as well as for the faculty members, to be able to develop and apply global, humanitarian perspectives in the main field of the programs and subjects. SRCUC's aim to participate in Erasmus focuses to a high extent on increased mobility of students and staff. However, we also want to open for possible future participation in partnerships for cooperation and exchanges of practices within the Erasmus programme. One way to realise this is to establish and run joint courses in different fields of nursing with higher education institutions in other countries.

Two of the objectives in the internationalisation strategy of SRCUC (2016:2) are to ensure and increase mobility opportunities for students and teachers, as well as to create international classrooms with international students and teachers with different backgrounds and experiences. SRCUC does not have international free mover students in the nursing programmes, which makes it important to have exchange students in the educations. The participation in the Erasmus programme thereby contributes to fulfil these goals. Physical mobility of students and staff is one way of giving the individuals possibilities to develop international and wider perspectives on their subject areas as well as to enhance their intercultural competence. Equally important with the mobility activities within the Erasmus programme is how they contribute to the internationalisation process at home, at the higher education institution and in the modernisation process of the institution. When an incoming teacher is teaching a group of students, all these students, and not only those participating in mobility, get the chance to develop international perspectives in the subject area. By having classrooms where exchange students and local students meet and interact, internationalisation takes place. Students and staff also get the chance to improve their intercultural competence and their language skills, which are essential aspects in a globalising world as well as in the strive towards building a European Education Area.

The internationalisation strategy (2016:4-5) also encourages digitalisation of education and virtual collaboration as a tool for internationalisation activities to reach more students and staff at home and to increase blended learning activities at the institution. Within the Erasmus programme there are possibilities to create blended mobilities where short periods of physical mobility can be combined with virtual exchange. This is an example how the participation in the Erasmus programme will contribute to the modernisation process of the higher education institution.

By participating in the Erasmus programme, SRCUC aims for increasing physical mobility of students and staff or physical mobility in combination with virtual exchange (blended mobilities), which may lead to the development of more extensive sustainable collaboration with other higher education institutions. Such cooperation could include development and running of joint courses as well as creating partnerships to exchange best practices between higher education institutions within the Erasmus programme. Development of more physical as well as of blended mobilities, within the education programmes at SRCUC, contributes to facilitating the process of recognising students' qualifications across Europe. To enable this, student mobility within the nursing program takes place both in theoretical studies as well as in clinical education. In professional educations, like nursing, it is essential to learn what similarities and differences there are between countries, in education, health systems as well as within the actual profession. This is crucial in a globalising world and in striving for one European educational area.

The Swedish Red Cross University College (SRCUC) intends to participate primarily in Key Action 1 (KA1) area: mobility of higher education for students and staff in nursing programmes, at first as well as at the second level. The collaboration around student and staff mobility can however develop into deeper collaboration, leading to joining partnerships with other higher education institutions for cooperation and exchange of practice, within Key Action 2 (KA2). In regard to mobility, the curriculum for SRCUC's bachelor programme in nursing, the largest educational program at SRCUC is designed in a way that allows students in semester five, in their third year of studies, to spend three months at a partner university within the Erasmus program. Courses in the fifth semester of the bachelor program can be run in English, to facilitate for incoming Erasmus students to study at SRCUC. Within semester five there is room for both clinical educational courses and for theoretical courses in nursing, which opens up for different options of teaching and learning activities at higher education institutions.

The integration of the internationalisation activities is essential, for more participants to benefit from the activities, than those taking part in the mobility activities. This also contributes to the internationalisation strategy of the SRCUC, where development of international and global perspectives on health and on nursing in education and research is in focus. The mobility of teachers is also considered an essential activity to fulfil the internationalisation strategy of the SRCUC because their teaching affects more students than only those participating in mobility. Faculty members also develop their international and global perspectives in their subject areas, as well as increase their intercultural competence by taking part in mobility projects themselves but also by collaborating with incoming faculty members from other countries at home. Students can also, through mobility for training and mobility for studies in clinical education, get the possibility to get practical insights into the health care system in other countries and in the role of nurses that varies between countries. This is an important aspect both in the long term ambition to develop Europe to become one educational area and to create a Europe where people can work across borders and develop an European identity. It should also be emphasised that the health sector benefits from the mobility activities of nursing students taking place within Erasmus, both through clinical education and through training, when it gives room for intercultural meetings and broadening of perspectives on various topics and subject areas. This is central in a more multi-cultural and globalising society and could also increase the employability of the future nurses in Europe. Mobility for staff training is also an activity that contributes to the fulfilment of the SRCUC's internationalisation strategy. Staff mobility for training gives staff at the SRCUC

the possibility to widen and deeper their perspectives on various subject areas and to contribute to their competency development.

It is also the ambition of SRCUC to develop virtual collaboration and exchange, in combination with physical mobility, that is to create blended mobilities and blended learning within the Erasmus programme. We would like to implement that particularly within our specialist nursing programmes, at advanced level, because in these programmes it is difficult to create possibilities for longer periods of physical mobility. Blended mobility, where students could participate in a shorter period of physical mobility, together with a period of virtual exchange can be a way to enable students to develop international perspectives on certain subject areas and to practice and develop intercultural competences in a relatively short time period. It is thereby our ambition during the coming Erasmus period, to offer participation in the Erasmus programme also to students at advanced level, at the specialist nursing programmes, which is not the case today. Collaboration with higher education institutions in other countries by creating blended mobility activities within particular fields of nursing could in the long run lead to the development of joint courses and new partnerships.

SRCUC's participation in the Erasmus programme, mainly through mobility of students and staff is essential and will have an impact on the fulfilment of the university college's internationalisation strategy. To measure the development towards that and of the impact of the Erasmus programme, SRCUC has identified some targets to be reached at the end of the coming Erasmus program period, in 2027. There is a realistic ambition to increase the number of students participating in the Erasmus mobility when the curriculum of the bachelor programme in nursing now is well designed for allowing three months of mobility in semester five. In alignment with the internationalisation strategy of SRCUC the education programmes at advanced level are also to allow for Erasmus mobility, especially within the planned short-term blended mobility where physical mobility is combined with virtual exchange, which will also increase the number of students participating in mobility.

By accounting for the targets within the coming Erasmus programme period at SRCUC the result we expect by 2027 from participating in the programme can be envisaged here:

- all academic staff have participated in Erasmus mobility, for teaching or training
- ½ of all non-teaching staff have participated in Erasmus mobility.
- 25% of all students graduating from SRCUC have participated in at least one period of Erasmus mobility
- the number of Erasmus partners is higher than today.
- students in both the bachelor programme in nursing and the master programmes have opportunities for blended mobility where a shorter period of physical mobility is combined with virtual exchange.
- SRCUC runs at least one joint course or course module, where blended mobility is included, in collaboration with other higher education institutions within Erasmus.

To assess the quality of all Erasmus activities implemented, evaluations are to be conducted with all participants, both incoming and outgoing, both in writing and in oral evaluations held by the international office at SRCUC. In the annual report of SRCUC the number of students and staff who have participated in mobility during the past year is accounted for and reported.

In the final report to the national agency of the activities within each Erasmus call, the activities conducted are accounted for with both qualitative and quantitative measures, in accordance with the targets for the activities within that call. This makes it relatively easy to measure if the targets stated above are fulfilled or not by the year of 2027. In addition to these regular evaluations and reports as well as quantitative measures some other factors can also be used as qualitative indicators to assess the work in progress towards reaching the stated targets. One indicator to observe in the work of increasing the number of students taking part in mobility and to introduce international mobility at the specialist nursing programs, is that the student counsellor works closely with the international office. The international office will also have regular contact with the student union, to inform and encourage students to participate in mobility, alongside other means of informing about mobility possibilities, such as information meetings, information on the webpage and on digital information monitors. Related to staff mobility, an indicator is that participation in international activities always is included in the discussion of competency development in the yearly meeting between employer and employee to encourage and facilitate mobility of staff.

A tool to increase the number of participants (both students and staff) in mobility is to make sure that the whole mobility process is characterised by a transparent, reliable, and easily accessible management process. An indicator to measure this is the implementation of a digitalised management process as promoted and described within Erasmus without papers and the European student card initiative. Another indicator for reaching the target to increase the student mobility at all levels is the provision of clear transparent frames of when mobility is possible in the respective education program, what courses that will be acknowledged into the education and how many ECTS this corresponds to. Finally, an indicator to observe in relation to the work to reach the target that SRCUC should run at least one joint course/course module, with blended mobility, within Erasmus is that SRCUC has long-term based, sustainable collaborations with other higher education institutions educating nurses at first and second level.