IADT International Policy Statement, incorporating Erasmus Policy Statement

IADT STRATEGY 2014-2018 ESTABLISHES KEY STRATEGIC PRIORITIES

COLLABORATION AND ENGAGEMENT

- o **STRATEGIC PRIORITY 8:** To further develop and formalise links with international HEIs and organisations to develop and grow our international student numbers and provide opportunities for new types of collaboration and engagement.[1]

The National Strategy for Higher Education 2030 states that 'internationalisation' includes: *...attracting more international students, making it easier for staff and students to study and engage in research abroad, making Ireland attractive to international staff, establishing more collaborative institutional links, internationalising curricula, developing trans-national education, and participating in EU programmes".*

The IADT Internationalisation Strategy[2] and related Operational Plan for Overseas Student Recruitment[3] is designed to develop our profile and reputation as a truly international specialist institution, aligned to the vision and mission of IADT. Firstly, we will focus on the generation of non-exchequer funding through planned and targeted growth of non-EU international student recruitment within a limited geographical market with specific institutions that reflect the ethos of IADT. Secondly, we will develop an international network of institutions which will enhance the teaching, research and enterprise environment of IADT through the leveraging of these links for staff and student exchanges, research programmes, and business links to develop our innovation and enterprise activities.

Our international objective will be achieved through the development of an international network of institutions through which student and staff exchanges, research and innovation and enterprise activities can be progressed. The internationalisation of the IADT campus requires a balanced mix of overseas students across the different programmes and levels, from undergraduate, postgraduate, and research, with staff exchange programmes between the collaborating institutions enhancing our learning, teaching and cultural environment.

One of the challenges with increasing our proportion of overseas students is our capacity to support an international learning environment without negatively impacting on the local/national undergraduate recruitment base. This approach needs to balance the number and progression routes of direct entry undergraduate students, and the variety of

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[1] IADT Strategy 2014-2018, p.21-22

[2] Not a dedicated separate document, but captured in the HEA compact and in the IADT Strategy 2014-2018 [July 2014] and in December 2013 DRAFT *Review of Internalisation Strategy and Operational Plan for Overseas Student Recruitment* and January 2014 *Projection of International Student Recruitment 2014-2016*

[3] Presented to International Working Group by the Head of Creative Engagement, Directorate of Creativity, Innovation & Research.

postgraduate and research study opportunities, while providing a rich cultural mix of students from different overseas countries and educational backgrounds. As such, our approach will be rolled out on a phased basis to ensure the necessary quality assurance, student support and marketing systems are established and aligned to the needs of this new student base.

A phased development approach is proposed, primarily focused on the recruitment of non-EU overseas students, based on existing IOTI initiatives, namely: Science Without Borders (Brazil); Colleges Ontario (Canada), and Ireland Homecoming Study Programme (IHSP) (USA, UK, Australia, and New Zealand). This approach will initially focus on the target geographical regions of USA, Canada and Brazil. This is complemented by a specified target to increase the number of existing Erasmus Partnerships[4] by 10% over the period.[5]

The following KPIs for internationalisation at IADT are:

1   the campus being widely internationalised across faculties and departments
2   executive level approval for internationalisation
3   demonstrated benefits to students of internationalisation
4   IADT's mission and strategic plan having an explicit reference to international education
5   IADT's commitment to internationalisation being reflected in the curriculum
6   benefits of internationalisation demonstrated to the faculties
7   internationalisation dimension in off-campus and outreach programmes, and in research and faculty exchange programmes
8   IADT supporting education abroad embodied in its academics and students

Choosing Erasmus partners

STRATEGIC PRIORITY 7 is to leverage strategic relationships with key stakeholders in the *Creative, Cultural and Digital Technologies Industries* in order to develop innovative, creative partnerships and to deliver new insights and concepts. It includes an objective to

- Formalise collaborations with **creative institutions,** national and international, for research, student and staff exchanges, shared access to common modules, and shared learning to build on the positive reputation of IADT[6]

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[4] See Appendix One, copy of p.32 of IADT-HEA Compact, 2014
[5] "To develop mutually beneficial partnerships and collaborations within the educational sector, nationally and internationally, as well as with community groups", See Appendix One also, p.30 IADT-HEA Compact, 2014 http://www.hea.ie/sites/default/files/iadt-strategicdialogue-performanceindicatorssubmissiontohea-5june2014.pdf
[6] (2014-2018 Strategic Plan, p.22)

Consequently the **criteria for choosing Erasmus Partners** involve the identification of an institution with a particular profile:

1. **Reflecting the IADT Ethos:** *A Creative and Entrepreneurial Profile of significant standing*

2. **General Academic Standing**[7]

    2.1 Institutional criteria
    a. There is evidence of an academic and management system suited to assuring the quality of educational provision
    b. The partner institution has a history of providing Degree awarding provision under a nationally quality assured framework and is in good standing with national regulators
    c. The partner institution is aware of, and willing to sign up to, the requirements of the Institute's Agreement for student exchanges (an additional document over and above the ERASMUS Bilateral Agreement)?
    d. The partner institution uses the agreed Learning Agreement and operates according to agreed good practice

    2.2 Credit System criteria
    a. The partner institution uses a credit system.

    2.3 Institutional Support criteria
    a. The partner institution provides living accommodation or assistance in securing living accommodation
    b. There are arrangements in place to ensure students are enrolled as full-time students into the partner institution
    c. There is an orientation programme or equivalent in place
    d. Exchange students have access to all relevant generic facilities to support their period of study, e.g. Library, IT, etc.
    e. There arrangements for dealing with student appeals/complaints/misconduct/etc.
    f. The partner institution has arrangements in place for pastoral support/counselling/etc.

    2.4 Programme criteria
    a. The partner institution provides details of the proposed exchange programme, i.e. Module Descriptors or equivalent
    b. The partner institution will undertake to provide assessment result in a timely way to the student and to IADT

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[7] *See IADT PRELIMINARY Checklist FOR ENGAGING IN EXCHANGES*

3. Geographical area

The targets that IADT has adopted in respect of internationalisation are:

1.	Erasmus Exchange Students (all European and North American HEIs with a creative and entrepreneurial profile of standing)
2.	North American (& other non-EU) Exchange Students
3.	European students entering IADT via articulation arrangements or on programmes leading to joint awards
4.	Non-European students entering IADT via articulation arrangements or on programmes leading to joint awards
5.	Students participating on IADT programme offered in partnership with a HEI in Europe
6.	Students participating on IADT programme offered in partnership with a HEI in North America, Africa
7.	Students participating on joint programmes in focussed discipline areas

With regard to student participation the immediate target is to double numbers both incoming and outgoing over the next 3-5 years in respect of the first cycle, and to commence international engagement at the second cycle.

Appendix One

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4.	Institution objective	To develop mutually beneficial partnerships and collaborations within the educational sector, nationally and internationally, as well as with community groups
	Performance indicator	Annual growth in student internship/placement agreements with employers — Ireland, Europe and USA 10% per year. • Annual increase in Erasmus agreements by 10% • Increase in MOUs with external stakeholders — 3 per year
	Baseline	2011: Student placement/internship agreements = 50
	Interim target, end 2014	Student placement /internship agreements = 60
	Interim target, end 2015	Student placement/internship agreements =70
	Final target, end 2016	Student placement/internship agreements = 80

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Enhanced internationalisation:
Institution objectives and performance indicators

1.	Institution objective	Increase overseas and EU student recruitment
	Performance indicator	Number of non-EU and EU students recruited
	Baseline	2011 recruitment — 4 non-EU and 8 EU students
	Interim target, end 2014	30 students (7 non-EU, and 23 EU students)
	Interim target, end 2015	39 students (11 non-EU, and 28 EU students)
	Final target, end 2016	63 students (28 non-EU, and 35 EU students)

2.	Institution objective	Development of a network of international institutions, e.g. Erasmus, CILECT and ELIA.
	Performance indicator	Number of formal international links operational
	Baseline	2011 — 5 formal overseas links with HEIs
	Interim target, end 2014	10 formal links with HEIs
	Interim target, end 2015	15 formal links with HEIs
	Final target, end 2016	20 formal links with HEIs