

ERASMUS POLICY STATEMENT

1.2, box 1

Internationalisation has been a present and driving force behind RDAM's strategic development for more than a decade and continues to shape the modernisation of the Academy's educational programmes, its knowledge production and its role as a leading cultural institution in classical music. It is the Academy's belief and experience that internationalisation is central to achieving and maintaining excellence in providing high quality and relevance in education, and in allowing students to create and define future lives of professional development and employment within Classical Music. The Erasmus+ Programme is a cornerstone in the Academy's internationalisation activities and will constitute an important contribution to the planned strategic goals outlined in the Academy's international strategy.

The Erasmus Programme is paramount in offering students, teachers and staff access to international colleagues, educators and artist across the world. The Academy understands international diversity as a point of strength and sees a clear connection between international study environments and excellence. The international dimension enhances the quality of teaching through an international talent pool, international expertise, and heightened international competitiveness. International cooperation and partnerships inspire continued talent development and the provision of education in the performing and creative arts at the highest level. International mobility ensures that students are independent, career conscious, competitive, and acquire the skills necessary to meet the challenges of a changing global job marked in Classical Music. RDAM has to a great extent through strategic investment in internationalisation established a significant international presence, which is maintained through programmes that are attractive to students across the globe.

The Erasmus Programme will contribute in different ways towards fulfilling the two general targets of RDAM's current international strategy, which are (1) to offer programmes comparable to the best music education found globally and (2) to strengthen the international dimensions of its programmes. More specifically, the Programme will support RDAM's strategic objectives in quality assurance, talent recruitment, social integration and intercultural communication, strengthening and expanding the Academy's global position, and further developing and integrating the use of virtual learning technology in the institution's educational and cultural activities.

Internationalisation is itself fundamental to Western Classical Music which can be traced back to a collective European music culture that today is internationally prized and globally recognised. The idea and goals of the European Education Area naturally correlate with many of RDAM's strategic interest. First and foremost, it is RDAM's core task to preserve and promote Western Classical Music in making sure that its graduates can meet and create the needs of the global labour market. This includes fostering greater international integration at all levels in the institution through mobility, the necessary support structures, possibilities for obtaining new skills, and recognition of qualifications. Rudimentary knowledge of several European languages and receiving or giving instruction in a second and third language are already a reality for RDAM's students and teachers and is supported continuously through the Academy's language policy and communication initiatives. RDAM is, furthermore, working strategically with bringing Classical Music education into the digital era through its use and development of the technology for virtual learning in music.

Finally, as evident from the above, RDAM has in the last decade been in the process of establishing an internationally recognised level and profile that is attractive to both students and cooperation partners in the highly competitive world of Classical Music. RDAM has in certain ways been very successful, however, the competition for the global talent pool is only increasing and it is as relevant as ever for RDAM to continue its investment in being recognised as a world-class European Music Academy.

1.2, box 2

RDAM expects to take part in all actions under Key Action 1 and 2 in the new programme period.

Mobility of higher education students and staff will continue to underpin many of RDAM's international and modernisation efforts but with a renewed focus on quality and relevance to ensure close adherence to strategic goals. This will require greater strategic attention to how mobility is implemented in the Academy's different departments as well as closer involvement in the professional and educational output. Activity in the international dimension of Key Action 1 have benefitted from this kind of attention throughout the prior programme period and RDAM therefore plans to extend similar attention to mobility with Programme countries. In relation to student mobility to programme countries specifically, RDAM alongside many other education institutions across Europe has witnessed a slight decrease in interest for long-term mobility in recent years. At RDAM, this trend is not necessarily indicative of less international mobility overall (not Erasmus), however certain categories of student will benefit from further attention and tailored promotion. Implementation will in general take into consideration the many and new forms of mobility and how they are most beneficial in the participant's and institution's development. RDAM considers it important that the format of the mobility fits its purpose.

Implementation will also consider the further inclusion of administrative and technical staff in mobility activity. These categories of staff are often overlooked but increasingly important to involve in the different processes of internationalisation. Finally, Key Action 1 will continue to be considered in relation to all other projects and activities when realisable and relevant. Key Action 1 has the added benefit of being able to support activities not funded by the EU and create ad-hoc possibilities in relation to activities under Key Action 2.

RDAM plans for activities under Key Action 2 to have an increasing role in reaching RDAM's international strategic goals in the next programme period. With a relatively small student body, however, RDAM has the capacity for only a few large-scale activities at the same time. Participation in Key Action 2 will consequently carefully be considered in relation to strategic priorities and administrative capacity. Implementation will require detailed plans for procedures and decision-making processes as well as close observation of quality assurance evaluation. Partnerships for Cooperation and innovation will be implemented specifically in relation to the development of departments that strengthen the qualities of the institution and the areas of study that contribute to giving the Academy a distinctive international profile.

RDAM is currently exploring close collaboration and integration with European partner institutions that complement RDAM's international profile both in relation to specific programmes and virtual learning. Possible participation in Partnerships for Excellence presents multiple avenues of development that offers long-term strategic advantages in international collaboration and positioning and will therefore be considered closely with suitable partners.

Virtual learning is a central part of international cooperation, as mentioned above, and strategic emphasis will therefore be placed on prioritising and thematising virtual learning activities in relation to all activities in the Erasmus Programme and incorporated when relevant.

1.2, box 3

The Erasmus Programme will have an impact on most of RDAM's strategic targets in accordance with the international strategy. Many of RDAM's goals are connected to and dependent on the individual impact of internationalisation. The foundation of Classical Music Education is still apprenticeship but adjusted to fit academic structures, and the connections and relationship between teaching staff, potential applicants and international colleagues are therefore paramount. Qualitative indicators take consequently precedence over quantitative targets in order to take special consideration to the nature of artistic education where trust and flexibility are key factors for partners, students and teachers.

RDAM's focus on quality is further justified by the fact that both teaching staff and students travel abroad for shorter periods of study every year (outside the Erasmus programme) when, for example, attending summer schools, competitions and various projects. However, quantitative indicators are considered where relevant particularly in mobility in relation to long-term student mobility where the Academy would like to see a gradual increase within the next programme period. Other important quantitative indicators will be higher percentages of satisfaction among teaching staff on recognition, greater compliance with time requirements on learning agreements, and the number of non-strategic geographical areas included in mobility.

The qualitative impact at an individual level is very important in relation to most specific goals and at a general strategic level. It is expected that participants will both strengthen and develop their artistic and educational competencies and gain greater insight into the various opportunities offered by international collaboration. A knowledge of other cultures, educational methods, and learning environments provide a better foundation and experience for meeting educational and professional needs for both staff and students. This insight is indispensable in the day-to-day work and study with international students, applicants and colleagues.

The individual impact will naturally support RDAM's new strategic focus on social integration across faculties and nationalities at RDAM and is connected to the broader issues of non-discrimination, transparency and inclusion. Indicators will, for example, consist of increased interest and participation in RDAM's services that foster integration, in the forums where students have influence, and in the quality of the many activities where students are dependent on learning together such as in orchestral and ensemble projects.

On a broader institutional scale, participation in the Erasmus Programme will have an impact on RDAM's goal to sharpen its international position. Activities will provide insight into international trends in Classical Music and increase the knowledge base within the involved departments and across faculties. Close collaboration will increase the quality of partnerships by building trust and bringing added quality to individual fields of study. Participation in Key Action 2 specifically is expected to involve research-based activities within higher music education (including virtual learning technology) and have already had an impact in the former programme period that RDAM plans to build on.

Results on the broader scale will be measured in the development of future cooperation, such as increased activity in the areas selected for participation, and in the number and quality of applicants to RDAM. All of the above will have a direct impact on recruitment efforts and reinforce the Academy's strategic initiatives on focused marketing and branding in concert with the Academy's new communication strategy.

The Erasmus Programme helps support and where relevant direct RDAM's focus on quality assurance which is also receiving strategic attention in the coming programme period. Programme participation and requirements will continue to influence and inspire quality assurance in long-term planning, communication, project and activity evaluation, professional administration and the institutional relevance of internationalisation.