



1. ERASMUS POLICY STATEMENT (EPS)

1.1 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).

The overall vision of Karolinska Institutet (KI) is to advance knowledge about life and strive towards better health for all. In the KI Strategy 2030 it is stated that the university shall be increasingly viewed as an outward-looking, modern, and trustworthy university with a solid reputation, and as a global, engaged and ground-breaking institution where a richness of perspectives shall define our education and research. KI will prepare its students for the global community, and to achieve our goals we need to further develop activities at home. Increased mobility (inwards and outwards) for our study programmes is also a priority. Our strategic activities will align with the United Nations' 2030 Agenda and the 17 Sustainable Development Goals (SDGs), as we have the same time horizon.

The labour market for our students is global, and there is mobility among our students within Sweden, Europe, and around the world. Being a university focusing exclusively on careers in medicine and health-related sciences, life science industry or academia, our students and staff need international and intercultural skills. KI therefore has the responsibility to prepare its students for global citizenship, which requires well-integrated training in global health and cross-cultural competencies. Global health perspectives are thus incorporated into the study programme curricula so that the students will be prepared to work towards the goals of the UN 2030 Agenda in a wide range of contexts, not only abroad but also in diverse contexts within Sweden. A compulsory course given in English within each study programme will increase this preparedness for all KI students. KI also wants to raise its international attractiveness for students and staff so that KI is considered the first choice for prospective students, teachers, researchers and collaborative partners. Further development of education and research quality are the most important factors for achieving this. KI must also develop deeper partnerships with healthcare organizations and other stakeholders. Active engagement and participation in the European arena are imperative in order to exploit funding opportunities and to influence future priorities.

Academic freedom is a prerequisite for KI and an essential condition for bringing together diverse points of view. Research has a long-time horizon, and changes made today in our education will have greatest impact on society in a decade or more. KI is a signatory of the Magna Charta Universitatum (MCU) and highly regards its values. This is in concordance with the EU strategy that effective education and training systems are a foundation of fair, open and democratic societies and of sustained growth and employment. Demonstrating such core values strengthens the European education area.

Participation in programmes such as Erasmus is essential for KI in order to be able to fulfil our strategic goals. Cooperation with international partners is an important precondition for a top-quality, modern university. To prepare our students for the global community, exposure to international environments and teaching methods, whether they participate in physical mobility or not, is required. Without strong ties to international institutions, both in Europe and elsewhere, KI cannot fully realise its potential as an outward-looking and modern university. The goal to be a global institution and focus on the UN 2030 Agenda goals, also requires strong international partnerships. Education and research at KI must stimulate one another. KI thus needs to further increase its commitment to first-, second- and third-cycle education and ensure that teaching and training is firmly connected to research, which well accords with the intentions of the Erasmus programme. Interactions with industry are also of importance in the KI strategy, in order to improve people's health based on complementary approaches and skills.

To create an employable work force for the global labour market it is strongly encouraged that students and staff take part in mobility and international activities, such as those supported by the Erasmus programme, both within and outside Europe. Both incoming and outgoing participants provide invaluable experiences for KI, on an individual as well as institutional level. Teaching and training in global health and cross-cultural competencies is a requirement for all our students and cannot be successful without participation in programmes such as Erasmus. Well-coordinated mobility and other internationalization activities create an environment that makes KI more modern and attractive for both national and international students and staff.

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

During the contract period 2021-2027 KI aims to make mobility a reality for all, be it physical or virtual. Use of new digital solutions are important both for sustainable reasons and for ensuring that all students can participate. Virtual mobility can promote social inclusion for students who do not have the possibility to travel abroad. In addition, through creation of The NeurotechEU, a European University Network, KI will participate in the shaping of a whole new educational area with mobility and other activities that will facilitate internationalization for more of our students.

The COVID-19 crisis has necessitated acute development of digital solutions for education and these will be both consolidated and further developed in the years to come, making it possible for all our students and staff to take part in various types of international activities. Furthermore, collaborative and interprofessional learning, as well as internationalization of education, are high on the KI agenda and there is ongoing work to internationalize curricula through a specific project. Inhouse teacher training is provided by the KI teaching and learning unit, for example in subjects such as "An introduction to global health for teaching staff at KI" and "Teaching in the Global University". Participation in different kinds of Erasmus activities and strategic partnerships help promote these activities and create a sense of European culture that inspires participants to language learning.

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.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Healthcare is an increasingly complex area. Many of the challenges we face today require international cooperation. For KI as a single faculty university, cooperation with full faculty universities as well as other sectors and disciplines provides KI with valuable input. Being a medical faculty, focusing on careers in medicine and healthcare, life science industry or academia, the students and staff require international and intercultural skills. Participation in all the Erasmus actions described above can assist our efforts to fulfil the vision of KI to advance knowledge about life and strive towards better health for all. Students should be prepared to work towards the UN Agenda 2030 and the Global Goals in a wide range of contexts. Active engagement and participation in the European arena are important in order to exploit funding opportunities and influence future priorities.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff is an essential key action for the exchange activities taking place at KI. It involves mobility for both students and staff and facilitates reaching not only mobility goals but also addresses how to educate global citizens prepared for a global labour market. Exchange activities also provide students and teachers with cross-cultural competencies, an area of great importance in the KI strategy. Since this is already a well-integrated activity at KI the implementation will continue as it is now, with widespread information measures for students and staff using web-based and physical information meetings. Experiences from these exchanges are shared in different forms, e.g. travel reports from in- and outgoing students are published on the KI web, and teachers and staff write about their exchange experiences in blogs that are linked to the KI website. Participants are also invited to share their experiences during staff meetings, and meetings for prospective exchange students. Participation in the International Credit Mobility (ICM) programme provides KI with excellent opportunities to cooperate with higher education institutions in countries where the participants would otherwise not be able to afford an exchange period abroad. In addition, ICM can provide sustainability for collaborations for which we no longer have financing from other sources.

Erasmus Key Action 2 (KA2) - Cooperation among organizations and institutions:

Participation in this action fulfils many of the same aims and goals as participating in KA1 but includes additional aspects as well. Since these actions are more focused and run for defined time periods, more extensive partnerships can be developed with institutions that offer education, learning opportunities and perspectives from areas other than our own. The new European University Initiative in particular gives KI the ability to collaborate in new ways that will increase knowledge transfer and give students new aspects and viewpoints on their subject areas as well as a straightforward way to participate in both physical and virtual exchanges. European Universities will contribute to the creation of a whole new educational area with mobility and other activities that will expose more of our students to internationalisation and will enable mutual recognition of similar study programmes across different institutions. Erasmus Mundus partnerships have been integral to KI for several years and are expected to continue during the new programme period. In regard to Erasmus strategic partnerships we have noted an increased KI participation since the onset of the action. These strategic partnerships have now

become an important part of KI's internationalisation activities, and KI departments participate both as project coordinators and as partners. The participation in Knowledge Alliances has also increased. Capacity building projects have been conducted since the action start and we plan to continue to encourage participation in this action as well. Several of our strategic goals, such as collaboration with healthcare actors and other stakeholders in order to develop deeper partnerships, active engagement and participation in the European arena preparing students for a global labour market, creating global citizens and broad international cooperation, can all be addressed by participation in these actions. Capacity building projects, just like International Credit Mobility in KA1, also has the advantage of giving students and staff in countries with limited economic resources the opportunity to take part in exchange and internationalisation activities.

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.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Internationalization should be an integral part of all activities at the university, and participation in the Erasmus+ programme, will have impact at individual, institutional and societal levels. The goal is that all KI students must be exposed to internationalization activities, be it a regular physical mobility, a virtual mobility experience or a course/part of a course that focuses on internationalization and global issues. During the new programme period KI will continue to build on the experiences gained through successful participation in the activities conducted during the 2014-2020 charter period.

TARGETS

Increased inbound and outbound mobility is a priority at KI. The primary aim is to achieve the participation levels evident prior to the COVID-19 crisis. It is hard to estimate when this will be possible since all our education is within the field of medicine and health sciences and the majority of both incoming and outgoing students are conducting clinical studies in various healthcare settings. This sector is now very strained due to the pandemic, in Sweden and elsewhere, and we will not be able to resume these exchanges until the situation is under control and clinical supervisors have the possibility to receive students again. Virtual mobility can unfortunately not replace the hands-on experiences that rotations in clinical settings can offer. We aim to be back to pre-COVID-19 levels in 2022 and expect to then see an increase in interest after this unfortunate hiatus. Mobility for teachers and other staff should be possible to resume earlier when countries lift travel restrictions within and outside of Europe, but we assume that the time frame to return to normal activities is unpredictable. The actions under KA2, except for Erasmus Mundus programmes, should be easier to maintain, replacing physical meetings with virtual meetings for the time being. This is also an opportunity to investigate and develop collaborative methods that are more environmentally sustainable. We expect an increase in applications for KA2 actions throughout the next charter period, considering that the number of applications has increased since the onset of this current charter period in which KI participates both as coordinators and as partners. We are currently partners in one Erasmus Mundus programme and the goal is to always have at least one such programme running.

Quantitatively for KA1 we wish to see an increase in physical mobility for students (first, second and third cycle) and staff (for teaching and training) in all our international collaborations, and a 5% yearly increase between 2023 and 2027 for Erasmus exchanges. For KA2, if our alliance application in the second pilot call of the European Universities Initiative is awarded, it will offer a whole new opportunity for both physical and virtual exchanges. The mobility target in the current application is to reach 35% mobility for students and 15% mobility for staff by the end of Phase 2 in 2030.

QUALITY

The quality of all our collaborations will be closely monitored through KI exchange reports and the Erasmus reports written by students and staff participating in mobility. For actions under KA2, the final reports will also be used, and for Erasmus Mundus a separate course evaluation will be submitted by participating students. Exchange agreements have been and will continue to be evaluated based on several assessment criteria and whether we use available exchange places or not. Our goal is that

these places should be used both for incoming and outgoing students. Staff and students blog about their exchanges and their posts will also be used in the evaluation process.

SUPPORT

The responsibility for staff and students participating in first and second cycle mobility lies with the staff at the Education Support Office and the International Relations Office at the central university administration level, in close collaboration with academic representatives.

Incoming and outgoing students are well supported before, during and after their mobility by the international student coordinators at the Education Support Office. They manage pre-arrival information, application support, introduction days and welcome meetings, and practical assistance for incoming students as well as information, application support, kick-off meetings for preparations for studies and traineeships abroad, and “debriefing” activities for outgoing students upon return to KI. Both incoming and outgoing students get assistance with housing and visas in case they are needed, and all students are provided with a comprehensive insurance. Outgoing KI students also meet with academic representatives from their respective study programmes for academic counselling and advice, and to discuss the academic content of the mobility activities. A compulsory online preparation course PREPARE (pre-departure course for students going on international exchange) addresses areas such as global health, cultural competence and health and safety in order to provide the students with the tools to act appropriately in a new cultural and learning environment. An app with information for students on exchange has also been developed to permit access to information should the student need to contact somebody at the home institution. It contains also other useful information for the mobility period as a whole and if downloaded it can also be used offline in case of limited internet access.

The international student coordinators keep in touch with students during their exchange, and attend to any issues that require their attention, e.g. amending Learning Agreements. Inbound participants have easy access to the international student coordinators throughout their whole stay at KI, either through email or personal interaction, and they can also contact the academic representative or supervisor for the course they are currently enrolled in should they have any problems with any academic aspect of their exchange. Likewise, KI students who are currently on exchange abroad can have close email contact, or contact through various apps, with the coordinators should any problem occur during their time abroad. If needed, the student coordinators will contact other employees at KI in case a problem requires help from another staff category, such as an academic contact (if the student does not take this contact by him/herself) or from the Erasmus institutional coordinator. The incoming students have the possibility to receive their transcripts and grades in ECTS format. A crisis plan has been devised and is the subject of constant discussion and updating.

Regarding incoming third cycle students, support is given from the department where the student conducts his/her studies and is provided in the same manner as for all other third cycle student exchange students. The host department provides help with all the documentation and assists with practical issues. Outgoing third cycle students plan their exchange together with their supervisor. The International Relations Office (IRO) manages the grants.

The staff at the IRO is responsible for staff mobility for teaching and training, encompassing information, application as well as practical support on an individual basis before, during and after the mobility activities. KI has allocated central funds to cover overhead costs for staff exchanges for teaching in order to promote and facilitate mobility. The IRO is also involved in agreement management, including the agreements comprising first and second cycle student exchanges that are managed centrally at KI, and gives support to the study programmes by facilitating agreement discussions. Third cycle agreements are signed at a department level and similar support is offered there. Staff from the central university administration at KI participates in contact trips to make sure that in addition to academic issues, practical issues such as housing and local regulations are also part of the discussions. Regarding actions under KA2 the IRO assists with parts of the paperwork in cooperation with the Grants Office and the Legal Office. Especially for Erasmus Mundus programmes, the IRO and Legal Office are instrumental in the screening of agreements.

SUSTAINABILITY

The goal is for all university activities to be sustainable. Actions under KA2 all have sustainability plans. Actions under KA1 are evaluated regularly through KI travel reports and the Erasmus reports. Course evaluations submitted by students are monitored closely and agreements where the students have had a less favourable exchange experience will be monitored and if needed, terminated.

IMPACT

Participation in Erasmus+ is an excellent academic opportunity for students to develop new subject-specific skills, as they are exposed to teaching and learning methods that may be different to what they are used to at their home institution. It enhances their future employability and improves foreign language proficiency. At a more personal level it offers students the opportunity to live abroad and to meet new people, the possibility to develop transferable skills, such as openness to and curiosity about

new challenges, increased adaptability, communication skills, team-working skills, problem-solving and decision-making skills, confidence, tolerance towards other personal values and behaviours. Erasmus reports from previous years have confirmed that both incoming and outgoing students benefit from their exchanges to a very high degree. Students and staff have reported a high overall satisfaction with their exchange experience. Important impacts stated in the reports are, among students, understanding the value of different cultures, increased confidence and faith in one's abilities and being more open-minded and curious about new challenges. All these skills are beneficial in the long-term for the students' professional lives. Staff have reported increased job satisfaction and strengthening of their professional networks, which also has great importance for the internationalization of the university. Interprofessional education and lifelong learning are other activities that increase through participation in international mobility.

Individual experiences from participants will have a long-term impact on the university's operations. The experiences will be used for developing future teaching and learning activities and will have impact on internationalization of curricula that will benefit all students. At KI there are units that work specifically with this subject and towards meeting the UN Sustainable Development Goals. Experiences from both incoming and outgoing exchange students and staff are taken into account by these units and students will be invited to participate in webinars to this end. Staff exchanges for teaching and training are expected to lead to the development of new teaching methods, increased pedagogical skills, increased possibilities for the development of common courses, improved administrative processes and increased interest in KA2 actions.

Internationalization at home is also an important aspect of education at KI that is enhanced and improved by participation in Erasmus. Both incoming and outgoing exchange students offer an international aspect of the studies conducted and to local students, whether they participate in physical exchanges or not. Incoming students have impact on both their peers, their teachers/supervisors and the campus environment. KI considers it of great importance to integrate incoming students and specific efforts are thus made to achieve this.