Erasmus Policy Statement

Please describe your institution’s international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees.

In its new strategic plan Goldsmiths has identified four strategic pillars around which all initiatives are focussed. Within the ‘London and the World’ pillar the College’s international focus is articulated in three sub-strands: educating Goldsmiths students from across the world, partnering with universities and colleges in other countries to provide world-class education, and undertaking research with an international focus. An international perspective is therefore at the heart of the College’s work, informing not only student and staff recruitment and mobility, but also our cross-cultural take on contemporary issues in the creative arts, humanities and social sciences.

Our objectives are as follows:

- To be internationally recognised as a ‘global brand’
- To be known for a cultural diversity and interaction that is enriching, tolerant and inclusive
- To carry our research that is world-leading and internationally recognised
- To engage in projects that benefit society throughout the world
- To attract staff and students from around the world and to encourage international mobility
- To educate ‘global citizens’ with the understanding and skills to live and work in a global community, through a broad curriculum and learning environment
- To develop well-founded and sustainable international partnerships with appropriate HEIs and other organisations around the world
- To provide appropriate facilities and academic/personal support for an international community

In pursuit of these goals our International Framework addresses five main areas: learning and teaching (including curriculum and mobility); student experience; recruitment and partnerships; research and enterprise; alumni and public engagement.

We work with partners worldwide on the basis of outstanding academic excellence, research fit with our subject areas, and a progressive attitude towards the learning experience – a critical engagement with issues of creative practice and social
responsibility, as well as an openness to innovative pedagogy and technology. We have particularly strong partnerships in Europe, and in East and South East Asia (including a major validation agreement in Singapore), with rapidly expanding activity in Latin America and India. In addition we host a large Study Abroad programme, mainly concentrated on North America, and through our participation in the University of London International Programmes we work with partner institutions in many other regions of the world.

Having built up an extensive network of like-minded partners over the past few years, we aim to focus our collaboration in a more rigorously directed strategy that concentrates on staff and student mobility, in the service of both education and research. With regard to staff, we will continue to encourage senior staff members to engage in research and teaching at leading international universities, on a semester or yearly basis, and will facilitate such engagement through time allocation and practical support; while at the same time seeking to ensure that such opportunities are also made equally available to early career staff members. We will continue to host academic staff from partner European and international universities on a similar basis, in part through linkage with our very substantial participation in EU-funded research and postgraduate projects (FP7, Marie Curie, ERC).

We have a long-standing record of international exchange at staff level, and our participation in European mobility schemes has increased substantially. Student mobility has been identified as a significant area for expansion. The new Learning, Teaching and Assessment Strategy 2012-16 places significant store on internationalism in the curriculum and on expanding opportunities for student mobility. Currently we offer several opportunities for students to study in China (for example, Educational Studies offers a popular Study Abroad module in Fuzhou; and a new International Studies and Chinese degree includes a year abroad in Beijing). Partner arrangements with Chinese and Korean universities involve hosting a range of Study Abroad modules and summer schools. From a gradually increasing base we aim to increase our participation in Erasmus programmes substantially in the coming years, focusing initially on the first-cycle level. As well as encouraging home students to gain invaluable educational and employment experience by spending time abroad, we are well placed in London to offer enriching study opportunities to European students, in addition to the many that we already welcome to our first-, second- and third-cycle programmes. We are currently exploring possibilities within the different forms of double and joint degrees.

Our selection of staff and students will take full account of our equal opportunity policies, and we will provide appropriate support to enable participation by those from groups often under-represented in mobility schemes.

If applicable, please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching.
All projects involving international collaboration are subject to the priorities and procedures laid down in the College’s Strategic Plan, Internationalisation Framework, Research and Enterprise Strategy, and Regulations made by Academic Board.

International strategy is the responsibility of the Pro-Warden Academic Development; a new Associate Pro-Warden will be responsible for international collaboration, working with the International Partnerships and Developments section. The Research and Enterprise Office is responsible for EU and other international grant applications. These teams advise academic colleagues on strategic objectives and partnership implementation, leading to recommendations to the Academic Development Committee. All contractual agreements are overseen by the Registrar and Secretary, working closely with the Finance Department.

The student learning experience is the responsibility of the Pro-Warden Students and Learning Development, supported by the Goldsmiths Learning Enhancement Unit, which develops innovative approaches towards learning, assessment and technology.

Mobility arrangements are within the remit of the Student Services department, working closely with the teams identified above in order to ensure that maximum synergy can be achieved between education and research, and between staff and student mobility aspirations. By the nature of what we do at Goldsmiths, these activities are often closely intertwined.

In the case of new academic programmes, a rigorous strategic and academic assessment is carried out by the Academic Development Committee and Programme Scrutiny Sub-Committee, advised by the Planning and Quality offices.

The College is currently restructuring its Professional Services. This will further facilitate our commitment to the international agenda and partnership strategies, in the context of ‘London and the World’; and enable us to realize an increasing emphasis on student mobility and on European engagement.

Please explain the expected impact of your participation in the Programme on the modernisation of your institution (for each of the 5 priorities of the Modernisation Agenda*) in terms of the policy objectives you intend to achieve. (max. 3000 characters)
The Modernisation Agenda is reflected in Goldsmiths’ current strategic priorities, and the expected impacts closely match our institutional objectives.

1. *Increasing attainment levels*
   For Goldsmiths it is incontrovertible that broadening intellectual as well as geographical horizons will enhance learning and transferable skills, and contribute to the European research agenda at the highest level. We seek to enhance the attainment of all our students by enriching their international experience and understanding; and to extend the same opportunity to students from abroad. It is also intrinsic in our ethos that we identify the potential in students from every background, including those from disadvantaged groups and those without a family tradition of higher education.

2. *Improving the quality and relevance of higher education*
   By working closely with European and other partners, we can both enhance our existing programmes and build imaginative collaborative degrees of direct relevance to the labour market. Flexible learning platforms, including distance/blended learning, can only be encouraged by such co-operation. We are, for example, currently developing an innovative distance-learning project with a trans-national psychology laboratory, and we will build on such experience to enhance quality and link directly with the needs of employers.

3. *Strengthening quality through mobility and cross-border co-operation*
   Goldsmiths is self-evidently committed to European and international co-operation, and we intend to build on our research collaborations and our student mobility experience elsewhere to expand opportunities for student mobility within Europe.

4. *Making the knowledge triangle work*
   Ever-closer co-operation between HEIs and employers is essential for the future of individuals and for our national economies. Our research (e.g. through FP7 projects with national media) is already embedded in industry. Many of our programmes encourage entrepreneurship and innovation, with an unusual range of work placements; and this trend will be extended by further collaboration with European and international partners, including industry, governments and NGOs. In the cultural industries national boundaries are no barrier to the most innovative creative work, and Goldsmiths is at the forefront here: we want to extend the opportunities for students to share in this collaborative vision.

5. *Improving governance and funding*
   We already have in place robust systems for managing cross-border collaborations; but the increasing complexity of financial and quality procedures will require ever more specialist knowledge and rigorous monitoring. We will develop staff understanding of the issues involved, while maintaining an agile approach to new collaborative opportunities and to ways of leveraging funding sources for the wider good – enhanced student experience and attainment, and a strong European research base that crosses national as well as disciplinary boundaries.