

## **Erasmus Charter for Higher Education**

### **Erasmus Policy Statement 2021-2027**

#### **Mission & Strategy**

Art is highly international. A world in which art plays a prominent role is a better world. Stichting Hogeschool der Kunsten Den Haag (University of the Arts The Hague (HdK Den Haag), with its two faculties Royal Academy of Art (KABK) and the Royal Conservatoire (KC) aims to help create a better world. Together with research, professional practice skills and internationalisation form the three focus areas.

Mission: “Art is of an incalculable value, both intrinsically and in terms of the quality of life. HdK Den Haag plays its part by educating artists who can play a prominent and inspiring role in the creation, development, performance and innovation in the arts in a global context.”

Vision: “The dynamic in society and the arts calls for artists who are able to combine high artistic values with an open and inquisitive mind. Through our teaching and research, we offer students an educational environment in which they can pursue their artistic ambitions and develop their talent to the highest possible level with a view to a future international career.

The core values of HdK Den Haag are: excellence, critical inquisitive attitude, innovation, tradition, international, diversity, responsibility, cooperation.

Our internationalisation policy is devoted to improving the quality of teaching and research and to enriching our educational community. HdK Den Haag has acquired a leading position in that respect both in the Netherlands and elsewhere. We will continue along this path in the coming years. Three aspects of the policy which contribute to the internationalisation/modernisation strategy are:

- Adherence to and use of international qualification frameworks. Curricula and learning outcomes based on international/European standards, which have been developed by the European ‘Tuning’ project.

- An international learning environment. Achieved through international students and exchanges and traineeship abroad. Staff and teacher exchanges with partners. Strategic partnerships, joint programmes and modules, and projects with European and non-EER partners.
- Comparison and assessment by international peers. Benchmarking of all aspects of education with strategic partners. The use of international accreditation processes. This will lead to improvement, innovation and adjustment of our teaching practices, learning outcomes, curriculum, management and all the policies related to the execution of education.

The Erasmus+ programme plays a pivotal role in achieving the vision of the University, the above mentioned aspects of internationalisation, and modernisation strategy.

### Cooperation

Regional level: Together with University Leiden, HdK Den Haag provides the 3rd cycle education at the Faculty Academy of Creative and Performing Arts (ACPA). All teachers and staff are stimulated to do a PhD either through the ACPA or outside. At the moment HdK Den Haag and ACPA are supervising 70 PhD candidates. Furthermore, HdK Den Haag cooperates with all other institutions of higher education and the Municipal Office in The Hague on matters of student welfare and wellbeing, accommodation, internationalization at home, diversity and inclusion, sustainability and others.

National level: The HdK Den Haag works together with other universities of the arts on our sector agenda KUO-Next. This agenda is related to the Ministry of Education, Culture and Science's agenda on internationalisation of higher education, and research as well as to the agenda of the Association of Universities of Applied Sciences internationalisation of higher education. Head of International Affairs Royal Academy of Art/HdK Den Haag has founded and is the chair of the All Netherlands Art Academies International Relations Group as well as vice-chair of the All Netherlands Universities of Applied Sciences International Relations Group.

Even though our institutional cooperation's are spread all over the world, HdK has a strong focus on European collaborations.

International level: Royal Academy of Art is a member of the European League of Art Institutes, Cumulus Association of Institutions Art, Design, Media. Moreover, the Head of International Affairs of Royal Academy of Art/HdK Den Haag is the founder and chair of Platform International ELIA and is an opted board member of ELIA. She is also a founding member of the European Technicians Head Organisation/ELIA. It also created a European Peer Group on Quality Assurance (QuArts) and Internationalisation. The Royal Academy wants to continue its involvement with these platforms in order to keep working on international projects with other Erasmus+ partners.

Royal Conservatoire is a founding member of the MusiQuE – Music Quality Enhancement created for international accreditation of programmes. Royal Conservatoire has set up an international peer group ConNext Network and is participating in the European Chamber

Music Academy. Also, a founding member and coordinator of Innovative Conservatoire (ICON), as well as the European network for improvisation in higher music education METRIC. Furthermore, Royal Conservatoire is a member of European Association of Conservatoires (AEC), the European Association of Music in Schools (EAS), the International Music + Media Centre (IMZ), the International Association of Schools of Jazz (IASJ), and the Audio Engineering Society (AES).

Both ELIA and AEC are very active in the field of Art and Music. Both organise annual events, like AEC annual congress and International Relations Coordinators meetings, and ELIA has the annual Leadership Symposium, Biennial Conference, the annual Platform Internationalisation ELIA and the annual European Technicians Heads Organisation meetings. Both Royal Academy and Royal Conservatoire are active participants in these events. The Royal Conservatoire participates in several working groups of the European AEC project Strengthening Music in Society (SMS). Both AEC and ELIA are also partners in many of the international projects that both the faculties either initiated or are participating in. They help in dissemination, communication and evaluation of projects.

## **Participation in Erasmus+ Key Actions**

For the period 2021-2027 HdK Den Haag will take part in:

- KA1 – Learning mobility: The mobility of higher education students and staff,
- KA2 – Cooperation among organisations and institutions: Partnerships for Cooperation and exchanges of practices.

Student, teacher and staff mobility (incoming and outgoing) lead to an international learning environment. HdK Den Haag's student population consists of 65% European and non-European students and a large portion of our teaching staff is non-Dutch. There is a wide diversity of cultures and a lively international community.

### Students

We encourage our students to go and study at a partner institution or do a traineeship in a studio or company abroad. Gaining international experience at one of our partner conservatoires or academies is an extremely educational and beneficial experience in terms of our students' personal development. We also welcome quite a big number of exchange students at the conservatoire and the academy. The incoming exchange students are part of our regular programme and are fully integrated. International is the norm. The faculties place their curricula in an international context. We hold internal discussions about the meaning of internationalization for the substance and quality of our education. Students are part of this essential discussion. We organise foreign excursions and visit events outside the Netherlands.

## Teachers and staff

Both faculties invite international artists and teachers from partner institutions to give classes, lectures and workshops. Our teachers and supporting staff members are encouraged to take part in exchanges and staff trainings at our partners. This specifically, to expand their horizons, gain new insights and acquire international perspectives leading to innovations in the course and improvement in the teaching and working methods. Increasing intercultural awareness is also a part of these exchanges and trainings. Incoming teachers and staff bring with them a very different perspective and knowledge which help enrich both our programmes and improve the quality. Outgoing teachers and staff mobilities are also supported by the staff professional development budget of HdK Den Haag and is part of the faculty internationalisation strategies.

The meetings with our international artists and guests, meetings of different cultures, and opinions and viewpoints and perspectives and sometimes also confrontation make an important contribution to the students, teachers and supporting staff development and place their work and ideas and perspectives against different cultures and learn from them. Cherish the similarities and appreciate the differences!

## Strategic partnerships and projects

Partners of both Royal Academy of Art and Royal Conservatoire are very important for our international perspective. They serve as a source of inspiration and a frame of reference. We select partners with whom we share a vision of art education, culture and quality. We take part with partners in international projects on themes of common interests or involving joint performances, for example as part of Erasmus+ Strategic Partnerships. HdK Den Haag has taken part in very successful strategic partnerships projects, Creative Europe projects, ERASMUS+ Capacity Building projects and will continue to invest in these projects in the future. The focus of all the projects has been and will be on innovation of new teaching methods, and creating joint programmes, for example, the European Master for Chamber Music – ECMAster and the European Master for Early Music - EMEM. We are also creating double degrees in music, for example, the Master's specialization Audio Communication & Sonology together with Royal Conservatoire and Berlin University of Technology.

Attention is also being paid to curriculum development including environmental issues concerning micro plastics. As such, The Royal Academy of Art was very happy to collaborate with its strategic partners on the two year strategic partnership project Plastic Justice; a pan-European educational collaboration between five art and design academies in The Hague, Reykjavík, Barcelona, London and Vilnius. Together with regional environmentally engaged NGOs and scientists, the educational programme, including a conference, exhibition and website, focusses on the long-term impact of invisible micro-plastics on the human body. Plastic Justice aims to create new knowledge through cross-academic exchange and field-research promoting conscious design education for an upcoming generation.

Plastic Justice is funded by the Strategic Partnership programme of the European Union. Participating schools are: the Royal Academy of Art in The Hague, Iceland University of the

Arts in Reykjavík, Elisava in Barcelona, Central Saint Martins (UAL) in London and Vilnius Academy of Art together with ELIA – European League of Institutes of the Arts.

## **Impact of Participation in the Erasmus+ Programme**

The Erasmus+ programme has had a substantial impact on HdK Den Haag.

Royal Conservatoire has always been international and the scope and horizon of institutional cooperation have only been broadened in the past years. Many international project collaborations have been the result of our participation in the Erasmus+ programme. Royal Conservatoire has participated in seven Strategic Partnership Projects initiated by partners, and is currently taking part in one Strategic Partnership project, two Creative Europe projects and a Capacity Building project initiated by partners. Other inter-institutional projects like The European Chamber Music Master - ECMAster - is a unique two year joint European programme at master level for pre-existing chamber music ensembles. This programme is operated by seven European ECMA leading higher music education institutions. The European Master for Early Music is a top level international programme for students wanting to specialise in early music in an international environment. Both the faculties are taking part in International Benchmarking Exercises with European and non-European partners with the ultimate goal of providing the best quality education possible. The impact has been on the wider discussion in the area of quality assurance and assessment in higher arts education. As written in our institutional plan: through the deployment of international external examiners, critical friends and the participation in international accreditation activities, the HdK Den Haag is one of the European front-runners in the area of quality assurance and assessment. The Royal Conservatoire is, as one of the few institutions in the Netherlands, using international systems of accreditation to review its study programmes. The Royal Academy of Art is investigating the possibility of collaboration with *EQ-Arts*, a body established by the European League of Institutes of Arts (ELIA), to promote the quality of art education.

HdK Den Haag has always been interested in working with non-European partners. The Erasmus+ programme has made this possible. We are working on three projects and applied for a new one in the academic year 2020-2021. The main focus of these projects is the innovation and development of our curriculum by creating opportunities of bringing and exchanging specific knowledge concerning the programmes. To this end, staff exchanges included teaching mobility to partner academies and training also took place at both academies.

One of the major impacts of the Erasmus+ programme has been on the student, teacher and staff exchanges. There was always a high teaching mobility at the Royal Conservatoire. But at the Royal Academy of Art, the Erasmus+ programme has experienced a substantial growth in student exchange, traineeship and teachers and staff mobility (for example, six teacher/staff exchange in 2013 to around 35 in 2019). This programme has been a major part of the internationalisation strategy (2013-2020) and is still a major part in the new strategy (2019-2024) both at the institutional level and at the faculty level. Institutional

cooperation has led to working with strategic partnerships which is a major pillar in our strategy. Through student exchanges cooperation with certain institutions have been reinforced. Traineeship opportunities have led to increased connection between institutions and between institutions and industry.

Students are being educated to be independent artists who make a significant contribution to their discipline and to the society with their passion, profundity and experimental attitude. It is all about quality and quantity. This is why as a relatively small institution with 1650 students of which 65% international (European and non-European) we do not want to fix a number to the mobilities. The same applies to teacher and staff mobility. We will continue to strive to increase the number of students going on exchange and traineeships, and teachers and supporting staff going on teaching and training exchanges.

In the HdK Den Haag and its faculties, the internationalisation strategy is a priority and will remain a priority in the future. However, the actual number of study exchanges depend on the number of students being accepted after portfolio assessment by the partner institution. The internal applications are always higher than the actual number going on exchange. The impact for outgoing students, teachers and supporting staff and for those who stay home (Internationalisation at Home) and come in contact with incoming students, teachers and supporting staff is gaining a much wider perspective. They acquire intercultural skills that help them become professionals capable of working in a global context. Teachers and supporting staff are equipped with the knowledge needed to help build bridges between their own practices, the HdK Den Haag and the outside world for the students.