



# Erasmus Policy Statement

The Royal Danish Academy of Fine Arts, Schools of Architecture, Design and Conservation (KADK) has recently been merged and is undergoing a period of transition to ensure world-class education, research and artistic development. An explicit strategy for internationalization has not been formulated yet, however KADK is expecting to do so shortly as a platform for prioritizing future efforts.

The vision for the international profile of KADK is for the institution to make its mark as an internationally trendsetting university of architecture, design and conservation by virtue of quality, exposure, values, traditions and an international focus. At KADK, internationalisation is used purposefully to strengthen the quality of the programme, research and artistic activities.

The institution's aim is to accomplish this vision through Erasmus activities and the school's extensive Erasmus network. The *School of Design* was in 1990 one of the founding members of the current Cumulus International Association of Universities and Colleges of Art, Design and Media and is still an important partner. Through this network the school has collaboration with a number of Cumulus members on Erasmus mobility and collaboration within the framework of the Lifelong Learning Programme (LLP). The *School of Conservation* is closely linked to the European Network of Conservation-Restoration Education (ENCoRE) which includes relevant partners of leading end-user institutions in the form of archives, libraries, museum and research institutions as well as university departments and departments outside the field of conservation. The intention is to extend the general mobility activity within this framework as well as support new activities. The *School of Architecture* is deeply involved in the thematic network of EHNSA (European Network of Head of Schools of Architecture). The aim of the network is to analyse and compare existing teaching methods and to define and develop new teaching methods within the architectural discipline.

The institution's objective is to engage in the Erasmus Programme as a vehicle of promoting exchange on multiple levels. The increasingly international labour market makes it essential to acquire international experiences and intercultural competences. KADK is facing a growing interest among students to do an Erasmus placement (see 3.). Student and teacher mobility is a key feature of internationalisation at KADK and is further strengthened by the participation in various Erasmus Intensive Programmes.

Erasmus activities are an integrated and visible part of the school's internationalization. The schools' websites and intranets contain extensive information on opportunities for mobility within the Erasmus Programme. The school hosts annual meetings for our own students concerning the possibilities of student mobility including information on the possibilities within the LLP.

The EUC will be framed and placed in the school's study administration visible to all students and staff.



Danish legislation calls for tolerance and respect with regard to human diversity and protects the rights of minorities. KADK considers itself and extension of the Danish society at large, reflecting the measures taken to secure equal participation of all regardless of gender, ethnicity, religion or disabilities.

High quality in mobility activities is a priority and KADK strives to maintain a high level of information. We constantly seek to review our Erasmus agreements in order to ensure cooperation with schools with which we share strategies, values and development.

The credit system at KADK is the ECTS system and Erasmus students are also awarded ECTS. Students from KADK who participate in Erasmus exchange gain full recognition for their studies.

The 3+2+3 educational structure with bachelor, master and Ph.D programmes and with ECTS credits and ECTS grades conforming to the Bologna Declaration was introduced in 2002/2003 greatly facilitating the transfer of credits.

KADK offers counselling to outgoing students. The school hosts annual meetings for outgoing students concerning mobility including information on LLP. The meetings include presentations by students who have participated in Erasmus mobility. Lastly, the school has extensive information concerning mobility on the intranet including evaluations from students who have participated in Erasmus mobility.

Incoming exchange students are sent a welcome package when they have been accepted for an exchange. The package includes information on residence permits/visa, health insurance, practical information on moving to Denmark and information on finding accommodation.

A welcome session for all incoming exchange students is held just before every semester begins. The students are introduced to the curriculum and credit system and get an introduction to the department they have been accepted to.

All incoming students are offered a Danish language course which is held at the school by a local language school.

It is possible for teaching staff to participate in mobility through many of our Erasmus agreement which include teacher mobility. The teachers are given full recognition for mobility and are encouraged to pursue mobility. In order to increase staff mobility, the school will adopt guidelines for mobility and will draw attention to the new possibilities for administrative staff mobility within LLP.

The placement programme at KADK is an optional, integrated, and fully recognized part of the study programme and credits are given accordingly. During their placement the students work under external supervision at a relevant institution for a continuous period of between 2½ and 5 months equivalent to maximum 30 ECTS. The overall aim of the placement is to teach practical skills and routines relevant to the specialisation of the student. Specific aims for the individual student are agreed between KADK and the placement institution and are recorded in a placement agreement. This ensures that the student is subject to



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the same insurance, working environment and security regulations that apply to the regular staff of the placement institution. On the one hand the placement affords the placement institution an opportunity of increased cooperation with and contact to KADK and a direct influence on the academic development of the student; on the other the placement gives KADK an opportunity to receive feedback on the theoretical and methodical teaching of the study programmes. A successful and fruitful placement is thus based on openness and a positive collaboration between KADK, the placement institution and the student. It is also a condition that the placement institution establishes the necessary framework for the successful completion of the placement and ensures that the placement supervisor has the necessary scope to carry out the supervision. Finally, it is necessary that the placement supervisor and student co-operate closely and have the will to give and receive constructive criticism and directions. KADK on its part will endeavour to ensure that students who choose a placement stay at a relevant institution gain a positive element in their education which will enhance their employability later on. Upon completion of the placement period the placement and the institution both complete reports to KADK evaluating the student's work.