

Overall Strategy

ERASMUS POLICY STATEMENT 2014 – 2020

The Board of the Royal Institute of Art (RIA) has set as a goal that "the students will achieve such proficiency that it will be possible for them to, on equal merit, take part in and affect the artistic context, both in Sweden and abroad". In order that the students will be able, as professional artists, to assert themselves in the international art context, it is important that they have already had the opportunity to gain an international outlook and international contacts while they were studying. Study trips, international art exhibitions and workshops, guest teachers from abroad, and student and teacher exchanges, as well as internships are important elements that RIA is investing in order to achieve this goal.

It is fundamental to RIA's international activities that internationalisation must be an active feature of its study programmes. This has been incorporated into the syllabi for study programmes in fine art. Not all students travel abroad, therefore, the central focus of the internationalisation efforts at RIA must be on 'internationalisation at home'. There must be a marked international perspective in the study programmes' content, and it is important to integrate international students and teachers in order to create an international knowledge environment at the Institute. RIA's study programmes, which are characterised by individual supervision and teaching in small groups, facilitate this integration.

RIA strives, in its choice of collaborative partners, to offer exchanges with art schools at the highest international level. The art schools' geographic location is significant, as the emphasis is not only on the education the school can offer as part of the students' studies abroad. It is also important that the students are offered new influences, resulting from contact with the cultural life of the region. RIA would like to offer a wide range of exchange schools in various countries, with different orientations and strengths. A balance is sought in the international collaboration agreements. The majority of RIA's partner schools are still in Europe, however, a wider geographic spread is desired, and, in order to offer a greater cultural variety, RIA is also backing collaborations outside of Europe. This applies, primarily, to institutions in Asia and America. Erasmus, Nordplus and Linnaeus-Palme, which RIA participates in, are important programmes which facilitate this mobility, but agreements with alternative financing also exist and additional opportunities will be investigated. As part of the process of assuring the quality of the internationalisation efforts, the international collaboration agreements are regularly reviewed. Another important part of developing and assuring the quality of these international activities is to utilise the experiences of not only the students and teachers who have travelled abroad, but also those who have come from abroad, which is done both verbally and in writing.

Student exchange agreements are directed at students in the first and second cycles. The students are encouraged to expand their perspectives and knowledge by participating in those courses and programmes at the exchange institution which are not offered at home. RIA has recently decided on new programme syllabi for its programmes in fine art and has no plans to develop any double degrees or joint degrees in the near future. RIA is not able to issue third cycle degrees on its own, but employs doctoral students who are registered at another institution. Doctoral students in artistic research are relatively new to RIA and RIA constitutes a small environment, therefore international collaboration and exchange is a priority in this area.

RIA has yet to run student traineeships, but it is something that RIA would like to develop throughout the period 2014-2020. Knowledge of how to run your own business is essential for an artist, and RIA can see that working as an artist's assistant would be an example of an internship which provides an art student with useful knowledge and experience which they can take with them into their working life. RIA has an educational structure which promotes opportunities for traineeships and exchanges,

as there is great flexibility to structure the study programme to suit the individual. Introducing traineeships obviously requires that a network of contacts is built up and that quality assurance is performed.

RIA would like to actively increase the number of teacher and staff exchanges. RIA already has many international guest teachers, but would like to increase the proportion of guest teachers who come from schools which are exchange partners, as well as facilitate and encourage RIA's teachers to take part in teacher and staff exchanges.

Staff training provides a good opportunity for the individual to develop their skills and expertise, but RIA also see them as an important way to create a closer collaboration with a partner school. In order to bring KKH and partner schools into closer contact, collaboration on several different levels is required. It is the policy of RIA to prioritise staff training with its partner schools.

Throughout this period, RIA is not primarily aiming at increasing the number of collaboration partners, but to collaborate more closely with some partners, which may lead to strategic partnerships. The long-term relationships that generate both student, and teacher and staff exchanges will be prioritised. KKH is a small institution with about 230 students and 65 employees, and does not have the resources, at present, to coordinate a strategic partnership, however, it is able to be involved as a partner in such a collaboration.

In relation to the goal in the EU's Modernisation Agenda, RIA would like to emphasise its active work with the knowledge triangle: education-research-society. Investments have been made in artistic research, and RIA is involved in the national artistic research school (*Konstnärliga forskarskolan*) in order to undertake research in a larger environment than KKH can offer in itself. Within this area, which is currently under construction, international contacts and collaboration are important aspect which RIA would like to develop further.

RIA works in different ways with society, for example through collaboration with different institutions and organisations. A couple of collaborations involve ventures which aim to reach young people in areas who would not normally, to any great extent, come into contact with art or art education. The aim is to widen access to the Institute in the long-term. Just as international students contribute with their perspective to the study programmes, other types of diversity are also important in order to create an interesting and inspiring learning environment. Making RIA accessible to disabled students is a priority area, and one which we are investing in.

Thanks to the public exhibitions arranged by us, the community can take part in the activities that are taking place at RIA. RIA also regularly takes part in international exhibitions in collaboration with our foreign partner schools or other institutions. This provides valuable international experience for students in advance of their start of their careers. Teacher exchanges are important ways through which to institute other collaborative activities with a partner institution such as international workshops or exhibitions.

RIA is investing so that we can support each student in their artistry and their future career in the best possible way. This means that the Institute offers many different opportunities and alternatives, so the programme can be adapted to suit the individual. In addition to a wide range of exchange schools, we think that traineeships will offer the students an opportunity, while they are studying, to gain international experience which can be adapted to their developmental needs and equip them with skills they can bring to their working lives.