

Det Jyske Kunstakademi

Erasmus Policy Statement

21 May 2020

The Jutland Art Academy is an independent institution offering a five-year programme in Visual Art. The academy is recognized as a higher education by the Danish Ministry of Higher Education and Science as well as the Danish Ministry of Culture. The academy is recognised by Erasmus+ and has participated in the Erasmus programme since 2007. In addition, the institution is a member of ELIA (the European League of Institutes of the Arts) and KUNO (the Nordic-Baltic network of art academies).

The Jutland Art Academy's mission is to educate artists at the highest international level for a professional career within the field of contemporary art and to promote knowledge about visual art and contemporary art theory. The objective is to create a dynamic programme, which corresponds with the latest developments within contemporary art while promoting democratic values, critical thinking, and innovative and experimental approaches to art making. Moreover, the academy's ambition is to contribute to knowledge production and methods within the field of higher learning of visual art.

The institutional strategic objectives are:

- To increase internationalisation
- To improve quality assurance on the level of education
- To Improve professionalism of graduates (employability)
- And innovation in the course programme and teaching methodology

Rooted in contemporary art practice and theory, the non-departmental study programme combines a broad section of visual art media and techniques with an introduction to art history and contemporary theory. While emphasising the individual practice, the programme is set within a broader scope of contemporary culture and society. Internationalization is a central part of the overall strategy for the development and modernization of Jutland Art Academy, and international student and staff mobility are essential means to reaching the objectives and strategic goals of the institution.

By participating in the Erasmus Programme Jutland Art Academy envision achieving the following educational objectives:

1. To maintain and develop an international studying and teaching environment at the academy.
2. To develop the students' language skills and understanding of cultural diversity.
3. To improve international networks, knowledge exchange and peer-learning for students and staff.
4. That all students gain knowledge of a European cultural and political context.

It is the aim of the Jutland Art Academy to maintain and improve its ongoing internationalisation in order to secure the exchange and circulation of knowledge and artistic currents, to provide a growing international network for students as well as teaching and administrative staff and to lay the groundwork for future collaborations. While artists and art institutions are always locally anchored, the contemporary art world today is highly globalised and competitive. It is crucial for our students – and for any young artist who wishes to pursue a professional carrier as a visual artist – to understand the dynamics of the international art system and how to operate within it. It is also key to understand how artistic practice relates to society and democracy in a broader

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perspective. Meanwhile, it is also crucial that the students obtain an international outlook and comprehend their own embeddedness as artists in the European history of art as well as cultural and political history. At the Jutland Art Academy, we comprehend this not merely as a part of the curriculum but as an integrated practice in the institutional life. Following, the Erasmus Programme helps the institution implementing practices that substantiate the four educational objectives and will help sustain the strategic work towards the institutional objectives.

Action and implementation

The academy will take part in “Learning mobility” programme. This will be implemented through a strong encouragement for students and teachers to visit other art academies and similar study programmes. Students are guided to plan their studies abroad well in advance. Prior to the application process, the academy (through other external funding) supports research visits to the city and academy, where students wish to do their exchange study. New study regulations (with effect from autumn 2020) allow students to go on exchange on any semester but the 6th and 10th (final) semester. The combined English and Danish language study programme, prepares the Danish students for future outgoing exchange studies and an international professional career, while at the same time providing an easy integration of incoming exchange students into the programme. Teachers are encouraged to visit other academies in order to exchange knowledge and experience either as guest-teachers or for training purposes. The teacher travel within the mobility programme might also lay the groundwork for future collaboration on teaching/projects. It can either be a mutual exchange or one-way mobility, in both cases with workload recognition.

The Erasmus Charter provides a framework for a transparent and fair facilitation of mobility which is administrated by each institution’s Erasmus Coordinator. At the Jutland Art Academy one or two semesters of exchange study has already been established as a norm, primarily within the Erasmus framework. Other student exchange occurs within the KUNO network and through other bilateral agreements.

The Erasmus Coordinator is responsible for the main administration and communication regarding mobility. Information is provided at the website and in the course catalogue. At least once a year, the Erasmus Coordinator invites all students to an information meeting about exchange, what it requires and the procedures it entails. Applicants are most often in contact with the academy’s Erasmus Coordinator before applying. Incoming applications are first administratively assessed by the Erasmus Coordinator, and then passed on to the faculty for further assessment. The academy accepts incoming exchange students from comparable programmes at higher education institutions as long as it is within the school’s capacity.

The study programme is structured to support the students administratively and academically. A review per semester of the students’ portfolio helps prepare the outgoing students’ application for exchange as well as documenting incoming students’ artistic work to complement the course records (diploma supplement). Incoming students are assigned one (or more) student mentor(s) to facilitate social inclusion and to help with smaller everyday challenges and linguistic barriers in addition to the institutional communication. The incoming student is also connected to a specific teacher who functions as an academic study-counsellor and head of the critique class. In addition, the student is free to seek study related guidance from other teachers. Incoming and returning students share their knowledge and experiences from being on exchange at regular network events. Students are also encouraged to maintain the network they develop through the exchange by organizing shared exhibitions or other joint activities. Upon return, outgoing students and teachers are asked to produce a report evaluating their learning outcome and

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personal experiences. This report complements the mandatory evaluation report from Erasmus+, and for students it serves the function of sharing knowledge within the academy community and for students. In particular it serves a function in relation to the individual study counselling. The administration and the faculty use these formal and informal reports to assess the feedback in order to improve the teaching at the school as well as administration of and support to staff and students during exchange.

The majority of students choose to seize the mobility opportunity. These students obtain individual skills and competences which they will benefit from in their professional life. Through peer-to-peer learning, this also contributes to the development of important skills and help the shaping of an international horizon within the student community. In this way, they gain a much broader understanding of the European realm and beyond. In addition to the learning outcomes, students' and teachers' mobility contribute to achieving other strategic objectives of the academy such as quality assurance through cooperation and innovation in the course programme and teaching methodology.

Teacher mobility can support the quality assurance through direct input and an alignment with – and negotiation of – international standards, and it plays a central role in the ambition to develop and renew pedagogics and teaching methodology. The experimental approach at the Jutland Art Academy can function as teaching laboratory, and it is the hope that experiences and knowledge acquisition within the teaching methodology can be shared for the benefit of colleagues and partner institutions.

Impact and targets

Participating in the Erasmus+ Programme is envisaged to expand on the numbers of bilateral agreements between the Jutland Art Academy and other Fine Art study programmes within the EU and associate countries.

The academy stresses the importance of integrating incoming students into the student community. If this integration is successful, the student mobility scheme is expected to contribute to the internationalisation of the studying environment. An international environment should be reflected in the learning outcome of the study programme and professionalisation of the graduating student on the level of knowledge, skills, competences and experience. This applies to the subjects taught as well as meta-competences such as cultural understanding and communication, professional networking etc.

The teacher mobility scheme is envisioned to provide mutual exchange of knowledge and inspiration to a development of the programme. It is also expected over time to contribute to an innovation of the teaching methodology and pedagogics, which is one of the strategic targets of the academy.

Quantitative targets for Erasmus+ actions:

New bilateral agreements: 4 within the period of the charter.

Student mobility: outgoing 7 students per semester. Incoming 5 students per semester year. This means that the academy wishes to increase the number of incoming students.

Teacher mobility: 1 teacher per year (one or two-way).

Qualitative targets:

- The programme helps the assurance of the quality of all mobility.
- That students develop a strong sense of democracy and debate culture as well as an engagement in civil society.
- That students improve their knowledge of cultural diversity, communication skills and a broadened international horizon.
- That graduating students has an increased professionalism and employability
- That students develop their competences within entrepreneurship and selforganization.
- That the academy, its teachers and students develop a professional international network

The qualitative targets are both tangible and intangible. While the skills, knowledge and competences are being monitored by the faculty and external censors (critics) and advisors, the academy follows the careers of its graduates and occasionally produces statistics over its merits.