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Erasmus+ Programme (ERASMUS)

Application Form

Technical Description (Part B)

Erasmus Charter for Higher Education (ECHE) 2021-2027

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Disclaimer

This document is aimed at informing applicants. It serves only as an example. The actual web forms and templates are provided in the Funding & Tenders Portal Submission System (and may contain certain differences). The applications (including annexes and supporting documents) must be prepared and submitted online via the Portal.



1. ERASMUS POLICY STATEMENT (EPS)

ERASMUS POLICY STATEMENT

Participation in Erasmus+

Describe how you plan to participate in Erasmus+ actions in the future.

Explain how they will be implemented in practice at your institution.

Note: The following types of Erasmus+ activities are open to HEIs:

- Key Action 1 (KA1) - Learning mobility of individuals:
 - Mobility project for higher education students and staff
 - Student mobility for studies
 - Student mobility for traineeships
 - Staff mobility for teaching
 - Staff mobility for training
 - Blended intensive programmes
- Key Action 2 (KA2) - Cooperation among organisations and institutions:
 - Partnerships for Cooperation
 - Partnerships for Excellence – European Universities
 - Partnerships for Excellence - Erasmus Mundus Joint Master Degrees
 - Partnerships for Innovation
 - Alliances for Innovation
- Key Action 3 (KA3) - Support to policy development and cooperation.
- Jean Monnet Actions

Strategy, objectives and impact


What would you like to achieve by participating in the Erasmus+ Programme? Which are the policy objectives you intend to pursue? Describe how the participation fits into your institutional, internationalisation and modernisation strategies.

What is the envisaged impact of the participation on your institution? Explain how you expect the participation to contribute towards achieving the objectives of your institutional strategy. Explain how it will contribute to making your institution more modern and more international. Explain how you expect the participation to contribute to the goal of building a European Education Area.

Note: The objectives should be clear, measurable, realistic and achievable.

Indicators

For each objective, define appropriate indicators for measuring achievement (e.g. mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects, sustainability/long-term impact of projects, etc.). Link the targets to a timeline.

 If you change your activities or objectives, please don't forget to update the EPS on your website and inform your Erasmus+ National Agency.

Participation in Erasmus+

OVERVIEW

The Milan branch of the SAE Institute is part of a global network of over 50 campuses in 26 countries: after starting its activity in Milan in 1996 as provider of post-secondary technical courses in **audio engineering**, it has evolved into one of the most important national operators for higher education in the fields of **Creative Media Industries**. The **success of its courses** has allowed the Institute to **extend its offering** to the fields of film and television, 2D/3D animation, videogames, and music business. With the mission of **preparing future generations of creative workers**, SAE Institute courses are focused on professional training and direct practice, prioritizing **project-based learning models**.

At legislative level, SAE Institute Milano is a Non-state institution operating within the national AFAM framework (which stands for Higher Education in Art, Music and Dance) authorized at ministerial level to award official first level academic diplomas (*Corsi di diploma accademico di primo livello*: First Cycle QF-EHEA - Level 6 EQF Italian qualification). The ministerial authorization is formulated by the Ministerial Decree 280/2017, pursuant to Article 11 of Presidential Decree No. 212/2005. The authorized programs that will be involved in the Erasmus+ projects are the *Diploma Accademico in Produzione Audio* and the *Diploma Accademico di Primo Livello in Produzione Cinetelevisiva e Nuovi Media*.

SAE's **international vocation** is mainly expressed by its **extensive network of branches** located all over the world (Europe, United Kingdom, North America and Australia) even if, nowadays, its potential internationalization is still not fully explored. In this sense, mobility of students and teachers, as well as the

possibility to take part to cooperation projects, will be incredible opportunities to SAE to foster, through Erasmus+ actions, a new international strategy.

ERASMUS ACTIONS RELEVANT FOR THE INSTITUTIONAL STRATEGY

The objectives of SAE Institute's **internationalization process** fall under both **Key Action 1**, which promotes learning of individuals through mobility, and will be implemented for students as well as faculty, and **Key Action 2**, which promotes cooperation for innovation and exchange of best practices.

• **Key Action 1**

SAE Institute is interested in expanding mobility opportunities both **among the branches of its network**, which will be encouraged to take part in this process, and through collaboration with **different Universities** located in the Mediterranean and Northern European area with higher levels of mobility.

Specific actions:

1. **mobility projects** for students and staff in higher education;
2. **virtual exchanges** in higher education.

The overall goal related to SAE's participation in mobility actions is to **contribute to the professional and personal growth** of incoming and outgoing students and faculty.

In detail, by facilitating the **exchange of students** in different European and national contexts, it is expected to:

- expose them to different **points of view, knowledge, research methods and working practices** in the audiovisual field;
- develop their **transversal skills** such as communication skills, critical thinking, problem solving and adaptability, now widely known to be required in the work environment;
- develop their **technical and digital skills**, enabling them to tackle the occupational and social challenges of today and tomorrow;
- increase their **awareness of diversity**, whether social, ethnic, linguistic, gender or cultural.

On the other hand, by envisioning an ecosystem in which **faculty** can teach or train abroad, SAE plans to:

- Enable them to **share skills and acquire new ones** related to innovative pedagogies to be applied in their teaching practices.
- Improve **professional and career development opportunities**.
- Expand **soft skills** in relation to their interpersonal and communication skills.
- Exchange **good practices** and ensure **better cooperation** between institutions (also related to Key Action 2 activities).

• **Key Action 2**

In the second key action, a specific interest concerns **partnerships for cooperation and innovation alliances**. Through participation in KA2 projects, it is intended to contribute to the achievement of the following **strategic objectives**:

- Improve **transnational cooperation**;
- strengthen the **link with the business sector** in order to develop new, innovative and multidisciplinary approaches to teaching and learning, helping to **bridge the gap** between the skills required by the labour market and those provided by the educational system.

Specifically, the priorities of the **partnerships for cooperation** in higher education align with SAE Institute's institutional **strategic plan and modernization agenda**, with a focus on: promoting **internationalization**; developing **teaching practices** that better address **student learning needs** and provide **skills in line with labor market demand**; implementing **transdisciplinary methods** and innovative pedagogies; and developing curricula focused on **advanced digital skills** (for application to the creative sector).

The objectives of the **Innovation Alliances**, aimed at strengthening Europe's capacity for innovation through cooperation and the flow of knowledge between the world of education and the socio-economic environment in general, are perfectly aligned with the specific nature of the **educational offer of SAE Institute**: in fact, it is anchored to the adoption of teaching methodologies based on **hands-on, project-based learning** and works in **modern, cutting edge spaces** that enable the **implementation of increasingly complex projects**.

PRACTICAL IMPLEMENTATION

The **administrative framework to support and manage the mobility of individuals** (both incoming and outgoing) under **Key Action 1** will be implemented and monitored by the **Erasmus Office**, which is in charge of the development of the **internationalization strategy** of SAE institute and specifically deals with **the promotion, management and implementation of mobility programs** by leveraging resources such as the **ErasmusApp** and the **Erasmus Without Paper Network**, following 3 main phases:

- **Preparation phase:** management of inter-institutional agreements; creation of exchange programs; creation of information and dissemination of material on Erasmus+ grants; selection of participants according to ECHE principles of transparency and equality; support to outgoing participants in defining their program of activities abroad; logistical support for incoming and outgoing participants in finding accommodation, taking out insurance, obtaining visas, etc.
- **Implementation Phase:** welcoming incoming participants by facilitating moments of integration with the Institution's community; support and mentoring; language support for incoming participants.
- **Follow-up phase:** formal recognition of the activities carried out abroad according to the ECTS system for student mobility; evaluation of the impact of the mobility project implemented and, based on the results, planning of corrective measures to improve and refine the mobility process.

The **calls for international mobility** will be launched annually and the types of mobility eligible will be:

- **Physical mobility:** to be carried out entirely in the country of destination;
- **Blended mobility:** to be carried out partly in virtual mode in the country of residence and partly by physically going abroad.

Students may experience:

- a period abroad for study purposes;
- a period abroad for internship purposes.

Teaching staff may experience:

- a period abroad for teaching purposes;
- a period abroad for training purposes.

The development of activities related to **Key Action 2** will be managed by the Campus Management and the Academic Board, supported by administrative and academic offices, which will be responsible for:

- developing international relations and cooperation through the **drafting of collaboration agreements** and all the necessary **administrative documents** for the partnership;
- **promoting opportunities** offered by cooperation projects to students and staff;
- **communicating and disseminating** cooperation activities;
- **reporting and monitoring** of projects.

The first phase of implementation of this kind of actions will concern the **research of collaboration opportunities from the European countries where the SAE Network is already present:** Spain, France, Greece, Netherlands, Belgium.

Strategy, objectives and impact

SAE Institute operates in the field of education with a specific focus on the sector of creative industries and with headquarters located all around the world.

The aim of the school is training **future professionals** with a **practical approach**, valuable to get to the labour market with a competitive advantage given by a **deep knowledge of tools and applied methodologies** dealing with creativity in the fields of music, games and audio-visual.

The pursuit of the **key actions** presented above, which is to say the promotion of learning through mobility and cooperation for the innovation and the exchange of best practices, reflects the overall strategy of the institution in approaching the application to the Erasmus+ Programme. This strategy is ruled by two main growth goals: **internationalisation** and **modernization**.

The strategy underlying SAE Institute application is thus articulated into **five axes** that can be traced back to the two growth goals mentioned before. On the one side, the growth goal of **internationalisation** is connected to three main axes aiming at improving:

- the **training offer** quality (*Strategic axis 1*).

- the national and the international **positioning** (*Strategic axis 2*).
- the **global educational experience** (*Strategic axis 3*).

On the other side, **modernization** is intended to be pursued through:

- the improvement of **digitalization** processes (*Strategic axis 4*).
- the improvement of **research methodologies and practices** (*Strategic axis 5*).

The latter two axes intersect the former ones since they are supposed to be able to foster internationalisation in all its aspects.

Strategic axes and their connected objectives are described below.

As mentioned before, a more **international vocation and characterization** of the school will be obtained thanks to an intensive plan aiming at improving:

- **The training offer quality** | an increased training offer quality is a strategic goal that SAE intends to reach with this application. This is intended to meet needs of both international and Italian students and teachers. Three main aspects will contribute to the improvement of the training offer quality thus turning as objectives of the internationalization plan:
 - **faculty**, meaning attracting both permanent and visiting teachers from abroad thanks to international exchange practices being confident that this will contribute to the development of SAE training approach and to its overall environment.
 - **diversification of courses**, meaning increasing the quality and the variety of courses thanks to synergies activated by the program between Italian and foreign teachers, as well as between old and new ones.
 - **new educational practices and methodologies**, facilitated by the fact that SAE heavily invests in its campuses to ensure students will be learning on the latest equipment, using industry-leading software. SAE's creative campus in Milan offers inspiring spaces to work collaboratively with classmates from other course and other disciplines. Indeed, the Erasmus+ Programme will be an incredible opportunity for foreign student and teachers to live a deep experience of physical venues where facilities and equipment become crucial to the development of new learning process. A more international environment and the well-equipped campus would be key to the strengthening of new learning modalities such as workshops and team work.
- **Positioning** | internationalization is essential for the positioning of SAE Institute Milan due to its mission that highly orients the institution towards globalized creative markets in which its competitive advantage is highly recognized. Therefore, the positioning axis deals with the following objectives:
 - **Increasing attractiveness**, one of the most relevant goals of the application to the Erasmus+ Programme is that of further enhancing the Institute's ability to attract students and teachers from abroad.
 - **Fostering international relations**, another important issue linked to the implementation of the internationalization plan is that of increasing the number and the quality of foreign partners, both in terms of institutions and firms. This will enable new practices oriented to continuous sharing of experiences and competences.
 - **Improving professionalization** for both staff, which will gain international exposure, and students, which will gain visibility in the labour market.
 - **Increasing classes diversification**, thanks to the presence of several teachers and students that will guarantee to the whole environment an increased inner diversity but also an always more intense interaction among people coming from different cultures and sharing different mindsets.
- **Global experience** | SAE is conscious that students' global satisfaction does not end in learning activities, so internationalization is also an opportunity to improve the global experience for both students and professors. This will guarantee higher quality services for incoming students and staff, as well as for the traditional audience of SAE Institute Milan. The improvement of the global experience will be reached through the following objectives:
 - **To increase quality and variety of side services** offered to incoming people (such as administrative issues, credits recognition and support in accommodation) in order to integrate the educational experience.
 - **To encourage equity, inclusion and sustainability** in order to foster overall wellbeing among students, teachers and the broader school community.
 - **To improve procedures' efficiency**, especially reducing the time used to approve requests, increasing automatization and enhancing the ability to prevent delays and neglects.

On the other hand, the growth goal of modernization involves two main axes:

- **Digitalization** | the axis is already key to the institution due to its area of specialization, but it will be further strengthened thanks to the application to the Erasmus+ Programme. Indeed, digitalization will have a strong impact on previously exposed axes: diversification of courses and new educational practices and methodologies (training offer quality), attractiveness and professionalization (positioning), side services, equity, inclusion and sustainability, efficiency of procedures (global experience). It is foreseen to adopt digital tools provided by the program such as the Erasmus Without Paper platform and the European Student Card initiative.
- **Research** | it has the main understanding of finding new approaches to training and learning. Research will have a strong impact on some of the previously exposed axes: faculty, diversification of courses and new educational practices and methodologies (training offer quality), attractiveness, international relations, professionalization (positioning), equity, inclusion and sustainability (global experience).

Therefore, the main **impact** that the Erasmus+ Programme would produce for SAE Institute Milan, attributable to the macro-fields of internationalization and modernization, is the creation of a more dynamic environment for students and professor that recognises the relevance of studying abroad as a tool for both perfecting one's education and training one's mindset to complex situations through experiencing diversity in culture, points of view, teaching and learning experiences.

On the one end, Erasmus+ can help the school to reach its growth goals in terms of internationalisation and modernization, on the other end, however, SAE will contribute to the Programme thanks to its specialized experience in competitive sectors. For example, **cinema** is an Italian excellence in terms of productive capacity and evocative power of its products, **design** is one of the talents Milan is most known for and **the music industry** can count on numerous record labels based in the city and on a vibrant scene of artists and clubs. In addition to that, SAE Institute Milan operates in the evolving field of videogames, that is experiencing a strong growth in the creative sector. Therefore, the role of SAE Institute as a **bridge to reference communities** of creatives, firms and networks (both national and international) is a valuable asset for the entire Erasmus+ Programme.

Indicators

STRATEGIC AXES	OBJECTIVES	INDICATORS	TYPES	TARGET	YEARS
Training offer quality	Visiting professor attraction	n. of visiting professor for each academic year	Quantitative	+5% +20%	2023 2027
	Diversification of courses	n. of new courses activated	Quantitative	+10% +25%	2023 2027
		level of student satisfaction	Quantitative	+5% +20%	2023 2027
	Facilitation of new educational practices and methodologies	Level of student and teacher satisfaction	Quantitative	+5% +20%	2023 2027
Positioning	Increasing attractiveness	Perception of the Institution's offers	Qualitative		2023 2027
		n. of incoming students and teachers from partner	Quantitative	No previous estimation +10%	2023 2027

		HEI completing their mobility program			
	Fostering international relation	n. of new european partnership activated especially under key action 2	Quantitative	+2 +10	2023 2027
	Improving professionalization for student and staff	Percentage of graduates employed one year after graduation	Qualitative	+5% +20%	2023 2027
Global Experience	Increasing quality of mobility program	Level of satisfaction of students and teachers concerning their mobility experiences	Quantitative	No previous estimation +10%	2023 2027
	Fostering an inclusive and equal ecosystem	n. of female students participating in exchange programs	Quantitative	No previous estimation +10%	2023 2027
		n. of female students enrolled in SAE's courses	Quantitative	+5% +10%	2023 2027
		n. of students and staff attending Italian language courses	Quantitative	+5% +10%	2023 2027
	Improve procedures' efficiency	Quality of the support for mobility participants before, during, and after the mobility	Qualitative		2023 2027
Digitalisation	Implementation of digitalised learning and teaching tools	Platform for virtual exchanges	Qualitative		2023 2027
	Digitalised administratives procedures	n. of digitalised processes related to Erasmus activities	Quantitative	+10% +20%	2023 2027
		n° of mobility students that have downloaded the Erasmus+ mobile App	Quantitative	No previous estimation +20%	2023 2027
Reaserch	Increased research quality	Number of funded research project	Quantitative	+1 +5	2023 2027