



# Erasmus Charter for Higher Education 2014-2020

## Application Form Call: 2014

Note: The data of this application form will be used by the European Commission/ Executive Agency EACEA and National Agencies for evaluation and monitoring

<b>Program</b>	<b>The 2014-2020 EU programme for education, training, youth and sport proposed by the European Commission on 23 November 2011 (hereafter the Programme)*</b>
<b>Action</b>	<b>Erasmus Charter for Higher Education</b>
<b>Call</b>	<b>2014</b>
<b>Deadline for Submission (dd-mm-yyyy)</b>	<b>15/05/2013 12:00 midday Brussels time.</b>
<b>Application language</b>	<b>EN</b>
<b>Correspondence Language</b>	<b>EN</b>

**268182-LA-1-2014-1-UK-E4AKA1-ECHE-1**

**Applicant's previous EUC number (if applicable):**

XXXXXX-IC-1-200X-1-XX-ERASMUS-EUC-1

**Erasmus Policy Statement (Overall Strategy) section D of this application form - original language (official EU languages): EN**

If the original language is not English, French or German, the Erasmus Policy Statement (EPS) should also be provided in one of those three languages.

**Erasmus Policy Statement translation language (if applicable): -**

### **Acknowledgement of receipt**

After submission, applicants are invited to consult the website of the Education, Audiovisual & Culture Executive Agency - EACEA to check successful receipt of their Erasmus Charter for Higher Education (ECHE) application. If by the second week after the deadline, the application has not been listed on the website, the applicant should contact the EACEA (e-mail: [EACEA-ECHE@ec.europa.eu](mailto:EACEA-ECHE@ec.europa.eu)).

\* COM(2011) 788 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0788:FIN:EN:PDF>)

## Applicant Organisation

### A.1. Applicant Organisation

PIC, if available. Cf. Application manual	999873479
Full legal name (official name in latin characters)	ST GEORGE'S HOSPITAL MEDICAL SCHOOL
Full legal name (English name)	ST GEORGE'S HOSPITAL MEDICAL SCHOOL
Acronym	SGHMS
Erasmus code (e.g. F PARIS33) - if available	LONDON055
Address (N°, street, avenue, etc.)	CRANMER TERRACE
Country	United Kingdom
Region	OUTER LONDON
Post code	SW17 0RE
City	LONDON
Website	<a href="http://www.sgul.ac.uk">http://www.sgul.ac.uk</a>

### A.2. Legal Representative

Title	MR
Gender	Male
First Name	MARK
Family Name	BERY
Position	CHIEF OPERATING OFFICER
E-mail	MBERY@SGUL.AC.UK
Telephone (including country / area codes)	442087250395
Address (n°, street, avenue, etc)	CRANMER TERRACE
Country	UK, United Kingdom
Post code	SW17 0RE
City	LONDON

### A.3. Coordinator

Title	MR
Gender	Male
First Name	ANTHONY

Family Name	SENIOR
Department	DIVISION OF POPULATION HEALTH SCIENCES & EDUCATION
Position	ADMINISTRATION MANAGER
E-mail	ASENIOR@SGUL.AC.UK
Telephone (including country / area codes)	+44 20 8725 5127
Address (n°, street, avenue, etc)	CRANMER TERRACE
Country	UK, United Kingdom
Post code	SW17 0RE
City	LONDON

**The purpose of these statistics is to put into context the actions and strategies the institution is asked to present in the following sections.**

**For the academic year 2012-2013:**

**Total number of students enrolled in all degree programmes offered by your institution (data from official HEI register)**

Short cycle:	396.0
1st Cycle:	2538.0
2nd Cycle:	161.0
3rd Cycle:	230.0

**Number of staff (Equivalent full-time)**

Teaching:	177.66
Administrative:	516.13

**Number of degree courses on offer**

Short cycle:	5.0
1st Cycle:	12.0
2nd Cycle:	11.0
3rd Cycle:	3.0

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STUDENTS (academic year 2011-2012)

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**1. Credit Mobility for Students (all types of mobility programmes for periods between 2 and 12 months)**

Number of outgoing study mobility students (Erasmus and/or others): to participating countries	0.0
Number of outgoing study mobility students (Erasmus and/or others): to non-participating countries	0.0
Number of traineeship (work placement) mobility students (Erasmus and/or others): to participating countries	0.0
Number of traineeship (work placement) mobility students (Erasmus and/or others): to non-participating countries	0.0
Number of study mobility students (Erasmus and/or others): from participating countries	0.0
Number of study mobility students (Erasmus and/or others): from non-participating countries	0.0

**2. International Degree Students (students enrolled for a full degree programme with foreign nationality or having completed a foreign previous degree)**

Number of foreign students, if applicable: from Participating countries	670.0
Number of foreign students, if applicable: non-participating countries	464.0

**3. If applicable, number of local (having the nationality of the country) and international students (of foreign nationality / with foreign previous degree) involved in double/multiple/joint degrees:**

Number of Local students, involved in Double/multiple/joint degrees	0.0
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Number of international students, involved in double/multiple/joint degrees

0.0

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ACADEMIC STAFF (academic year 2011-2012)

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***All types of Erasmus staff mobility (for periods between 2 days and 2 months) for teaching and training purposes***

Number of outgoing academic staff to participating countries

1.0

Number of incoming academic staff from participating countries

0.0

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COOPERATION (academic year 2012-2013)

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***HEI AGREEMENTS IN EDUCATION AND RESEARCH valid in 2012/2013: European and International HEI Agreements / Consortia / Networks***

Number of Erasmus interinstitutional agreements:

1.0

Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from participating countries

114.0

Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from non-participating countries

31.0

Total number of consortium agreements for double/multiple/joint degrees:

0.0

Of these, percentage of the consortium involving non-participating countries

0.0

***European and International Education and Training Projects with contracts running in 2012-2013 (e.g.: Lifelong Learning Programme, Erasmus Mundus or Tempus)***

Number of projects as coordinator:

0.0

Number of projects as partner:

1.0

***Equivalent full-time administrative staff engaged in the HEI's European and International Offices working for the Programme (2012-2013)***

Number of staff at the central level:

0.2

Number of staff at the Faculty/School/Department Level:

0.8

## General Organisation of Programme activities

### **C1. General Organisation**

Please describe the structure at your institution for the implementation and organisation of European and international mobility (division of tasks, operational and communication methods). (max. 1000 characters)

Please provide the direct web link with the contact details of the international office (or equivalent) in your institution dealing with the implementation and organisation of European and international mobility:

European and international mobility is overseen by the International Office which manages agreements with institutions and supports institutional strategy. Support for students is provided by programme administration and student services teams working with lead clinicians. We publicise available incoming electives via our website at [www.sgul.ac.uk/courses/electives/electives/?searchterm=elective](http://www.sgul.ac.uk/courses/electives/electives/?searchterm=elective) which includes full information on available medical placements (up to four weeks in length) throughout the year. Applications are taken in order of receipt by a placement administrator. The student services team verify necessary documents and manage practical aspects of an elective student's enrolment at SGUL, including providing accommodation as required, issuing ID cards and providing a general induction to SGUL. Prospective outgoing students are encouraged to discuss options with the programme teams. Available opportunities are publicised via email, noticeboards and the Students' Union.

### **C2. Fundamental Principles**

**By applying for the Erasmus Charter for Higher Education my institution will:**

Respect in full the principles of non-discrimination set out in the Programme and ensure equal access and opportunities to mobile participants from all backgrounds.

Ensure full recognition for satisfactorily completed activities of study mobility and, where possible, traineeships in terms of credits awarded (ECTS or compatible system.). Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (Diploma Supplement or equivalent).

Please explain the academic credit system and the methodology used to allocate credits to the different course units followed by your students abroad. (max. 1000 characters)

In addition, please provide the direct web link where the methodology is explained:

Academic credit is allocated by the accepted academic credit norms in the UK as defined by Quality Assurance Agency. One hour of structured learning accounts for 10 credits and on this basis, academic credit units with programme modules are accounted for. Students are assessed by the learning outcomes of the modules and accumulate credit towards a final award. This structure is approved by the university via validation processes. Credits are studies at levels entry – level 8 (<http://ofqual.gov.uk/help-and-advice/comparing-qualifications/>)

Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.

### **C3. When Participating in Mobility Activities - Before mobility**

Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.

Provide guidance to incoming mobile participants in finding accommodation.

Please explain if all courses taught at your institution are described in the Course Catalogue and in which languages. (max. 500 characters)

In addition, please provide the direct web link to your Course Catalogue:

All programmes are described in English on the website: <http://www.sgul.ac.uk/> and programme specifications can be found on the Governance and Legal Services Section: <http://www.sgul.ac.uk/about-st-georges/planning-secretariat-office/secretariat-office/quality-assurance-at-sgul>

Carry out mobility only within the framework of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception and integration of mobile participants.

Please describe the institutional procedure for the approval and monitoring of inter-institutional agreements for study and teaching mobility and/or learning agreements in case of traineeships (work placements). (max. 1000 characters)

All proposed agreements are reviewed by the International Office and Student Services in the first instance to ensure they are consistent with institutional objectives and can be effectively resourced. The process requires institutional signoff by the International Committee which will review the nature of the agreement, status of partner institution(s), financial information, fit with institutional objectives, quality of provision/learning arrangements, student support considerations, and legal considerations. Substantial agreements are managed by a lead contact in the International Office. All agreements are managed through the institution's quality assurance processes, which includes (where appropriate, depending upon the status of the collaborative arrangement) annual monitoring of student success and student feedback.

Ensure that outgoing mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency.

Please describe your institution's language policy for preparing participants for mobility, e.g.: course providers within or outside the HEI. (max. 750 characters)

If possible, please provide the direct web link for your language policy:

For students intending to travel to study in an institution teaching in a language other than English and for which the students would need to acquire language skills, students can take advantage of the language learning facilities of other colleges within the University of London system, including discounted tuition rates for face-to-face and online courses and access to language learning resources via the inter-library loan system. Staff intending to travel have similar access to the facilities of the University of London.

Ensure that student and staff mobility for education or training purposes is based on a learning agreement for students and a mobility agreement for staff validated in advance between the home and host institutions or enterprises and the mobile participants.

Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.

Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.

#### ***C4. When Participating in Mobility Activities - During Mobility***

Ensure equal academic treatment and services for home students and staff and incoming mobile participants.

Integrate incoming mobile participants into the Institution's everyday life.



Have in place appropriate mentoring and support arrangements for mobile participants.



Please describe mentoring and support arrangements for incoming mobile participants and outgoing students for study and traineeships. (max. 750 characters)

SGUL approves the placement for outgoing students. Mentoring arrangements depend on the type of placement chosen by the student. Students are provided with health and travel advice before leaving, and health/disability needs are considered when approving the placement.

Incoming students have full access to SGUL support services, including personal tutors, counselling services, faith support, accommodation and welfare advice, and access to the Students' Union.

Students on the INTO SGUL International medicine programmes complete clinical years in overseas locations. Academic credit for these is part of the final SGUL MBBS award. Placements are quality assured by SGUL. Support arrangements parallel those provided in SGUL UK placements.

Provide appropriate linguistic support to incoming mobile participants.



Please describe your institution's language support for incoming students and staff with a minimum of 2-month mobility period. (max. 500 characters)

If possible, please provide the direct web link for your language policy:

SGUL programmes are largely a range of programmes subject to professional regulations, and as such the language of instruction is English. To reflect this, English Language requirements form part of the entry criteria. Evidence of a required level of English is also a condition of UKBA Tier 4 visas for students, so our International students have to demonstrate this in order to be sponsored to study in the UK.

### ***C5. When Participating in Mobility Activities - After Mobility***

Accept all activities indicated in the learning agreement as counting towards the degree, provided these have been satisfactorily completed by the mobile students.



Provide incoming mobile participants and their home institutions with transcripts containing a full, accurate and timely record of their achievements at the end of their mobility period.



Regarding the above two Charter principles, please describe the mechanisms your institution has in place to recognise mobility achievements for study and traineeships in enterprises. (max. 750 characters)

In addition, please provide the direct web link for this recognition procedure:

Current arrangements for electives are described on SGUL's website: <http://www.sgul.ac.uk/courses/electives/electives>  
Any other mobility arrangements developed as part of programme validation or review would be described within the relevant programme specification.

Support the reintegration of mobile participants and give them the opportunity, upon return, to build on their experiences for the benefit of the Institution and their peers.



Ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement.



Please describe your institution's measures to support, to promote and to recognise staff mobility. (max. 750 characters)

The institution encourages academic and research staff mobility through a range of schemes, including sabbatical leave programmes, active participation in a range of international fellowship programmes (including Marie Curie, Wellcome Trust and MRC international fellowships) and a culture of involvement in multi-national research and development projects. In addition, our key international partnerships with the University of Nicosia and with medical institutions in the USA offer opportunities for staff to deliver education in different environments.

Opportunities for mobility for administrative staff are less common, and likely to be shorter in duration, but we will endeavour to support mobility for all groups of staff where possible.

### ***C6. When Participating in European and International Cooperation Projects***

Ensure that cooperation leads to sustainable and balanced outcomes for all partners.

Provide relevant support to staff and students participating in these activities.

Please describe your institutional measures to support, promote and recognise the participation of your own institution's staff and students in European and international cooperation projects under the Programme. (max. 750 characters)

Opportunities to be involved in mobile study opportunities and travel abroad are promoted and supported as part of recruitment and ongoing support activity. Marketing materials used in recruitment and SGUL's website feature these opportunities. SGUL's International Committee oversees the International Strategy and activities to recognise activity and projects related to European and International cooperative projects in research and education.

Exploit the results of the projects in a way that will maximise their impact on individuals and participating institutions and encourage peer learning with the wider academic community.

### ***C7. For the Purposes of Visibility***

Display the Charter and the related Erasmus Policy Statement prominently on the Institution's website.

Promote consistently activities supported by the Programme, along with their results.

***D. Erasmus Policy Statement (Overall Strategy)***

The Institution agrees to publish this overall strategy (all three parts) on its website within one month after the signature of the Erasmus Charter for Higher Education by the European Commission.

Please describe your institution's international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees. (max. 5000 characters)

Original language [EN]

The SGUL international strategy aims to recruit a planned number of international students to undergraduate and postgraduate programmes, through awareness raising and increased recruitment activities in a number of key markets, and the provision of additional spaces for non-EU students through our joint venture with INTO University Partners; to further develop our success in transnational education, allowing a wider range of students to study SGUL programmes internationally; to strengthen our research portfolio, by integrating our focused research strengths with other international activities and recruiting more international students into research; and to provide international students with effective support, integrated within the context of an overall exceptional student experience.

As a small HEI, SGUL's international strategy is focus on certain geographical areas. Key markets for recruitment and taught programmes partnership activities include: ASEAN countries (Singapore, Malaysia, Indonesia, Hong Kong, India); North America; and Cyprus. However, this focus does not exclude opportunities in other parts of the world if they meet agreed criteria. Institutional partnership proposals are considered according to institutional fit in terms of academic focus, teaching and research priorities, staff and student culture and student experience. Research partnerships are largely researcher-led, with teaching synergies at an institutional level explored where possible.

SGUL has considered a number of proposals for joint/dual degrees from institutions with similar teaching and research profiles, but there are no joint/dual degrees under development at present. Consideration of joint/dual degrees require additional consideration of the HE and medical/healthcare licensing in the partner country.

A significant proportion of SGUL students are outwardly mobile, completing medical or healthcare elective placements, research projects or voluntary work in a wide range of countries around the world. Electives and research projects are student-led, and there is no defined geographical focus. In 2011-12, SGUL students completed electives in over 40 countries around the world. Medical electives are also offered to incoming students from oversea institutions. In 2011-12, visiting students came to SGUL from Africa, Asia, Australia and New Zealand, Europe, and the Caribbean.

From 2011, SGUL has been offering its Graduate Medicine programme as a franchised programme at the University of Nicosia, with teaching taking place in Cyprus, and clinical placements in Cyprus, Israel and the US. In 2013, SGUL introduced two further International Medicine and International Graduate Medicine programmes in London, with two years of clinical placements in the US. As these programmes develop, opportunities will be explored for students on our home programmes to undertake exchanges at our overseas partner clinical sites.

If applicable, please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training in relation to projects implemented under the Programme. (max. 2000 characters)

Original language [EN]

We have developed a considerable track record in European development projects in the field of e-Learning in medical education. We aim to build on this experience through projects involving HEIs in third countries.

We are members of the mEducator Best Practice Network, which enables specialised state-of-the-art medical educational content to be discovered, retrieved, shared and re-used across European HEIs. We led the eViP project which contributed to modernisation of medical education curricula by creating a bank of 'virtual patients' for multi-cultural multi-lingual use in medical training across Europe, to enable more competency-based learning styles, with greater relevance to clinical practice. Outputs of both these projects are now contributing directly to the modernisation of post-Soviet medical education in the Tempus programme funded project ePBLnet. This project is creating a supra-regional network of national medical education centres, in Eastern Europe, the Caucasus and central Asia, each with the task of modernising the didactic curricula of the medicine courses of participating universities, moving to more student-motivating, authentic learning styles. With our support, each of these Partner countries intends to develop further projects to disseminate these curriculum transformation activities throughout their regions. ePBLnet is building a network of institutions across Eastern and Western Europe to generate the critical mass of academics/institutions needed for sustainable development in medical education. The main aim of our strategy in relation to international cooperation and capacity building projects, therefore, is to support Partner Countries in modernisation of their curricula, using the specific knowledge, experience and technologies that our EC partnerships have developed, and continue to seek opportunities for cooperation with participant countries in the development of medical education and new learning styles.

Please explain the expected impact of your participation in the Programme on the modernisation of your institution (for each of the 5 priorities of the Modernisation Agenda\*) in terms of the policy objectives you intend to achieve. (max. 3000 characters)

Original language [EN]

As a smaller specialist medical and healthcare institution SGUL aims to continue to support increasing the mobility and global employability of our graduates. Our partnerships with the University of Nicosia and with medical institutions in the USA allow us to offer opportunities for students to experience education and training in different environments. Our approach is one of slow growth. We are increasingly working with partners in Europe and globally to develop franchised and transnational education programmes to support medical and healthcare skills development in partner countries. This includes encouraging students who might not consider higher education to experience it, e.g. through franchising our Foundation Degrees and providing 'top up' additional years to lead to an Honours degree. Our international partnerships are also built on potential for developing research links: we are currently considering how to work with colleagues in Cyprus to involve more staff in collaborative research projects. We are increasing capacity on our PhD and staff professional development programmes to enable colleagues from partner institutions to develop their teaching and research skills and experience. Our outreach work is currently only in the UK, but through scholarships programmes we support our partners in encouraging applicants from a diverse range of backgrounds.

Medical and healthcare programmes require ongoing and significant input from employers and professional associations; maintaining expertise in clinical practice is vital and a requirement for ongoing accreditation. Through our current partnerships we will involve employers in review and development of our international programmes, and work to ensure that course content remains relevant to labour market requirements. We continue to work closely with professional bodies to ensure that there is the widest possible recognition of our programmes in other countries.

Our partnerships offer opportunities for students to study at partner institutions for periods of time, and for students at partner institutions to study with us. Frameworks to manage this are being developed, and will include ensuring that credit, where appropriate, is recognised.

Part of the rationale for our existing partnerships, and anticipated with future partners, is the opportunity to contribute to the local economy and enterprise activities beyond provision of highly educated staff. Further work is required in this area and we will look to good practice identified through Erasmus developments and other European initiatives to advise us.

Internationally we are working with INTO University Partnerships, a major private company involved in recruitment of students and provision of foundation studies. INTO University Partnerships' investments in partner institutions globally, some with private institutions, allow us to build knowledge and expertise in these new markets and to leverage additional public funding where appropriate.

\* COM (2011) 567 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>)

**E**

## Endorsement of the application

*I, the undersigned, legal representative of the applicant institution,*

*certify that the information contained in this application is complete and correct to the best of my knowledge. All Programme activities will be implemented on the basis of written agreements with the relevant authorities of the partner institutions;*

*agree to the content of the Erasmus Charter for Higher Education (ECHE) application outlined above and commit my institution to respect and observe these obligations;*

*agree to the publication of the Erasmus Policy Statement by the European Commission*

*Place: London, England*

*Name: Mark Bery*

*Date (dd/mm/yyyy): 15/05/2013*

*I have read and accept the Privacy statement*

*Original signature of the legal representative of the Institution (as identified in section A.2 above)*

*Original stamp or seal of the Institution*