



What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

Macromedia University of Applied Sciences is part of Galileo Global Education (GGE), the world's second largest and Europe's largest private education group. For GGE, internationality is a cornerstone of its brand. Internationality is also lived internally in terms of processes and the exchange of those responsible for teaching, management, and administration. The latter applies in particular to the further development of standards for modern teaching, both in terms of technical standards (learning management systems, media formats for teaching materials, SCORM, hardware equipment for classrooms), didactic formats (especially in the context of blended learning and distance learning) and teaching content (especially in terms of competence- and output-oriented teaching). The predominantly European higher education institutions in the Galileo network also work together on a regular academic basis in a clear commitment to Europe.

In a Galileo-wide shared understanding of future-oriented teaching, the individual universities develop their own self-image in an interaction. The goals of Macromedia University are based on the abstract mission statement flanked by a Code of Conduct related to concrete behaviour.

Particularly due to the constant change caused by globalisation and digitalisation, corresponding institutional modernisation and internationalisation strategies must be introduced here. For example, we are currently focusing on expanding our range of digital skills as well as our range of numerical skills, independence, critical thinking, and problem-solving skills. Our goal is to offer high-quality, inclusive, and future-oriented education in the long term.

Macromedia University of Applied Sciences has already committed itself to the following principles in its last ECHE application:

1. to support the raising of educational attainment to meet Europe's demand for graduates and researchers in Europe.
2. improving the quality and relevance of higher education
3. improving and strengthening quality through mobility and cross-border cooperation
4. creating the knowledge triangle: Creating a link between higher education, research, and industry for the sake of excellence and regional development
5. improving governance and funding

These principles remain valid for us and we are constantly pushing them forward.

In addition to continuing to pursue these principles, Macromedia University also aims to contribute to the priorities of the Renewed EU agenda for higher education:

1. Measures to avoid future disparities between demand and supply of skills and to promote excellence in the development of competences.

At Macromedia University of Applied Sciences, great emphasis is placed on imparting competences to students in the sense of excellent employability. This strategic claim was brought to the operational level through a broad-based initiative for the full implementation of competence-oriented teaching and the establishment of a "Quality of Education Management" system within the framework of a system accreditation.

The university sees itself as a place where students, challenged and supported by committed professors, prepare themselves to recognise and shape development and change. In its study programmes, the university therefore imparts the current scientific, artistic, and practical professional knowledge required for this and thus at the same time guides students to think and act sustainably, ethically, and responsibly, as well as to lead as a service to society.

This insight is reflected in the claim that Macromedia University considers itself a "Shaper of the Digital Transformation" across all faculties.



The university is looking for university lecturers who consider their profession as a calling and who have made the university's objectives their own, leading by example with excellent performance in teaching, promoting learning experiences and seeing the development of students' competences as the primary goal. Interdisciplinary exchange with colleagues and interdisciplinary research are fundamental to this and complement the joy of experimentation.

The aim is to develop the competence of graduates in the direction of a high labour market qualification or "employability", with which the ability to participate artistically and creatively in cultural, working, and professional life can be ensured. To this end, innovative teaching formats in the three basic forms of face-to-face teaching, distance learning and blended learning are used and further developed in accordance with the learning objectives, both in-house and in excursions.

In addition, all students at the Macromedia University are required to take multidisciplinary modules, which are the basic principle for the teaching of universally valid interdisciplinary and key qualifications. This increasingly includes the orientation of courses towards the acquisition of a high level of digital competence, independence, critical thinking, and problem-solving skills. In addition, the bachelor's programme includes a practical semester to optimally prepare students for professional practice and to impart the corresponding competences. In the master's programme, great emphasis is placed on interdisciplinary projects with partners from industry in order to create a high level of practical relevance here as well. These core competences are kept transparent at Macromedia University of Applied Sciences and are clearly communicated in the curricula and study plans. This means that curricula are already geared to the educational needs of students in their conception and are adapted to the ever-changing prevailing topics in industry, politics, and society by constantly updating the core competencies.

In addition, the development and accreditation of new study programmes attempts to anticipate and meet current developments and the demand for qualified graduates in the business world. In this way, Macromedia University is able to keep up with new developments with a broad and constantly growing range of study programmes, especially in areas such as digitalisation and internationalisation.

Moreover, the possibility of using technology in and for teaching has become increasingly important - especially due to the current COVID-19 pandemic. Thus, Macromedia University is currently working more intensively on the integration of hybrid offers and would like to introduce blended learning formats as early as next semester (WT 2020/21) in order to organise and structure learning and teaching and to increase flexibility and improve interaction between teachers and students.

In order to achieve this, Macromedia University has committed itself, as part of its "Quality of Education" management, to keeping course content up to date, developing and offering relevant study programmes, and creating learning and teaching methods that enable students to acquire competences in the required breadth and depth.

2. Creating inclusive and connected HE systems.

Macromedia University of Applied Sciences sees its mission in providing access to education for all prospective students, regardless of their social or financial background. Thus, we understand higher education as an inclusive structure in which all talented people can participate regardless of their background. This is promoted, for example, by conducting examinations for the gifted for admission to studies as an alternative to the German higher education entrance qualification (HZB), as well as by the possibility of having professional experience credited to parts of the studies.

The latter is particularly important for students with a professional background or also people who are studying parallel to working. Thus, they can not only pursue a degree without a university entrance qualification, but also shorten their studies if possible. The implementation of an online offer in the coming semesters, as well as the possibility to study with us part-time, is especially valuable for this group.

In addition, we try to create the right conditions for success for all students, regardless of their social circumstances. Thus, we not only offer financially disadvantaged students the opportunity to study with



us through a scholarship, but also enable them to participate in national and international conferences to present research results and papers by providing financial support.

Furthermore, we want to offer all students and staff a safe place without gender-specific violence and discrimination. To this end, not only is a corresponding Code of Conduct implemented at our institution, but it is also supported by local Gender & Diversity Officers as contact persons and monitoring bodies.

3. Contribution of HEIs to innovation in the remaining sectors of society.

Macromedia University of Applied Sciences sees the current and future entrepreneurial and creative challenges and tasks in the context of digitalisation and internationalisation as starting points for teaching. Thus, current developments in particular are also a motor for innovation for us. Our focus here is on the application of knowledge and interaction with future employers.

For example, we already have a wide range of cooperations with local, regional, national, and European companies in curricular and extracurricular projects. Through this, we actively build relationships between academics and companies in order to mutually initiate innovations and develop them in cooperation. Important here are not only large projects with well-known internationally active companies, but also small projects with local partners. Through these cooperations, we encourage our students and instructors to understand and adopt new ways of thinking.

Our university produces researchers and developers who can advance scientific knowledge and promote and adopt new ideas. The university's declared goal is to train the experts and designers of tomorrow, who will shape the industrial and creative landscapes, civil societies, and economic and cultural life of the future as personalities with comprehensive media, interdisciplinary and intercultural competence.

In addition, the aim is to motivate students to lifelong learning, to promote their personal development and to enable them to participate as citizens in a free, democratic constitutional state. To this end, in addition to teaching subject-specific competences, the promotion of self-responsibility, the development of social commitment and of constructive conflict management skills is a declared learning goal. The study programmes impart the ability to critically question what is perceived and to change one's point of view in the process.

4. Promoting effective and efficient HE systems (supporting HEIs and governments to make the best use of available human and financial resources).

As Macromedia University places a strong emphasis on the relationship between teaching and research, several funding initiatives have already emerged in relation to collaborative projects. Through this, we are already currently able to promote research-based teaching, support interdisciplinary education and research, and bring practical innovations into the classroom.

Moreover, as we are a private university, a large part of our funding comes from private sources.

Beyond the priorities of the Renewed EU agenda for higher education, it is important for us to support the initiatives developed by the European Commission to advance the construction of a European Education Area. Accordingly, we are dedicated to the goals of the European Education Area as follows:

1. Studying abroad for study and learning purposes become the norm,

Shortly after the university was founded some 13 years ago, a compulsory semester abroad was already envisioned for students enrolled in the bachelor's programmes. Thus, Macromedia University sees its mission not only in the national education market but has been developing an increasingly



international profile for years. It prepares national and international students for a global working environment in which high-quality management and targeted creativity play a key role. The university supports students through language courses to prepare them for the compulsory semester abroad in the bachelor's degree programmes. It also offers students an environment in which the various networks, i.e. international contacts, professional networks and alumni contacts are recognised and cultivated as important for professional success. Students are sensitised to understand these networks as a 'living network' in the sense of an extended higher education and cultural space, which is available throughout life to successfully encounter developments and to pursue them themselves.

2. school and higher education qualifications to be recognised throughout the EU,

Macromedia University supports the promotion of automatic mutual recognition of higher education and secondary education qualifications obtained abroad, as well as the results of learning periods abroad. Mechanisms are already in place to serve this goal:

In order to ensure that all credits acquired abroad are recognised, the Academic Affairs Office draws up a Learning Agreement in consultation with the partner university. The Academic Affairs Office checks the equivalence and quality of the courses and records this in the Learning Agreement (or in the Addendums). The Learning Agreement is confirmed and signed by both institutions. For this purpose, a member of staff of the Academic Affairs Office (Manager Academic Affairs) is in constant contact with the individual partner universities. The Learning Agreements are evaluated after each semester. The students' experiences are also collected for this purpose.

As soon as the partner university provides the corresponding proof of the student's performance, the ECTS earned abroad are transferred to the student's performance overview in accordance with the Learning Agreements. The credit is then immediately visible to the student in their Transcript of Records. Of course, students do not face any additional costs for this.

To ensure this, the European Credit Transfer and Accumulation System (ECTS) was introduced at our university. The credit system at Macromedia is designed for 60 ECTS per academic year and thus corresponds to the European standard.

The Macromedia University also promotes the recognition of degrees obtained abroad. A university-wide contact person is responsible for checking all incoming applications from international students to ensure that they are admitted to the programme.

3. it is common to speak two other languages in addition to the mother tongue,

The possibility of multilingualism is also given by an already existing English study programme. Thus, not only international but also German students can participate in a programme in another language. Access to this is regulated by the presentation of an appropriate language certificate.

Moreover, multilingual study programmes will continue to be offered at Macromedia in the future. The new degree programme "International Relations & Business" with tracks in German, English, Spanish and Chinese is currently being developed and is already in the accreditation process for the coming winter semester 2021. In the course of this, a cooperation with a language provider is being negotiated, whose offer will make it possible for all students to learn another language alongside their studies or to expand their existing language skills.

4. everyone has access to high-quality education, regardless of their social and economic background, and

Macromedia University is committed to the priorities of the Renewed EU agenda for higher education to create inclusive and interconnected higher education systems and thereby enable all interested people to study regardless of their background.



5. people are fully aware of their European identity, Europe's cultural heritage and its diversity.

The university sees itself as a service provider to students, as a partner to business, cultural life and as a corporate citizen in society. It has a distinctly international profile that can be measured against the quality standards and requirements of the international education and labour market. Through this self-image, we are certain that we can precisely convey the importance of cultural heritage and its diversity to our students.

Which Erasmus actions would you like to participate in? How are these implemented in practice at your institution? How does your institution's participation in these activities contribute to the achievement of the objectives of your institutional strategy?

Macromedia University of Applied Sciences would like to tackle various projects within the framework of the Erasmus+ Programme. It would like to address all three Erasmus key actions and promote them internally through projects that are already running and projects that are currently being planned.

1) Learning mobility: Mobility for students and university staff

Macromedia University already contributes a great deal to the mobility of its students and is currently in a state of development with regard to the mobility of its employees. In concrete terms, this means...

... for the mobility of bachelor's students, that we have had a scheme for sending students abroad for many years. As part of the Macromedia University's 6+1 programme, we send our students of the bachelor programmes Journalism, Media Management, Management, Media and Communication Design as well as Film and Television to one of our worldwide partner universities for one semester. The semester abroad is integrated into the curriculum, i.e. the students are taught at our partner universities according to the curriculum of the Macromedia University and take exams there, which are supervised by our examination office. No matter which part of the world our students prefer, the 5CU concept, Five-Continental-Universities, gives them the opportunity to study at renowned and award-winning universities all over the world. Our network includes a total of 27 partners, 12 of which are in Europe. Depending on the academic year, we send 500-700 students abroad each winter semester. Therefore, our recognition practice is also professionalised and practised on a large scale.

Many foreign students also come to us to apply for recognition. This year we have 532 students from Albania, Algeria, Egypt, USA, Argentina, Azerbaijan, Bahrain, Bangladesh, Belarus, Belgium, Bosnia, Brazil, Bulgaria, Great Britain, China, Denmark, Ecuador, Eritrea, Estonia, Finland, France, Georgia, Greece, Guatemala, Honduras, India, Indonesia, Iraq, Iran, Ireland, Iceland, Israel, Italy, Jordan, Japan, Canada, Kazakhstan, Kyrgyzstan, Kenya, Congo, Kosovo, Korea, Croatia, Latvia, Lebanon, Libya, Liechtenstein, Luxembourg, Malaysia, Malta, Mauritius, Morocco, Mexico, New Zealand, Netherlands, Nigeria, Norway, Austria, Peru, Pakistan, Philippines, Poland, Portugal, Romania, Russia, Saudi Arabia, Zimbabwe, Switzerland, Sweden, Serbia, Slovakia, South Africa, Syria, Spain, Turkey, Thailand, Czech Republic, Taiwan, Togo, Tunisia, Ukraine, Hungary, Uzbekistan and Vietnam. This means that supervision of foreign students is also established and part of our routine. In addition, due to the high number of international students, continuous bilingualism (English and German) is part of campus life at four campuses: Berlin, Cologne, Hamburg, and Munich.

Furthermore, there are cooperation programmes with the University of Westminster, which we are now also striving for in this form with universities in Cyprus, France, and Italy.

Stays abroad within the framework of Erasmus are only possible on a voluntary basis for our bachelor students of the discontinued degree programmes at the Freiburg campus (see Erasmus partnerships below). For our students of the degree programmes with integrated compulsory semester abroad, an



Erasmus stay abroad is not feasible due to a lack of personnel resources and specific requirements in terms of courses and number of students, but it is possible in principle. In contrast, foreign Erasmus students are welcome at any time.

... for the mobility of master's students, that a lot will be done in the future to enable greater mobility here as well. Until recently, there were no institutionalised stays abroad, but we are increasingly working on corresponding programmes.

Since 2019, a scheme has been established with the USA that is now also to be rolled out in Europe: the so-called "Study Weeks".

In addition, there is also the cooperation with the University of Westminster on the "European Master". Macromedia University has had a strategic partnership with the University of Westminster since 2015. The European Master is a term we use for a parallel master's degree, with which we want to express that a master's degree is acquired in parallel in both the UK and Germany. The existing master's programmes at Macromedia University and the University of Westminster form the basis for this programme. This cooperation programme represents a great opportunity for both institutions to increase their international visibility and mutual student exchange. The European Master offers a broad spectrum of competences, knowledge, and experience, which can be acquired at two universities and in two countries in parallel. Upon successful completion of the programme, students receive two master's degrees each from both institutions. The offer is aimed at German and international students who have sufficient knowledge of English, want to be internationally mobile during their studies and generally aspire to internationally oriented studies and see cultural diversity as enrichment. The focus is on the employability of graduates. Due to the international and interdisciplinary nature of the study programmes, students are prepared accordingly for the high demands of the German and international labour market. The start of part of the master's programmes is planned for the academic year 2020/21. The other programmes are expected to start in the academic year 2021/22.

We would now also like to strive for a corresponding cooperation in this form with universities in Cyprus, France, and Italy. A high proportion of international students should also be further increased in Germany through these cooperations. Likewise, it is and remains important for us to send our students abroad and to accept foreign students accordingly.

... for the mobility of young researchers, that this should also be made more possible in the future. Researchers (especially doctoral students) have been meeting in the Galileo network since 2019, and these activities are to be intensified. The first step will be a "Future Leaders" workshop in Cyprus at the end of 2020 with the working title "Digital Innovation and Sustainability after Corona". In the future, such events for the exchange of ideas, including the associated incentives for European mobility, are to be institutionalised.

... for the mobility of teachers, that faculty exchange programmes will be increasingly provided for in our 5CU network from 2020. This should contribute in particular to promoting the exchange of future-oriented teaching. Macromedia University is currently working on a concept to institutionalise this.

2) Cooperation between organisations and HEIs

The Macromedia University of Applied Sciences is closely connected with other universities as well as regional and international companies. These partnerships are used intensively for the exchange of best practices, especially in the area of teaching quality, and to promote innovation.

For the cooperation with European universities, the quality of teaching is of primary importance. Among the European universities in the Galileo network, a regular exchange has been taking place for several years in the course of a digital transformation of teaching itself and the related processes. This

exchange plays a special role for Macromedia University, as it has committed itself to a continuous improvement of the quality of teaching within the framework of the system accreditation. This exchange is to be intensified among the Galileo partners and become more multifaceted through the integration of external universities.

(Digital) innovation is an important aspect of cooperation with European companies. In recent years, there has been an increase in questions in the context of sustainability, especially the Sustainable Development Goals formulated by the United Nations. In this context, there is already a wide range of cooperation with European companies in curricular and extracurricular projects. These mostly involve comparative perspectives on the different market and/or production conditions. These perspectives from Germany to Europe (and beyond) are to be supported by relevant cooperation with the higher education cooperations already established in other contexts through their multilateral perspectives, which is considerably enriching for both the corporate partners and the participating higher education institutions.

3) Support for political development and cooperation

Macromedia University of Applied Sciences is also already intensively involved with political developments. On the one hand, there are already several projects being run by the student body in cooperation with companies, which take up and specifically address important political issues such as how to deal with the current Corona pandemic and the ever louder call for sustainability. This is supported by symposia at which industry representatives are involved as speakers in addition to academics and students. Also, European conferences will be organised. Two international conferences are already planned for the next two years, which will bring together mainly European colleagues: EMMA 2022 and CEEGS 2021, which will also address current political conditions as well as economic, social, and cultural megatrends.

By participating in the Erasmus+ Programme, Macromedia University would like to make a greater contribution to the modernisation and internationalisation of higher education and further expand existing cooperations and partnerships. In doing so, Macromedia University not only aims to contribute to the five goals formulated in the EU's modernisation agenda for higher education from 2011, but also to fulfil the additional priorities of the Renewed EU agenda for higher education and the goals of the European Education Area. All these points are an important part of the institutional strategy – which is geared towards globalisation and digitalisation – and are understood as such internally.

What is the planned impact on your institution by participating in the Erasmus+ Programme? What are your objectives and what qualitative and quantitative indicators do you use to monitor the impact?

In the context of the Erasmus Programme and its proposed activities, the following objectives are particularly noteworthy from among the previously mentioned priorities and are of high importance to us:

1. social responsibility and sustainability
2. gender equality and diversity
3. internationality and mobility
4. employability and study experience

To ensure and monitor participation in these actions and their implementation in practice, a number of control and monitoring mechanisms are already in place at Macromedia University. For example, in order to meet these goals in the context of teaching, the university has undergone a system accreditation procedure.



The "Quality of Education Management System" (QEM System for short) of the Macromedia University of Applied Sciences, which was created in this process, maps the systematic tasks and activities around the quality of teaching as well as at its interfaces to degree programmes in general and to research and the independent artistic practice. The system is based on the self-image of the university, which is expressed in the university's mission statement, the behaviour-oriented regulations of the Code of Conduct for Macromedia GmbH as a whole and the principles of the QEM system as well as the quality objectives of the QEM.

The QEM system can be used to qualitatively and quantitatively check the goals of the Macromedia University that correspond to the mission statement, especially with regard to society, internationality, mobility and the requirements of the international education and labour market. All managerial staff and all employees are committed to the mission statement and are jointly responsible for the implementation and monitoring of the goals set within the framework of participation in the Erasmus+ Programme.

Macromedia GmbH has also adopted a Code of Conduct, which serves as an instruction for correct behaviour throughout the company. This is the basis for the cooperation of all students, freelance and tenured faculty, employees and managers of the administration and the university in their daily interaction as well as with all persons and institutions with whom the company cooperates and who supply the company. The handling of gender equality and diversity is explicitly stipulated here. The principles of the Code of Conduct are qualitatively monitored with the support of the contact persons for gender and diversity appointed at the location.

The following principles are particularly important in the context of quality assurance:

1. **Comprehensive:** Quality management encompasses the setting of quality targets including suitable inspection criteria. These are checked regularly and on an ad hoc basis. The traceability of the implementation of the quality control results is crucial.
2. **Institutional:** The quality of teaching is anchored in the university strategy as well as institutionally. It is addressed in particular in the constitution and by organs and permanent bodies of the higher education institution.
3. **Compliant:** The QEM system takes into account the legal requirements of the state in which the higher education institution is located and complies with the quality recommendations of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK), the requirements of the Accreditation Council (AR), the Qualifications Framework for German Higher Education Qualifications (HQR) and the requirements and recommendations of the German Rectors' Conference (HRK) and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
4. **Transparent:** Responsibilities, processes and review criteria (or measurement procedures for associated indicators) for the QEM system as a whole as well as for individual study programmes are documented and publicly accessible at the university. The QEM manual is also publicly available at the university and a reference to it is an integral part of the induction process for new staff and the orientation of new students.
5. **Participative:** The QEM system takes into account the concerns of all stakeholders of the university who are interested in the generation of quality and the assurance or improvement of the quality of teaching, in particular students, alumni and lecturers. It is committed to a fundamentally positive attitude towards diversity and takes this into account in its assessments and measures.
6. **Dynamic:** The overarching goal is the continuous development and improvement of the quality of teaching and thus also of the QEM system itself.

General quality objectives are defined to ensure the quality of teaching and studies. These are operationalised in test criteria and corresponding instruments are defined to ensure that the objectives are achieved.

These quality objectives include and are explicitly mentioned:



- Consistent implementation of the ECTS system
- Modularisation of the curriculum
- Internationally recognised degree types
- Gender equality and equal opportunities
- Adequate staffing, facilities, spatial and technical equipment
- Transparent documentation of cooperation in degree programmes
- Country-specific admission requirements
- Consistent competence orientation at the level of curricula and modules
- Studyability and up-to-date “study experience” through service orientation
- Vocational qualification through project orientation and structural cooperation options
- Adaptability to current topics and flexibility in individualisation options
- Interdisciplinarity and synergies between degree programmes and specialisations
- Internationality as a characteristic of the portfolio on all levels
- Gender-appropriate and diversity-conscious curricula

For each of the quality objectives listed, one or more operationalised assessment criteria are formulated and systematically listed in the catalogue of assessment criteria. A corresponding review of all objectives named in the Erasmus+ Programme is thereby congruent with the objectives already defined by the higher education institution and can be advanced and monitored accordingly.

By participating in the Erasmus+ Programme, we hope that we as a higher education institution will be further enabled and supported to advance the goals and quality standards that have already been realised and to plan and implement all goals that go beyond them in a timely manner.