ERASMUS POLICY STATEMENT

Internationalisation is high-priority in the life of the College. The major aims of internationalisation are

- to integrate the College in the international higher education community;
- to share good practices;
- to introduce international standards, requirements, know-how and practices into the organisation and the curricula;
- to promote the use of foreign languages;
- to prepare students to work in an international environment;
- to ensure the development of teaching and administrative staff.

Tools are:

- incoming and outgoing mobility of students, teaching and administrative staff;
- participation in international projects both abroad and at home;
- integrating “internationalism” in the curricula and in the requirements towards staff;
- the personal development of staff;
- training;
- language and intercultural support;
- admin support
- maintaining study programmes fully taught in English.

Partners are selected carefully. Because of the size of the College and because of modest financial resources there is a focus on partnerships with European (EU and non-EU) institutions (both HEI and companies). We seek HEI partners who have a similar profile/curricula structure (dominantly but not exclusively business), the same level focus (short cycle and BA), similar size and international experience. We engage ourselves with HEI partners in student and staff exchange, sharing good practices, common programmes (IPs, short programmes), research, curriculum development, general internationalisation. Some of our partners are “bilateral” partners, most are members of a network called “Businet”. Networking provides us with a “pool” of partners - this enables flexibility, the availability of a large number of HEIs “glued” together and of the partners’ partners. We select our corporate partners to provide business placements for our students and business partners for staff (for personal professional development, curriculum development).

Major objectives of outgoing student mobility are •for the students to gain international experience,

- to develop their language skills,
- to build relations,
- to give them an opportunity to learn things they cannot at our College •to work as a trainee abroad.
The number of outgoing students is modest, partly because of limited language skills but mainly because of financial reasons. Most students of the College come from poor regions of the country (Objective 1 areas) and they do not have the money to complete the funding provided by Erasmus or to finance mobility from their own budget. Because of this fact targeting a certain (high) percentage of students of different cycles is not relevant. We have small cohorts in our study programmes. Targets are:

Short-cycle students

- Involve at least two students from each study programme in mobility
- Support participation in short traineeships

Full-time BSc students

- Involve at least two students from each study programme in mobility
- Support studying abroad for a semester
- Support participation in short projects
- Support international business placements

Part-time and distance learning BSc students

- Involve at least 1 student from each study programme in mobility (these students are working and have family, they are not mobile)
- Support participation in studying abroad for a semester
- Support participation in short projects
- Support international business placements

Teaching and administrative staff

- 10% of teachers
- 4% of administrative staff participating in mobility annually

Objectives of teaching and administrative staff mobility is to give them an international and multicultural experience, to improve their language skills, to give them a benchmark to their professional knowledge and teaching skills, to enable them to develop in both areas and to build relations and partnerships. Incoming teaching and administrative staff help internationalisation at home, they give the opportunity to students to have an international lecturer and enable a larger number of “local” colleagues to get access to good practices.

Teaching programmes in English enables us to welcome international students and teaching staff, to develop students’ and staffs language skills; they incite staff to seek international partners and to meet international standards.

Training programmes (continuous and short, “general” and targeted) are introduced to develop students and staff (language, intercultural communication, teaching methodology, various skills development).

Together with a Portuguese college we have developed a post-graduate double-degree programme in cultural animation delivered in a distance learning form. In personal and virtual meetings management and experts worked out the framework, aims and objectives, learning outcomes, teaching methodology and assessment together. Also marketing of the programme is done together