

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

a) how you choose your partners

- The selection of partners is based mainly on the academic level of partner's educational system. We refer also to our Erasmus student reports on the quality of educational system, teaching process and services for students at the host institution.
- Study programs and courses provided by partner institutions should be comparable with those of our university or even better. Study abroad must enrich students's knowledge and result in an easy recognition of study results.
- Keeping in mind continuing problem of imbalance in student flows we are trying to identify key partners who are not only attractive for our students but mainly partners who are able to provide and realise incoming mobility students.
- We prefer partners with whom we have already experienced good and reliable co-operation.
- Institutions participating in common European projects represent also large part of our partnerships basis.

b) in which geographical area(s)

- Partner institutions in the neighbouring countries which surround Slovakia, e. i. Czech Republik, Germany, Austria and Poland. These countries are preferred because of distance comfortable for travelling.
- Partner institutions in those countries where language of instructions and language spoken by inhabitants is the same, i. e. Germany, France, Spain and United Kingdom. Mobilities in these countries represent the best way for improvement of professional knowledge but also of foreign language competencies.
- In the previous three years we have concluded lots of partnerships from higher education institutions situated in Bulgaria, Romania, Turkey and Croatia. We are supporting co-operation with these countries and evaluating it as well.

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).

- Students in the first cycle of study are promoted and supported to realise mobility but because technically oriented study is difficult our students prefer mobility during the second cycle of study.
- The main target group is represented by the second cycle students.
- PhD. mobilities requiring personal and professional relationships represent the lowest number of mobilities.
- Recorded is growing interest of our PhD. students in realisation of practical placements abroad.
- Teaching staff mobility remained on the same quantitative level because of funding. Attention and support to teaching mobilities under the same financial conditions will be oriented mainly to the quality and stabilisation of existing partnerships.
- Realisation of administrative staff mobility will depend on financial conditions though it is also very important type of mobility for any institution.

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]

Long term strategic development plan of the STU set up plans and strategies for organisation and implementation of international cooperation projects because results of international projects can support quality and effectiveness of education at all degrees of study.

Participation in cooperation projects improves as well qualification of teachers providing them opportunity to experience different cultural and professional atmosphere. Teaching mobility stimulates increase of international students studying at the STU due to direct and often personal contact between teacher and students.

Participation in international projects represents important part of professional development of teachers and staff and so it is considered as a part of evaluation of teachers and administrative staff.

Systematic work on projects will secure quality of study programs and add to internal and external evaluation of the institution.

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]

STU has developed, during its participation in Lifelong Learning Program, reliable and complex information instruments to make university visible and to help incoming and outgoing staff to make informed choices.

ECTS label awarded in the year 2012 and ECTS Information Package makes STU easy reachable for EU and non-EU institutions and for any new perspective partners. ECTS Information Package is instrument which helps STU to attract more international incoming students as well as teachers and administrative staff.

STU long term strategy in the area of education is oriented to evaluation of university study programs and their courses with the aim to deepen and update professional knowledge. Stress is placed also on common soft skills and at same time on sufficient flexibility of students with the aim to equip them with diversity of education and adaptability to future needs of industry, business and research. Closer cooperation with industry will result in building up of new study courses.

STU long term strategy clearly defines support to student mobilities and development of mechanisms leading to growth of outgoing students. During last three years STU registers substantially growing flow of incoming students, though balance in mobility flows has not been reached.

Practical placements are important part of educational process and despite the fact that training is not an integral part of educational process at all faculties of the STU this type of mobility is strongly supported. Training in foreign companies enables students to test their theoretical knowledge in practice, allows students to be a part of international environment and facilitates their access to labour market. STU traineeship incoming flow shows slightly growing tendency thanks to availability and visibility of information on science and research realised and completed at the STU.

STU encourages and fosters exchange of information and transfer of knowledge into cooperation with industry utilising experiences from student and staff mobilities and research projects results. Transfer of knowledge and technologies is supported by the Research Centre of the STU and since May 3, 2013 also by the European Alliance for Innovation of which the STU became third regional branch for Middle and East Europe.

STU attention is oriented also to the development of new partnerships mainly in the area of education and research towards institutions beyond the European Union (China, Russia, Kazakhstan, Vietnam and Taiwan). These new partners can become participants in the new Program.

STU as the largest technical university in Slovakia is aware of its important role in linking of education, research, innovation and internationalisation for advancement, economic growth and prosperity within the European Union.

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