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## **Erasmus Policy Statement (Overall Strategy)**

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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 IPT's strategic goals are based on the consolidation of the existing European networks and the setting up of networks in new areas. They also meet 2020 agenda, and take into consideration the severe crisis that imposes adaptations at all levels in the country.

The strategy of the Institute, being a Polytechnic, is to combine the offer of regionally oriented courses with some courses of national impact and even international scope. The IPT has been able to promote various European networks and to foster mobility involving its students and staff. The second cycle programme that hosts more than 50% of non-Portuguese students in one of the courses (an Erasmus Mundus Master) is a result of such strategy.

Moreover, LLP has been elected as a strategic priority, and mature students represent, in the last few years, an important part of the student body. Entrepreneurship is, in this context, a major focus of IPT's programmes. The Lisbon strategy acts as a global framework for our strategy, including CD in association with enterprises and the non-profit sector, and a major attention to distance learning. The Erasmus placements action also plays a major role in this rapprochement between the IPT and the private sector. Within this strategy IPT integrated a Regional Erasmus Consortium grouping several polytechnic institutes.

In this process, the choice of partners is crucial. Long ago IPT established a twofold international strategy: Europe and the Atlantic countries. This way it aims to play a role in bridging academic relations between the European Union and countries such as Brazil, Angola and others. In the case of Europe, IPT now has Erasmus agreements with almost all EU countries. The strategy to select partners has been to involve, in each country, both very strong and established institutions (that secure accreditation and reliability) alongside young ones (innovative and faster in their procedures). In both cases, the academic quality and public recognition, and the relation with the employment sector, have been major criteria. No European region has been neglected, and the IPT always tries to promote networks that bring together several European traditions.

As a consequence of this strategy, the main objectives of mobility are clustered around three words: quality, innovation and employability.

Quality control is ensured by internal mechanisms as well as by the national higher education evaluation system and finally by the exchange of teachers and students which monitor the polytechnic's internal procedures. At an institution level, and through some of the teachers, we are involved in several quality control projects in fields that range from chemistry to cultural heritage.

The IPT has fully adopted the Bologna recommendations. So far, all courses are ECTS based, and a large part of them have integrated networks that also contribute towards European recognition.

Tuition in the polytechnic is mostly in Portuguese, although some intensive or second cycle courses may be taught in other languages (English, French, Spanish, and Italian). A major attention is paid to foster language skills and language diversity, namely in the second cycle. Students may attend technical foreign language lessons which are compulsory for some courses. Language courses are also provided as part of the curricula.

The research programmes in the polytechnic are largely integrated into European research networks.

At the IPT, mobility and Student placements are not only an opportunity of enlargement of our curricula but specially a way of preparing the students for the future and flexible work market and to allow them to develop active citizenship, intercultural and language competences, in short, personal and professional competences. We have established agreements with different entities in our region to guarantee the incoming students the highest standards of quality, especially in reception, accommodation and food facilities, transportation and in linguistic support. These agreements also include the monitoring and evaluation of mobility and work placements. The IPT guarantees the information and recognition, through the ECTS, Diploma Supplement and Europass. These are also the criteria for the evaluation and selection of our partners and a guarantee of quality for our outgoing students too. The work-programme and placement agreement are prepared according to the objectives of students' curricula, defining and distributing the tasks among the partners and assuring a clear match between the partners selected and the students' training needs.

Several of the established agreements are trying (in some cases succeeding) to implement double or multiple diplomas, beyond the simple recognition. IPT actively participates in two Erasmus Mundus Master (IMQP and MACLANDS), one Double Degree and one Erasmus Mundus Partnership (TEMPO).

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]



International cooperation projects are at the core of the IPT's strategy. The basic principle has been never to limit the projects to just one aspect (education, research, applied research or other), but to build networks committed to the most relevant aspects (if not all). Intensive programmes and workshops play a major role in this process, since they stress the complementary relationship among HEIs and also test the capacity of the several partners to work together effectively. Student and staff mobility reinforce the demographic dimension of European citizenship, whereas language courses facilitate communication among Europeans.

LLP partnerships become the basis for our development of international cooperation projects as the IPT invests in the construction of long-term relationships (always involving key individuals in the process): seeking relationships based on complementary, focusing its partnerships on specialised, distinctive resources, defining goals that are compatible with the institution's development, and finally selecting experienced international individuals to conduct, monitor and evaluate the projects.

Internationalisation does not have an activity strategy anymore but has now become a process based on the integration of international/intercultural aspects in the institution's primary purposes and functions, which are teaching, training, research and services

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]

Modern higher education is supposed to produce resources and human capital that adapt to the global knowledge society and be involved in the production and development of technological and scientific knowledge. Individuals should be capable of understanding and using that knowledge for the creation of value. In this sense, the major goals are to develop abilities, competencies and capacities that enable individuals to gain access to the global and intercultural labour market. In general, it is expected that the LLP programme will continue to have a big impact in our institution. Until now and through the several sub-programmes, it helped the internationalisation process to expand, not only within an activity approach but especially within an integrated approach.

The LLP programme, and the financial support that goes with it, is expected to: reach students from lower income backgrounds; develop and improve quality and funding issues; develop different and innovative ways of learning/teaching, especially with the use of IT; guarantee and improve international mobility and recognition of ECTS credits; build a real link between HEIs, research and labour markets in curricula issues, technology transfer, training, lifelong learning recognition and regional communities development. Thus the LLP programme contributes towards meeting Europe 2020 and the Modernisation Agenda, namely by increasing the number of HE graduates, improving on the quality of teaching (namely, transferring good practices), facilitating the access of students to the European global market of goods, services and labour, relating education to research and business, and contributing towards territorial governance.

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