

## ERASMUS +

### ERASMUS POLICY STATEMENT VŠTVS Palestra

*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)*

VŠTVS Palestra (College of Physical Education and Sports) regards the international cooperation and mobility of teachers and students as an important prerequisite for the quality improvement activities in the field of teaching, education and international understanding.

When choosing a partner is necessary to consider:

a) the level of our school, the professional profile and research interests, geographic location, level of the partner professional profile and research interests of individual schools or departments. We educate sports and fitness specialists, specialist in leisure and wellness. The choice is possibly substantial in selecting the institutions for study programs or internships. This focus takes an important part in the selection of partners and sites for our professional staff, teachers and as well for their special research ambitions.

Palestra is currently implementing scientific and qualified cooperation with a number of European countries (Bulgaria, Poland, Portugal, United Kingdom, Greece, Lithuania, Slovenia and Slovakia) as well as with countries outside Europe (India, Japan, USA, Canada). These countries are for us in the upcoming season partners for the implementation of mobility of employees. As well as for students, especially in master's degree, we rely on partner universities for the implementation of scholarship and internship. (Partners and fields of cooperation in detail on <http://vstvs.palestra.cz/node/11>)

b) in terms of geography is economically reasonable to travel to neighbor countries, distant places are, however, more interesting in terms of differences, cultures and possibly different perspectives on common themes, etc.

c) the most important target group are students and their scholarship programs. Due to the expertise of our graduates we consider as essential to encourage their internship in positions close to their graduate professions (sports animator, coach, trainer, wellness expert, etc.), especially for students with Master's degree. The attention is therefore focused on searching and finding suitable sites for student's work experience (hotels, Wellness centers, research centers, universities, sport camps, sports clubs, etc.).

With the expansion of study programs and inclusion of second-degree of higher education (Master studies), there is a substantial growth of teaching staff to expand training and research activities therefore we consider the mobility of teachers and other workers as the area that needs broadly to be supported.

Gradually, we also expect accession to the practical implementation of multicooperation with partners institutions (double / multiple / joint degrees) on the field of study, that is nowadays similar in research projects which involve several partner universities.



*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)*

The school activities are based in the long-term plan (work plan) of Palestra development. The starting point for the Long-term Plan was the international document so called "Bologna Process" and materials related to EQFb (EQF PE).

At the national level is the Ministry of Education, Youth and Sports document: "Long-term Plan for the Educational, Scientific, Research, Developmental and Innovative, Artistic and Other Creative Activities for Higher Education Institutions for 2011-2015" and other documents.

The international cooperation is therefore one of the priorities of the school. Theme of cooperation is based on professional and scientific aim of the school, in regard of this we search and find partners in neighbor or distant countries within Europe and outside Europe as well.

The school staff currently works on number of international projects. Mobility of both staff and students significantly contributes on successful accomplishment of the projects.

Scholarship programs can enhance or improve student's education, especially if they could attend the top European schools or the level in some areas exceeds the level of our school.

In this sense has Palestra something to offer on the field of physical education despite the short period of its existence and in the future we expect that will offer superior quality, unique to our industry as well as an interesting workplace for teachers, scientists and foreign student .

*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)*

*1 - Increasing attainment levels to provide the graduates and researchers Europe needs*

*2 - Improving the quality and relevance of higher education*

*3 - Strengthening quality through mobility and cross-border cooperation*

*4 - Linking higher education, research and business for excellence and regional development*

*5 - Improving governance and funding.*

The participation in the Program means for VŠTVS Palestra active engagement associated with the process of modernization and internationalization of higher education.

1. The need of increasing the level of education of graduates and researchers.

Our school cooperates with a number of countries working on same research projects.

Similarly, it would be appropriate to try the joint implementation of Bachelor's and Master's degree programs prepared by 2-3 universities. However, it is expected to create greater permeability of study programs in the participating institutions and to increase the level of language knowledge of both students and teachers. The realistic goals for this phase can be seen in the implementation of joint courses (subjects).

2. Improving of level and relevance of higher education. The newly introduced Master studies we consider as a great challenge and responsibility for the teachers, as a challenge to improve the quality of teaching and as a significant moment to implement the research component into the work of the school staff. Mobility in this matter obtains a higher level of significance for both incoming as well as out coming students and staff. Increasingly, employers today ask for the work experience from abroad, not only at new graduates but also young employees!

3. Enhancing quality through mobility and international cooperation. It is clear that students and employees with international experience may significantly contribute to the revision of existing quality of their home school and participate on the modernization of both - the program and the content of study, as well as the quality of the research activities

4. Connection of higher education, research and business for excellence and regional development.

VŠTVS Palestra since the very beginning looks for tight connection between theory and practice, research and teaching. The cooperation with a number of professional institutions in the Czech Republic and abroad, in which students apply theory in practice, is highly required in their professional profile as graduates. Similar internships in research or laboratories of both students and staff in home country or abroad may create better conditions for higher quality of all involved.

5. Management and finance optimization begin with the appropriate selection of students, selection of students who are capable to successfully accomplish the study program or internship. The system and the quality of selection of students is highly important. The same attention is necessary to give to teachers and other employees for whom mobility is a subject of professional growth. EU gives considerable financial resources to support all types of mobility, so it is essential to rationally use all these.



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