

Chapter IV: Internationalisation in terms Educational Programmes

65. Out of all 1) Bachelor, 2) Master, 3) Doctoral courses offered by the unit in a given year, what is the number of courses taught in a foreign language?

		Total	Relative to the total number of courses offered	At which faculties these courses are taught
y. 2010-2011	1	3	4	FCIM, FTA
	2	0	0	
	3	0	0	
y. 2011- 2012	1	3	4	FCIM, FTA
	2	0	0	
	3	0	0	
y. 2012- 2013	1	3	4	FCIM, FTA
	2	0	0	
	3	0	0	
y. 2013- 2014	1	3	4	FCIM, FTA
	2	0	0	
	3	0	0	
y. 2014- 2015	1	3	4	FCIM, FTA
	2	0	0	
	3	0	0	
y. 2015- 2016	1	3	4	FCIM, FTA
	2	0	0	
	3	0	0	
y. 2016- 2017	1	3	4	FCIM, FTA
	2	0	0	
	3	0	0	

66. Out of all 1) Bachelor, 2) Master, 3) Doctoral courses offered by the unit in a given year, what is the number taught partially in a foreign language?

		Total	Relative to the total number of courses	At which faculties these courses are taught
y. 2010-2011	1	NA		
	2	NA		
	3	NA		
y. 2011- 2012	1	NA		
	2	NA		
	3	NA		
y. 2012- 2013	1	NA		
	2	NA		
	3	NA		
y. 2013- 2014	1	NA		
	2	NA		
	3	NA		
y. 2014- 2015	1	NA		
	2	NA		
	3	NA		
y. 2015- 2016	1	NA		
	2	NA		
	3	NA		
y. 2016- 2017	1	NA		
	2	NA		
	3	NA		

67. What is the number of credit points for foreign language courses in relation to the total number of credit points (compulsory or optional)

1	Compulsory foreign language course	Credit points	4	Ratio 1/2	1
2	Compulsory native language course	Credit points	4		
3	Optional foreign language course	Credit points	3	Ratio 3/4	1.00
4	Optional native language course	Credit points	3		

68. Which is the number of foreign languages offered at the institution?		
69. Which is the number of foreign language teaching hours per week (all languages)?		
	Total	In relation to the total number of students
y. 2010-2011	2	0.012
y. 2011-2012	2	0.013
y. 2012-2013	2	0.013
y. 2013-2014	2	0.014
y. 2014-2015	2	0.016
y. 2015-2016	2	0.015
y. 2016-2017	2	0.02
70. Which is the number of lecture stays abroad of university teachers (teaching staff (TS) mobilities)?		
	Total	In relation to the total number of academic staff
y. 2010-2011	4	1
y. 2011-2012	4	1
y. 2012-2013	5	1
y. 2013-2014	5	1
y. 2014-2015	7	1
y. 2015-2016	10	1
y. 2016-2017	10	1
71. What is the number of places in study programmes exclusively set aside for international students (Bachelor/Master/Doctoral)?		
	Total	In relation to the total number of students
y. 2010-2011	58	1.53
y. 2011-2012	63	1.73
y. 2012-2013	69	2.02
y. 2013-2014	60	1.67
y. 2014-2015	45	1.26
y. 2015-2016	32	0.98
y. 2016-2017	27	0.83

72. What is the number of credits acquired abroad and recognised by the institution?

	Total	In relation to the total number of credit points
y. 2010-2011	570	2.7
y. 2011-2012	1710	8.11
y. 2012-2013	1110	5.27
y. 2013-2014	1320	6.28
y. 2014-2015	3000	14.25
y. 2015-2016	3420	16.23
y. 2016-2017	3210	15.24

73. How effective the international dimension has been integrated into the courses/units in the various disciplines at your institution? (1, highly effective to 5, not effective at all)

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. Out of all 1) Bachelor, 2) Master, 3) Doctoral courses, how many joint or double degree programmes are offered by the institution in partnership with foreign colleagues?

		Total	Relative to the total number of programmes
y. 2010-2011	1	0	
	2	0	
	3	0	
y. 2011- 2012	1	0	
	2	0	
	3	0	
y. 2012- 2013	1	0	
	2	0	
	3	0	
y. 2013- 2014	1	0	
	2	0	
	3	0	
	1	0	

y. 2014- 2015	2	0		
	3	0		
	1	0		
y. 2015- 2016	2	0		
	3	0		
	1	0		
y. 2016- 2017	2	14	30	
	3	0		
	1	0		
75. Does teaching include the use of examples, case studies, research, literature, etc., drawn from different countries, regions and cultures?			YES	NO
			<input checked="" type="radio"/>	<input type="radio"/>
76. Does your educational programme provide extra-curricular opportunities for students? (top three choices)				
1	Student clubs and associations			<input checked="" type="checkbox"/>
2	International and intercultural campus events			<input checked="" type="checkbox"/>
3	Liaison with community based cultural groups			<input type="checkbox"/>
4	Peer groups and programmes			<input type="checkbox"/>
5	Social, cultural and academic support systems			<input checked="" type="checkbox"/>
77. What activities do you consider to most important when speaking about internationalisation of programmes? (top three choices)				
1	Strategic partnerships			<input type="checkbox"/>
2	Quality institutional internationalisation services			<input type="checkbox"/>
3	Curricula comprising international and intercultural dimension			<input type="checkbox"/>
4	Internationalisation courses/programmes			<input checked="" type="checkbox"/>
5	Courses with English-medium of instruction (EMI)			<input type="checkbox"/>
6	Visits by international delegations			<input type="checkbox"/>
7	Outgoing staff			<input checked="" type="checkbox"/>
8	Branch campuses			<input type="checkbox"/>
9	International field studies and research			<input type="checkbox"/>
10	Incoming staff			<input type="checkbox"/>
11	Joint programmes			<input checked="" type="checkbox"/>

78. Out of all the programme elements/modules offered by the institution in a given year, what is the number of those focused on international or intercultural issues?

	Total	Relative to the total number of courses
y. 2010-2011	9	0.7
y. 2011-2012	9	0.7
y. 2012-2013	9	0.7
y. 2013-2014	9	0.7
y. 2014-2015	9	0.7
y. 2015-2016	9	0.7
y. 2016-2017	9	0.7

79. Out of all ECTS offered by the institution, what is?

	The number	Proportion of ECTS focused primarily on international issues or subjects
y. 2010-2011	21060	17
y. 2011-2012	21060	17
y. 2012-2013	21060	17
y. 2013-2014	21060	17
y. 2014-2015	21060	17
y. 2015-2016	21060	17
y. 2016-2017	21060	17