

Erasmus Policy Statement (Overall Strategy)

We were interested in obtaining the Erasmus Charter because we firmly believe that both mobility and participation in cooperation projects with both EU and non-EU countries can add more quality to the professional experience of students, staff, our studies and by extension our entire community.

This is corroborated by different experiences that we have carried out so far: traineeships in companies of upper-grade students (Higher Education short cycle) during 2012-2013 in the city of Elne (France), exchanges of students of intermediate technical training in Samatan (France). We have also evaluated as very positive the exchange of our staff with staff of other Spanish autonomous communities, such as the SIOP Programme (a programme which provides students with guidance to find the most appropriate job).

The great contribution of these experiences to our school and the entire educational community encouraged us to expand our horizons with the Erasmus Charter for Higher Education. Furthermore, we believe that this edition of "Erasmus for all" can make possible the participation of people who, for very different reasons, could run the risk of being excluded from this type of formative experiences. This charter would ensure equal access and opportunities to mobile participants from all backgrounds.

Procedure:

a) We will choose our contacts according to the following criteria:

We will consider the knowledge and experience that these contacts can provide us in a broad sense. We will also consider their availability and their expectations towards our school.

To establish these contacts we have already attended some instructive sessions mainly intended to find partners and we have also made a survey of companies that could be interested in completing our educational project (we have visited a few and we have even done some activities with them). We aim at consolidating these contacts and expanding them as long as it is possible and appropriate.

b) To begin, we are interested in contacting institutions and companies in France. However, we do not limit ourselves to that geographical area and so we would like to leave the door open to other contributions arising from both countries in and out of the European Union in order to establish bonds of interaction.



c) Our general objectives, as we have outlined in the introduction, are achieving the modernisation and internationalisation of higher education of our school by means of mobility actions of both students and staff, in a cooperation and participation that will enrich us all and make technical training more attractive, always within the framework of the principle of equal opportunities.

Considering this general objective, we can think of different projects so as to achieve the following specific objectives:

- Increase skill levels for both students and teachers (and why not also for researchers).
- Improve the quality and prestige of higher level technical studies thanks to mobility and international cooperation.
- Bring together higher education, research and companies in order to achieve excellence and the development of our community.
- Improve our organisation and funding.

To achieve this we are ready to:

- . Design mobility projects for students and staff.
- . Establish exchanges in cooperation with both neighbouring and more distant countries.
- . Seek the resources, in a broad sense, that will allow us to carry out these projects successfully.
- . Perform monitoring and periodic evaluation of the process to introduce corrective measures if they were necessary.
- . Fully respect each and every of the principles set out in the programme.

Mobility projects, in whatever form, will be mainly for students enrolled in Higher Education (Short Course), but also for their teachers and for the rest of the staff, if possible.

Institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects.

Our participation in cooperation projects with other foreign institutions is subject to the final definition of the Erasmus Charter and of the Department of Education in our region.

Our interest is focussed on establishing collaborations for traineeships of students (FPCT) with foreign companies, institutions, etc.

To do this the procedure is the same as we use for our students in our geographical area when they do work experience.



This procedure consists of making a first contact that leads to validation of the company or institution after being considered adequate for the stay or exchange.

Next we design a work schedule where the two parts set up learning objectives and activities. Afterwards the three parts (company, student and institution) sign the agreement.

We establish contacts generically as follows:

- . Daily monitoring of activities (students write in a form the time and activities carried out daily).
- . Partial evaluation in the middle of the period (to check the appropriate functioning of the exchange).
- . Final evaluation, where the student, traineeship and institutions involved are evaluated.
- . We will also make all necessary contacts: visits, calls, emails, skype ...

We are also interested in organising and sharing experiences for teachers (discussion sessions, lectures, projects ...), and if appropriate, exchanges for staff.

The consequences of participation. Expected impact.

The opportunity to travel, see and experience other educational realities, business and lifestyle habits, broaden the vision of reality of our students and their capacity of finding a job and adapting to many different situations.

In addition, this experience will train students for the practice of a profession by providing them with both practical, procedural and theoretical contents as well as cross-curricular capacities. All these are definitely the ultimate goals of higher technical education.

Mobility makes technical courses more attractive and this certainly contributes to their promotion.

In addition, it offers opportunities to acquire additional skills such as internet use and the learning of languages.

Furthermore, mobility promotes cross-border cooperation.

Finally, it improves the organisation of our own institution and helps obtain the necessary funding mechanisms to guarantee equal opportunities for all our students and staff regardless of their conditions: disabilities, social factors, economic reasons, etc. or the fact of belonging to any under-represented group.



All these aspects contribute to the achievement of excellence.