

## Erasmus policy

The identity traits of our PEC ( Projecte Educacional de Centre/ Institutional Education Project; section 3.5 ) state the objectives and everything that implies to establish a compromise to comply with the European dimension.

The internationalisation and modernisation of the educational community is one of the most important objectives that FerranTallada has as an educational institution, as far as the participation in cooperative projects is concerned. We consider that Europe is a very useful space for cooperation and learning exchange. When setting up these experiences, we pursue learning from different cultures and lifestyles, thus enhancing the job-finding possibilities of our students and the improvement of our educational methodology.

Although our organization has experience in both student and teachers' exchange in the context on Lingua, Comenius y Erasmus + projects, we have not participated up to this moment in Erasmus + Mobility programmes for HEI

### A. Concerning mobility programmes, we seek for:

1. Improving the quality and the social recognition of the Professional Training education among students, society and companies of the field.
2. Enhancing the presence of the institution in the field.
3. To be acquainted of the job market in the European area and to establish a network of professional contacts within it.
4. Reinforcing the quality of the educational/traineeship programmes through transnational cooperation and student and staff mobility.
5. To add new teaching learning experiences both to our and the other staff and students, thus contributing to the general improvement of the community.

### Regarding students:

1. We want to improve their linguistic and cultural abilities, so an active contact with foreign language and cultures.
2. We intend to develop and improve the professional and personal skills of our students by the acquisition of actual experience in a different country with a different culture and language.
3. We want to promote the capacity of adaptation, plus self-motivation and self-initiative.
4. We want our students to be familiar with the professional world in other countries

### Regarding teaching staff:

1. We intend to exchange h learning and methodology experiences, and in-company training, different from ours.
2. We aim to improve our teaching professional skills by acquiring new approaches to teaching.
3. We intend to add new elements that may help the actual learning on the part of the students.
4. We want our teachers to be familiar with both the business and the associative educative networks in other countries

## **B. Concerning target groups:**

Students who can benefit from this programme are those who are taking the final year of either Sociocultural or Community Services or the Infant Education short cycle courses. Teachers involved in the same courses can also apply to participate.

Participants will be selected according to the rules of a public call, that will be advertised in the Erasmus Space of the organisation and explained by tutor teachers. Those rules will comply with the transparency, equal opportunity and non-discrimination principles.

## **C. How we choose our partners**

Our partners usually come from institutions we have collaborated with previously or, that we have references from our teaching staff or have contacts within the corresponding field. During the process we will have the support of the local educational authorities: Fundació Barcelona FP (Xarxa FP) and Consorci d'Educació de Barcelona

The main criteria to choose our partners are:

1. They are open to mutual collaboration and multicultural interchange experiences.
2. Those above mentioned systems offer innovations in the corresponding work field.
3. Their educational systems are compatible, and therefore they allow an optimal integration of our students in them.

### Geographical areas

We should say that in what refers to geographical areas, concerning our short cycles, we are related to Italy and Finland (Infant Education) and to France (Sociocultural and Community Services), given that those branches are widely recognised and have a work presence and social importance in those countries. Nevertheless, we are open to collaboration possibilities with institutions from other countries.

## **D. Organisation**

1. **The academic structure** of our institution that deals with international mobility is composed of:

- The managerial team, which is in charge of decision making and encourages participation in international projects
- The teaching departments, formed by the teachers of the same area, analyse the impact on the curricular projects, module and formative unit of each cycle
- The Pedagogical Council, formed by the Heads of department, assesses the projects, checks the development of the actual process and makes proposals to the teaching teams
- The European Coordination of the institution, a teacher that coordinates what concerns the European projects. It deals with the advertising of mobility projects outside and inside the centre. It makes sure that the required linguistic and sociocultural formation is given to the students involved and it monitors the mobility projects



- The FCT (Training at Work Coordination) and Dual Formation Coordination is in charge of selecting those companies eligible to establish agreements with, both to our regular students as well as those coming in
- Tutorship and counselling deals with encouraging and selecting the students participating in the mobility and the monitoring of those going to foreign countries
- The training and job orientation department (FOL) will help students to fill their Europass

## 2. In what refers the **administrative structure**:

- The administration of the centre gives support to the processing of documentation and financial issues of the project. They have periodical meetings with the European Projects coordinator

## 3. Concerning how we **advertise and communicate** issues concerning the Project:

- Students and teachers have institutional e- mail addresses that allow them an efficient and direct communication
- Those above mentioned collective organs write and publish the meeting acts and agreements on the centre intranet
- The teaching staff meetings and the School Council are informed of the development of the mobility actions and participate in the final assessment
- Information related to mobility are advertised via the webpage

## E. Learning agreements

The coordination of European projects will design a work plan, for which the proposals from the Pedagogical Council will be considered, including the possible future partners, be it other centres, companies or institutions. Those target centres will be related to the short cycles offered by the Ferran Tallada centre. They should be as well interested in educational, professional and sociocultural exchange, as well as be willing to develop projects to enhance the potential both of students and teaching team of our centre. The selection criteria will consider as targets those potential partners which allow the full development of our students in terms of professional skills.

The first contact will be carried out through contact seminars, professional links, networks such as Xarxa FP and tools like eTwinning. Once the first contact has been done, the compatibility of institutions and projects will be studied, seeing that formation and educational requirements of the Sociocultural and Community Services short cycles are met, as well as the syllabus of the respective courses.

An agreement of general compromise on the part of the institutions involved will be written and signed by the principals and representatives of the company, if applicable. It will cover a period from before, during and after the actual mobility process. This agreement will include all the mobility certification, monitoring and assessment procedures, as well as the equivalences of ECTS credits, Europass recognition, Company Certificates/P45, and monitoring form sheets.

Referring to specific mobilities, a document will be signed by the participant, the principal of our centre, the responsible at the other centre as well as the representative of the company, if required.

In all these cases, there will be a tutor teacher in charge of monitoring each student achievements.

A final assessment will help consider about the suitability of continuing it or not, and improve our mobilisation strategies.

## **F. Preparation before and during mobilities**

### **1. Linguistic preparation**

The linguistic policy of the FerranTallada Centre is shown in the Centre Linguistic Project, which establishes communication as an essential part of the learning process of our student's personal and professional development. Our compulsory secondary education and high school students must learn a foreign language (English) and have the opportunity to learn a second one (French or German)

The managerial team encourages those actions improving the linguistic competence of students, such as participating in the mobility programmes, the presence of foreign languages in the syllabus (CLIL methodology), establishing cooperation agreements with other educational institutions as well as incorporating linguistic assistants in the classroom.

Regarding the vocational training studies, there are modules that, due to their practical characteristics, or their communication related contents, allow a full language immersion.

That considered, just before they leave, our students will receive a 20 hour-long sociocultural and linguistic formation, by the foreign languages department of our centre, as to make sure that our students are able to interact and manage adequately in everyday life situations the host country as well as in specific work related situations.

Apart from this, our school is in contact and collaboration with the Language School in our district (Escola Oficial d'Idiomes Vall d'Hebrón). Thus, we are regularly informed about official courses and thematic short courses they organise and may be of our students' interest.

### **2. Incoming students**

A tutor will be assigned to the incoming students. He or she will be in charge of providing them with all the information and counselling required in everyday life situations.

Before arriving all the incoming students involved in the mobility programmes will be given a dossier including:

- Information referring to any registering or administrative process required: insurance, bank accounts and documentation.
- Accommodation information (lodging and rent), including prices of available accommodation near the centre and a detailed explanation of the conditions required.
- An informative dossier about the studies the centre uses, the rules and regulations of it, extracurricular activities, visits...

When the student has arrived there will be:

- An interview with both the school tutor and the training company tutor, if applicable.

- Sociocultural and touristic information (food, maps, transport, sports (centre), leisure options...)
- Control list and an assessment questionnaire.

The coordination of European projects, in a previous agreement with the tutor, will design a mentor student who will be in charge of welcoming and integrating the incoming student in the community.

Concerning the teaching team, arrangements will work in a similar way. Instead of a teacher tutor, there will be a referenceteacher designated by the coordination of European projects.

### **3. Outgoing students**

Once students have been selected, the European Coordinator will assign a tutor teacher to them, who will assist them with academic and other practical issues, such as transport, insurances or registering.

The tutor will keep contact with the outgoing students and help them to solve any problem appearing.

Outbound students will also be given information on the academic programmes, sociocultural and linguistic characteristics of the receiving country.

They will be required to fill assessment sheets for their stay monitoring.

The tutor assigned to the students, and the reference teacher in the case of teachers, will explain to the incoming students and staff the language support options.

The Language Department of the centre will organise an intensive Spanish course for the incoming students.

Information about events, associations and volunteer organisations promoting the use of Spanish near the centre will be included in a customized dossier.

A language exchange partner will be offered as well.

The mentor student will assist the incoming student with any language doubt.

## **G. Recognition**

### **1. General prodedures**

Mechanisms of promotion and recognition of the performance in those European and International cooperation will be the following:

Coordinators as well as teaching staff will be in charge of contacting educational institutions, organisms and companies that belong to countries that also have equivalent studies to those we offer (i.e. the branch of Sociocultural and Community Services)

European Project coordination will attend those applications coming from both inside and outside, and will advertise and provide any information related to yearly calls and the documentation required to participate in them.

Actions to improve knowledge of the language required will be taken, if necessary.

Language department will be in charge of checking foreign language documents

Administrative staff will help with any process and documents required to carry out and recognise the mobilities.

Teaching departments and Pedagogical council will address the pedagogical aspects on the projects of those involved.

School students will be involved in the welcoming of those incoming students, giving them advice and accompanying them.

Communication tasks include advertising all information referring to the projects, before, while and after the mobility action takes place on the webpage, the school blog and the school screen. The efficiency and multiplatform aspects of this advertising will be important.

The certification given to both the teachers and students involved in the Project will be registered in the academic record of students and the formative record of teachers.

Some lectures and talks will be given so these students and teachers can give account of their experience to raise community members' interest.

### **2. Recognition. Tasks**

The administrative staff will print the certificates according to the standard models agreed.

All certificates must include the main activities performed and time spent.

The companies will issue a work training certificate.

The centre will issue the certificates corresponding to the courses taken by the students, using ECTS grading equivalence, and the Europass Diploma Supplement, if necessary.

Those students who perform activities in the school the register will take place in our academic results internal platform (Educamos)

The hosting centre will provide a certification that will be incorporated to the formation experience record of our teaching staff involved.

Those teachers coming to our centre will be provided an analogue certification, in which the activities and hours performed will be included.

### 3. Students

The involved institutions will share a formative activities plan that may include some in-company training. In this plan will be displayed the competences and skills that students are required to acquire, as well as the activities that they will need to carry out such acquisition.

The student will register the performed tasks daily. The tutor from the school will monitor those activities periodically, as agreed, and will collect information on the student's performance from the staff involved.

Whenever the activity plan is performed in-company, the activity registration will be done through a computer application (calledqBID). On the other hand, the company will designate a tutor to be in contact with the school tutor periodically, to monitor the student's progress. The student's performance will be registered in the above mentioned application by both tutors, and a report will be generated. This information will be used to certificate the work training hours performed.

In order to guarantee the quality of these in-company hours, the following documents will be filled in both by the student and the tutors involved in the qBID application:

- In-company hours' agreement: duration, timetable and activity plan compulsory for the student.
- Daily register of the activities performed on the part of the student.
- Monthly self-assessment on the part of the student.
- Periodical report by the company tutor on the student's progress.
- A final assessment report on the part of the FerranTallada tutor to certificate the report issued by the company, where the work training was performed.
- Formal grading of the work training.
- Company satisfaction questionnaire.
- Student's satisfaction questionnaire.

The Company will issue a work training certificate.

The centre will issue the certificates corresponding to the courses taken by the student, using ECTS equivalence, and the Europass Diploma Supplement, if necessary.

#### **4. Staff mobility**

The teaching staff involved in the mobility programme will upload a public report on the activities performed on the centre moodle. This report will be shown to the rest of the department and will add some proposals on actions that may enhance what the teacher gained from the mobility programme experience.

To cover the teachers involved substitutions we have the support of the Local Educational Authority.

The hosting centre will provide a certification that will be incorporated to the formation experience record of our teaching staff involved.

Those teachers coming to our centre will be provided an analogue certification, in which the activities and hours performed, will be included.

All certificates must include the main activities performed and time spent

#### **H. Strategy implementation. Summary**

Those specific actions required for the collaboration programme will be approved by our Pedagogical Council and the managerial staff of the institution. Once the agreements between institutions have been approved and signed the following steps will be taken:

##### **Students' Mobility**

First step: The mobility programme will be advertised and the whole information about it will be displayed on the webpage. Moreover, teachers and student's meetings will be carried out to explain how the mobility process will take place. The selection rules will be explained and they will comply with the transparency, equal opportunity and non-discrimination principles. Other criteria will be having a good knowledge of the language of the receiving country, which can be tested in an exam, a report from the teaching team and a personal interview.

Second step: Participants will be selected by the Pedagogical Council and the European Project Coordinator and according to the rules of a public call. The name of the admitted candidates will be advertised in the Erasmus Space of the organisation.

Third step: Participants will be given formation on the sociocultural and linguistic traits of the receiving country. A customized individual formation through an assigned tutor will be provided to every one of them. The tutor will help them with both academic and mobility issues (lodging, transport, registering process and so on).

Fourth step: monitoring will be carried out by the tutor, who will keep in touch with the students and register any incidence. The tutor will be in charge of preparation, welcoming and reception of students. Those tasks will include counselling the students in decision making, help them with

accommodation, providing information about the host city (means of transport, health insurance, leisure and sport places and some other things that may appear), to take care of the civil responsibility and accident insurance as well as monitoring and assessing the students.

Fifth step: Students will go through different assessments that will be carried out by the host organisation and the tutor. There will be a self-assessment too by the students, in order to ensure the quality results of the programme. Later, once the whole process is over, there will be a final assessment by the managerial staff and the Pedagogical C

Incoming students and teachers will be

- helped with the practical issues that may come out, such as lodging, transport issues and so on.
- offered practical and cultural information about the city and the country, as well as about our educational system

Finally, there will be offered a customized individual programme for staying, and a tutor will assess them. In the end, they will have to fill in an assessment form on what they have learned from the experience, to help us to improve.

### **Teachers' mobilities**

First and second steps will be the same as the students'. They will be given a permanent contact person with which they will be able to solve any mobility or academic issues appearing.

The outbound teaching staff will be required to write and upload a report and do a presentation explaining how the whole experience has been, and the traits or methodologies learnt in the process can be incorporated to both our organisation and teaching methodology.

To cover the teachers involved substitutions we have the support of the Local Educational Authority (Consorci d'Educació de Barcelona).

Those teachers coming to our centre will be provided an analogue certification, in which the activities and hours performed, will be included.