

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

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

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]

CIFP La Flora deals with Higher Education and Vocational Education and Training (VET): Hospitality Management and Cooking Management.

CIFP La Flora wants to contribute to develop the quality and relevance of VET to make Europe the most competitive and dynamic knowledge-based economy in the world as follows up the Lisbon Strategy. CIFP La Flora works to improve quality and attractiveness of VET. This is the key priority of the Copenhagen process.

We support the development of the Bruges Process with appropriate cooperative measures in VET.

The Educational Centre applies for the student credit mobility at short cycle for traineeships (work placements) in enterprises.

CIFP La Flora complies with the Erasmus Charter for Higher Education (ECHE) and commits itself to respect these obligations and will introduce suitable measures for the implementation of this Erasmus Policy Statement (EPS).

CIFP La Flora has defined quality as a fundamental part of its policy and strategy and has adopted management systems based on quality as benchmarks for the management of the institution.

In the Curriculum of the VET that regulates the Spanish Higher Education System it is stated that students will have to spend a certain number of practical training periods in companies before being granted with their degrees. In this sense, students from Castilla y León have had the opportunity to benefit from work placements abroad as part of their education. Training in work Centre is a curricular module, and because of foreign companies answer the professional profile of the students, these placements will contribute towards the granting of the Higher Vocational Training Degree.

In view of the Erasmus specific and operational objectives we plan to substantially increase volume and quality of student mobility for traineeships.

It is our goal to increase the number of Erasmus agreements with institutions in the member states.

CIFP LA FLORA will be promoted to further policy cooperation and innovation for lifelong learning, language learning and development of innovative Information and Communications Technology or (ICT).

All activities will be based on written agreements. An Erasmus Institutional Co-ordinator oversees the implementation of the programme in cooperation with Departmental Coordinators.

Visibility of the Erasmus programme and EPS will be of main concern.

CIFP LA FLORA follows the measures taken by the Castilla y León Government Policy to ensure non-discrimination objectives regarding gender equality, integration of disabled students, and enhancement of social and economic cohesion as it is stated in the annual action plan of our Institution.

The school will guarantee the maximum quality of this experience: the students will be selected according not only to their academic records and linguistic competences but also according to their maturity and ability to adapt to different cultural environments.

The companies have been contacted and have shown a positive attitude to receive students. The training content must be arranged with them before departure. This is the responsibility of the study programme concerned, and of the student himself, who must have the requirements in the curriculum fulfilled. Description of the training content is also included in the contract between the student and International Office, as a guarantee for sufficient preparation. This contract has to be signed before the student receives the main part of the grant.

Each outgoing student will have an appointed contact person at the study programme concerned. They will stay in continual contact by e-mail and telephone. The contact person will make a monitoring visit to the receiving organisation during the placement. The local supervisor takes the responsibility for the progress of the student as agreed with the contact person. The student himself must also assume responsibility for his own learning.

Linguistic preparation is available through language courses in the curricula, an International Language Centre and materials.

Together with the host organisation experienced tutors will be appointed to assist students on location throughout the training and learning process. The interaction of VET and curricula will ensure transparency on recognition for periods spent abroad. All aspects of recognition will be clear before signing placement contracts. Learning Agreements including

necessary information will be issued.

Student reports serve to assess educational and training content and skills and competences acquired during learning and training experience. They support monitoring and evaluation and ensure a continuous development of curricula, innovative placement arrangements and help to improve organizational aspects of vocational education and training activities.

The placement is an integrated part in the study programme, and will be mentioned in the final diploma.

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]

European and international cooperation projects do not develop in the Educational Centre

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]

CIFP La Flora has defined quality as a fundamental part of its policy and strategy and has adopted management systems based on quality as benchmarks for the management of the institution. The fundamental concern is the Quality Management System based on the UNE-in-ISO 9001:2008. Notably, the management of processes aimed at continuous improvement through planning, development, revision and improvement.

The Educational Centre values the opportunity to participate in the European mobility programmes, (ERASMUS, Regional Government Project) as a way to promote the exchange of experiences, the cooperation and the mobility of the European systems. On the other hand, it is a very good way to increase the Centre intention of widening the horizons among our students. CIFP La Flora participates with the regional Castilla y León Government in public announcements of co-operation and funding as well as assessment support, insurances and all kinds of available tools to develop European mobility.

Castilla y León region sets the number of Erasmus mobility to 200 students. CIFP La Flora represents 6 students/ year (2013). Therefore, increased Erasmus student mobility is a main challenge.

Participation in Erasmus Charter for Higher Education (ECHE) is a promising opportunity to research with the European Dimension initiatives of the European Commission and the European Area of Lifelong Learning.

CIFP La Flora plans to increase creativity and innovation in VET, as well as the use of learning methods to improve the quality and efficiency of education and training.

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