



Erasmus Charter for Higher Education 2014-2020

Application Form Call: 2014

Note: The data of this application form will be used by the European Commission/ Executive Agency EACEA and National Agencies for evaluation and monitoring

Program	The 2014-2020 EU programme for education, training, youth and sport proposed by the European Commission on 23 November 2011 (hereafter the Programme)*
Action	Erasmus Charter for Higher Education
Call	2014
Deadline for Submission (dd-mm-yyyy)	15/05/2013 12:00 midday Brussels time.
Application language	EN
Correspondence Language	EN

249320-LA-1-2014-1-ES-E4AKA1-ECHE-1

Applicant's previous EUC number (if applicable):

249320-IC-1-2008-1-ES-ERASMUS-EUCP-1

Erasmus Policy Statement (Overall Strategy) section D of this application form - original language (official EU languages): EN

If the original language is not English, French or German, the Erasmus Policy Statement (EPS) should also be provided in one of those three languages.

Erasmus Policy Statement translation language (if applicable): -

Acknowledgement of receipt

After submission, applicants are invited to consult the website of the Education, Audiovisual & Culture Executive Agency - EACEA to check successful receipt of their Erasmus Charter for Higher Education (ECHE) application. If by the second week after the deadline, the application has not been listed on the website, the applicant should contact the EACEA (e-mail: EACEA-ECHE@ec.europa.eu).

* COM(2011) 788 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0788:FIN:EN:PDF>)

Applicant Organisation

A.1. Applicant Organisation

PIC, if available. Cf. Application manual	0
Full legal name (official name in latin characters)	ESCOLA JOAN PELEGRÍ DE LA FUNDACIÓ CULTURAL HOSTAFRANCS
Full legal name (English name)	JOAN PELEGRI'S SCHOOL
Acronym	
Erasmus code (e.g. F PARIS33) - if available	E BARCELO70
Address (Nº, street, avenue, etc.)	CONSELL DE CENT, 14
Country	España
Region	CATALUNA
Post code	08014
City	BARCELONA
Website	http://www.joanpelegri.cat

A.2. Legal Representative

Title	Director
Gender	Female
First Name	MERCÈ
Family Name	VELILLA RAMOS
Position	DIRECTOR
E-mail	mvelilla@joanpelegri.cat
Telephone (including country / area codes)	+34 /93 /4316200
Address (nº, street, avenue, etc)	CONSELL DE CENT, 14
Country	ES, España
Post code	08014
City	BARCELONA

A.3. Coordinator

Title	Coordinator
Gender	Female
First Name	MAR

Family Name	SANGLAS MONTERO
Department	MANAGEMENT
Position	COORDINATOR
E-mail	msanglas@joanpelegri.cat
Telephone (including country / area codes)	+ 34/93 /4316200
Address (n°, street, avenue, etc)	CONSELL DE CENT, 14
Country	ES, España
Post code	08014
City	BARCELONA

The purpose of these statistics is to put into context the actions and strategies the institution is asked to present in the following sections.

For the academic year 2012-2013:

Total number of students enrolled in all degree programmes offered by your institution (data from official HEI register)

Short cycle:	105.0
1st Cycle:	0.0
2nd Cycle:	0.0
3rd Cycle:	0.0

Number of staff (Equivalent full-time)

Teaching:	104.0
Administrative:	8.0

Number of degree courses on offer

Short cycle:	4.0
1st Cycle:	0.0
2nd Cycle:	0.0
3rd Cycle:	0.0

STUDENTS (academic year 2011-2012)

1. Credit Mobility for Students (all types of mobility programmes for periods between 2 and 12 months)

Number of outgoing study mobility students (Erasmus and/or others): to participating countries	0.0
Number of outgoing study mobility students (Erasmus and/or others): to non-participating countries	0.0
Number of traineeship (work placement) mobility students (Erasmus and/or others): to participating countries	3.0
Number of traineeship (work placement) mobility students (Erasmus and/or others): to non-participating countries	0.0
Number of study mobility students (Erasmus and/or others): from participating countries	0.0
Number of study mobility students (Erasmus and/or others): from non-participating countries	0.0

2. International Degree Students (students enrolled for a full degree programme with foreign nationality or having completed a foreign previous degree)

Number of foreign students, if applicable: from Participating countries	0.0
Number of foreign students, if applicable: non-participating countries	0.0

3. If applicable, number of local (having the nationality of the country) and international students (of foreign nationality / with foreign previous degree) involved in double/multiple/joint degrees:

Number of Local students, involved in Double/multiple/joint degrees	0.0
---	-----

Number of international students, involved in double/multiple/joint degrees

0.0

ACADEMIC STAFF (academic year 2011-2012)

All types of Erasmus staff mobility (for periods between 2 days and 2 months) for teaching and training purposes

Number of outgoing academic staff to participating countries

1.0

Number of incoming academic staff from participating countries

0.0

COOPERATION (academic year 2012-2013)

HEI AGREEMENTS IN EDUCATION AND RESEARCH valid in 2012/2013: European and International HEI Agreements / Consortia / Networks

Number of Erasmus interinstitutional agreements:

1.0

Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from participating countries

0.0

Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from non-participating countries

0.0

Total number of consortium agreements for double/multiple/joint degrees:

0.0

Of these, percentage of the consortium involving non-participating countries

0.0

European and International Education and Training Projects with contracts running in 2012-2013 (e.g.: Lifelong Learning Programme, Erasmus Mundus or Tempus)

Number of projects as coordinator:

0.0

Number of projects as partner:

1.0

Equivalent full-time administrative staff engaged in the HEI's European and International Offices working for the Programme (2012-2013)

Number of staff at the central level:

0.0

Number of staff at the Faculty/School/Department Level:

1.0

General Organisation of Programme activities

C1. General Organisation

Please describe the structure at your institution for the implementation and organisation of European and international mobility (division of tasks, operational and communication methods). (max. 1000 characters)

Please provide the direct web link with the contact details of the international office (or equivalent) in your institution dealing with the implementation and organisation of European and international mobility:

Joan Pelegri School from the Hostafrancs Culture Foundation is a participant in the Erasmus Consortium of Barcelona, in which centres which are willing to promote European mobility have been taking part since 2007. It was that same year when we applied for the Erasmus Charter for Higher Education (ECHE) for the first time.

This Consortium promotes students' stays in different companies in European cities which are part of the Professional Scheme network (<http://www.xarxafp.org>), through the Foundation Barcelona FP (www.fundaciobcnfp.cat)

Organisation of European and international mobility :

<http://www.fundaciobcnfp.cat/index.php/ca/projectes/143-mou-te-per-europa>

C2. Fundamental Principles

By applying for the Erasmus Charter for Higher Education my institution will:

Respect in full the principles of non-discrimination set out in the Programme and ensure equal access and opportunities to mobile participants from all backgrounds.

Ensure full recognition for satisfactorily completed activities of study mobility and, where possible, traineeships in terms of credits awarded (ECTS or compatible system.). Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (Diploma Supplement or equivalent).

Please explain the academic credit system and the methodology used to allocate credits to the different course units followed by your students abroad. (max. 1000 characters)

In addition, please provide the direct web link where the methodology is explained:

In Spain, Advance Vocational Training studies are structured in Instructive Courses grouped in Professional Families. Most of this course, which contains between 1400 hours formation-one school year-and 2000 hours- two school years- is structured or divided in Professional Modules (MP). Some of these modules are common to all Instructive Courses, independently from the professional family to which they belong. One of this :

•Training- work placement (FCT) : training scheme in a company between 350-416h.

Methodology to allocate credits to the different course units followed by your students abroad:

When a student is granted an Erasmus scholarship to carry out work placement, the training - work placement (FCT) is recognized as done.

There is no ECTS system in Spain for vocational training but a compatible system.

<http://www.joanpelegri.cat/erasmus/>

Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.

C3. When Participating in Mobility Activities - Before mobility

Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.

Provide guidance to incoming mobile participants in finding accommodation.



Please explain if all courses taught at your institution are described in the Course Catalogue and in which languages. (max. 500 characters)

In addition, please provide the direct web link to your Course Catalogue:

All the courses taught are described in the Student's Guide. This student's guide can be seen on the School Website:

<http://www.joanpelegri.cat/estudis>

If you need a more accurate description of these studies, with information about the Modules and Instructive Units, they are at your disposal on the Campus in the space related to each one of these courses.

<http://virtual.joanpelegri.org:8082/course/view.php?id=167>

Most of these modules are taught in Catalan.

Carry out mobility only within the framework of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception and integration of mobile participants.



Please describe the institutional procedure for the approval and monitoring of inter-institutional agreements for study and teaching mobility and/or learning agreements in case of traineeships (work placements). (max. 1000 characters)

Every year, before proceeding with the applications for Erasmus grants, the school sends the Mobility Agreement, signed by the Head teacher, where all the agreements and commitments are stated; on the part of the school as well as the Consortium, coordinator of the students' mobility.

On Joan Pelegrí School:

- To make the Schedule for the activities and tasks that the students will have to carry out in the host company in relation to their professional studies.
- To grant academic acknowledgement to the training programme which the students fulfill.
- To help the coordinator of the consortium to make a suitable and fair selection of the beneficiaries from this programme.
- To spread the news about this project and its results.
- To carry out the monitoring and tutorship of the students.

Ensure that outgoing mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency.



Please describe your institution's language policy for preparing participants for mobility, e.g.: course providers within or outside the HEI. (max. 750 characters)

If possible, please provide the direct web link for your language policy:

Two months before mobility, students are provided with conversation classes in English language and, if possible, some basic knowledge of the native language of the host country.

However, it is important to mention that especially English language standard is one of the things which are highly appreciated and valued when selecting these Erasmus students.

Ensure that student and staff mobility for education or training purposes is based on a learning agreement for students and a mobility agreement for staff validated in advance between the home and host institutions or enterprises and the mobile participants.



Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.



Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.

C4. When Participating in Mobility Activities - During Mobility

Ensure equal academic treatment and services for home students and staff and incoming mobile participants.

Integrate incoming mobile participants into the Institution's everyday life.

Have in place appropriate mentoring and support arrangements for mobile participants.

Please describe mentoring and support arrangements for incoming mobile participants and outgoing students for study and traineeships. (max. 750 characters)

Yet, as the students are not present during the last month of the school year, we schedule different activities and tasks so that they can continue progressing in their studies while being abroad. These are activities such as:

- Delivering tasks via school's virtual campus (MOODLE) during their stay.
- Correction/Grading of some assignments in some subjects (MOODLE)
- Sharing tasks and assignments with classmates and teachers (Google Drive)
- Bring forward some tests and exams before leaving.
- Supply tasks and different activities via email.
- To allow these students to postpone the delivery of the final report of their project, in relation to the deadline for the rest of students.

Provide appropriate linguistic support to incoming mobile participants.

Please describe your institution's language support for incoming students and staff with a minimum of 2-month mobility period. (max. 500 characters)

If possible, please provide the direct web link for your language policy:

As it was mentioned before, most of our classes are taught in Catalan, but most of incoming students have studied Spanish, or are familiar with it. Therefore, during their stay all the lessons are taught in Spanish then. In addition, every student is accompanied by another individual tutor ,who is usually another classmate.

C5. When Participating in Mobility Activities - After Mobility

Accept all activities indicated in the learning agreement as counting towards the degree, provided these have been satisfactorily completed by the mobile students.

Provide incoming mobile participants and their home institutions with transcripts containing a full, accurate and timely record of their achievements at the end of their mobility period.

Regarding the above two Charter principles, please describe the mechanisms your institution has in place to recognise mobility achievements for study and traineeships in enterprises. (max. 750 characters)

In addition, please provide the direct web link for this recognition procedure:

This is a task which is carried out by the Foundation –Barcelona FP- and our institution. In our particular case, most of the grants are traineeships in enterprises, so what we do is to check and revise that the tasks and competences which have been scheduled by the traineeship provider are in agreement with what the student reports at the Transcript of Records. Finally, the student is given a diploma with the Erasmus logo which explains that the student has participated in Student mobility for traineeships granted by the European Fund.

<http://www.joanpelegri.cat/erasmus/>

Support the reintegration of mobile participants and give them the opportunity, upon return, to build on their experiences for the benefit of the Institution and their peers.

Ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement.

Please describe your institution's measures to support, to promote and to recognise staff mobility. (max. 750 characters)

Initially, it is the head in charge who preselects the most suitable profile for these staff mobility abroad, with criteria based on the professional background of the teacher and the grant itself; it is also essential to think of the command of foreign languages, also depending on the place to visit.

During the period of this staff mobility, the teacher is replaced by others who teach the same disciplines. The teachers are as well given a diploma which acknowledges the task done and also scores 40 marks in their training and experience which will also enrich their currícula.

Afterwards, on their return, the experience is shared and commented by the rest of teachers, which also enriches the rest of the staff and our practice and expertise

C6. When Participating in European and International Cooperation Projects

Ensure that cooperation leads to sustainable and balanced outcomes for all partners.

Provide relevant support to staff and students participating in these activities.

Please describe your institutional measures to support, promote and recognise the participation of your own institution's staff and students in European and international cooperation projects under the Programme. (max. 750 characters)

Every time our school is given a grant for "Student mobility for Traineeships" it is published on our website (www.joanpelegri.cat/notícies). This news is shared by all teachers, students, families and the rest of the staff working here. It is also published on our virtual campus. Also the Head of Studies writes and informs about these grants in our school magazine, so that again, students, teachers, families and the rest of staff do know about them. Besides, former Erasmus students come and give new students lectures about their experience abroad. Moreover, the Foundation-Barcelona FP- together with the association XarxaFP publish a book with information of all the schools which have participated in this experience.

Exploit the results of the projects in a way that will maximise their impact on individuals and participating institutions and encourage peer learning with the wider academic community.

C7. For the Purposes of Visibility

Display the Charter and the related Erasmus Policy Statement prominently on the Institution's website.

Promote consistently activities supported by the Programme, along with their results.

D**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]

Joan Pelegrí School in direct cooperation with the people in charge at the Foundation Barcelona FP, chooses the partners among those institutions (universities, professional schools, enterprises...) which are included in the network of European cities known as Xarxa FP.

The cities which form this network are the following: Alcoy (Spain), Antwerpen (Belgium), Barcelona (Spain), Berlin (Germany), Breda (Netherlands), Gandia (Spain), Göteborg (Sweden), Kokkola (Finland), Köln (Germany), Kuopio (Finland), Istanbul (Turkey), La Rochelle (France), Lyon (France), Madrid (Spain), Mislata (Spain), München (Germany), Oulu (Finland), Reus (Spain), Rome (Italy), Rovaniemi (Finland), Sète (France), Torino (Italy), Toulouse (France), Westerburg (Germany).

The main objectives in the case of our institution, Joan Pelegrí School, are multiple and diverse but with a common thing, the improvement and the enrichment of our students' professional lives as well as the quality of teaching in our institution.

On the one hand, we want to promote individual mobility for students in short cycle (formació professional de grau superior i grau mig) so that they follow traineeships in enterprises and can enrich their own global training.

It also promotes the learning and command of foreign languages and those particular linguistic competences specific to each professional field. All these skills provide students with better standards of competitiveness in their job search.

On the other hand, we encourage our staff - mainly academic - to train and receive training in higher education institutions similar to ours. This mobility allows us to know about other methodologies and other professionals' educational experiences in this Instruction Courses.

Our institution does not have the possibility of taking multiple degrees.

Everything which has been commented and mentioned before is enclosed in our institution's policy in favour of and promoting equal opportunities with no discrimination based on genre, age or disability.

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]

For years, we have been participating in Erasmus mobility programs and its predecessor programmes such as Leonardo, and other exchange programs in other training levels of our school with the collaboration of the Barcelona City Council and the Xarxa FP association (Rome, Berlin, Moscow and Rovaniemi).

Our school has had an important amount of experience in secondary student exchanges for more than 14 years too (exchange between a group of our secondary students and a group of students from Rouen (Normandy , France). Therefore, we are used to welcoming foreign students and to organizing activities for them.

In 2002 we agreed to collaborate within the framework of the LEONARDO DA VINCI II programme in the proposed FACE (Forum for Alternating Chemical Education) Network project which will collect information and knowledge, help to exchange ideas, to compare and assess courses, to define standards and to identify and present good examples and best practice. We took part as a task force partner and we brought in our experience as a task force partner (Europa Fachhochschule Fresenius GmbH , Idstein (Germany))

In 2006 we also took part in a really successful Comenius project with a German School in Berlin.

In 2012 we have been granted a Leonardo Scholarship for one teacher, within the project EXTRA FOR TEACHERS I, which consisted of a stay in Munich, where the German Educational System was shown, focusing on Professional/Job Training (dual system)

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]

Taking part in an Erasmus project will allow us:

- To develop and improve some ways towards higher education, different from the formal education. A real effective way is by looking at the roll of professional qualifications, based on the capacity acquired through training practice and not through studying. We have to improve the way to acknowledge these to interrelate studies and job training.
- Another way would be to promote different strategies and methodological approach to attend all types of students. Currently, our institution offers evening courses for those people who want to study and work at the same time. In addition, we offer a partial scholarship in which students only work on some parts of the curriculum each year. Next year, we want to offer a new modality: for those people who work long hours or have to carry out other tasks- such as caring for a child or an adult –we would like to implement a blended course, that is to say, the student must attend at most 50% of the lessons. The other 50% can be done at home.
- Another goal is to stimulate entrepreneurship. For many years, these courses have included a subject whose objective is to learn how to create a business or company and the ways and procedures to do this. One of the final projects at the end of their studies is the creation of one. In our Business Studies course a subject known as SEFED (simulació Empreses amb Finalitat Educativa) is taught, whose main objective is to make students work as in a company.

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

E

Endorsement of the application

I, the undersigned, legal representative of the applicant institution,

certify that the information contained in this application is complete and correct to the best of my knowledge. All Programme activities will be implemented on the basis of written agreements with the relevant authorities of the partner institutions;

agree to the content of the Erasmus Charter for Higher Education (ECHE) application outlined above and commit my institution to respect and observe these obligations;

agree to the publication of the Erasmus Policy Statement by the European Commission

Place: Barcelona

Name: Mercè Vellilla Ramos Date (dd/mm/yyyy): 14/05/2013

I have read and accept the Privacy statement

Original signature of the legal representative of the Institution (as identified in section A.2 above)

Original stamp or seal of the Institution