



Erasmus+ Programme (ERASMUS)

Application Form

Technical Description (Part B)

Erasmus Charter for Higher Education (ECHE) 2021-2027

Version 1.0

15 April 2021

Disclaimer

This document is aimed at informing applicants. It serves only as an example. The actual web forms and templates are provided in the Funding & Tenders Portal Submission System (and may contain certain differences). The applications (including annexes and supporting documents) must be prepared and submitted online via the Portal.

IMPORTANT NOTICE

What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:.

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ Annexes) in the Submission System. The templates to use are available there.

How to prepare and submit it?

The Application Form must be prepared by the Consortium and submitted by a Representative. Once submitted, you will receive a confirmation.

Character and page limits:

- page limit 25 pages
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 9 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. For applications that are not shortened, the excess pages will be made invisible and thus disregarded by the evaluators.

Please do NOT delete any instructions in the document. The overall page-limit has been raised to ensure equal treatment of all applicants.

APPLICATION FORM (PART B)**COVER PAGE**

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system.

Note: Please take due account of the call conditions published on the Portal. Pay particular attention to the award criteria; they explain how the application will be evaluated.

PROJECT	
Project acronym:	[acronym] IES ÁLVAR NÚÑEZ
Project title:	[title] IES ÁLVAR NÚÑEZ INTERNATIONAL
Coordinator contact:	[name NAME], [organisation name] MANUEL TORRES JIMÉNEZ

PARTICIPANTS				
Please use the same numbering as in Part A of the Application Form.				
Number	Role	Name	Short name	Country
1	COO	HIGH SCHOOL ÁLVAR NÚÑEZ	IES ÁLVAR NÚÑEZ	SPAIN

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HEI PROFILE

General profile (n/a for Topic 1)
Number of students

Count students enrolled in all higher education degree programmes offered by your institution (data from official HEI register).

Short cycle	60
1 st Cycle (e.g. Bachelor):	
2 nd Cycle (e.g. Master):	
3 rd Cycle (e.g. PhD):	

Number of staff

Count staff (equivalent full-time) involved in your higher education degree programmes.

Teaching staff:	6
Administrative staff:	2

Number of degree courses

Count the study programmes in higher education you offer.

Short cycle	1
1 st Cycle (e.g. Bachelor):	
2 nd Cycle (e.g. Master):	
3 rd Cycle (e.g. PhD):	

Participation in EU and international student mobility programmes (ongoing academic year)

Credit mobility students

Count any student mobility programme between 2 and 12 months (Erasmus+ Programme or any other programmes/schemes).

Note:

Erasmus+ Programme countries are: EU Member States and EEA and associated countries (see [Erasmus+ associated countries](#)).

Erasmus+ Partner countries are listed in the [Erasmus+ Programme Guide](#).

Study mobility	
Number of outbound students to Programme countries:	0
Number of outbound students to Partner countries:	0
Number of incoming students from Programme countries:	0
Number of incoming from Partner countries:	0
Traineeships	
Number of outbound students to Programme countries:	4
Number of outbound students to Partner countries:	0

International degree students

Count students with foreign nationality enrolled for a full degree programme and/or students having completed a degree previously at a foreign institution.

Number of foreign degree students from Programme countries:	0
Number of foreign degree students from Partner countries:	0
Number of students enrolled in double/multiple/joint degrees	
<i>Count local students (having the nationality of the country) and international students (of foreign nationality/with previous foreign degree) enrolled in double/multiple/joint degrees.</i>	
Number of local students enrolled in double/multiple/joint degrees:	0
Number of international students enrolled in double/multiple/joint degrees:	0

Participation in EU staff mobility programmes (ongoing academic year)

Academic staff

Count all types of higher education staff mobility for teaching and training purposes between 2 days and 2 months (Erasmus+ Programme only).

Number of outbound staff to Programme countries:	2
Number of outbound staff to Partner countries:	0
Number of incoming staff from Programme countries:	0
Number of incoming staff from Partner countries:	0

Participation in EU and international cooperation activities (ongoing academic year)

Cooperation, consortia and networks in education and research

Count inter-institutional agreements, cooperation agreements, consortium agreements with higher education institutions.

Number of Erasmus+ inter-institutional agreements:	0
Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from Programme countries (including membership in higher education mobility consortia, if any):	0
Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from Partner countries:	0
Total number of consortium agreements for double/multiple/joint degrees involving Programme countries:	0
Total number of consortium agreements for double/multiple/joint degrees involving Partner countries:	0

Participation in EU and international education and training projects (ongoing academic year)

Count training projects with contracts running in 2019-2020 (Erasmus+ and others).

Number of projects as coordinator:	1
Number of projects as partner:	0

Staff working for Erasmus+ programme activities

Count administrative staff (equivalent full-time) engaged your international office and working on Erasmus+ Programme activities.

Number of projects as coordinator:	1
Number of projects as partner:	0

1. ERASMUS POLICY STATEMENT (EPS)

ERASMUS POLICY STATEMENT

Participation in Erasmus+

Describe how you plan to participate in Erasmus+ actions in the future.

Explain how they will be implemented in practice at your institution.

Note: The following types of Erasmus+ activities are open to HEIs:

- Key Action 1 (KA1) - Learning mobility of individuals:
 - Mobility project for higher education students and staff
 - ☐ Student mobility for studies
 - ☐ Student mobility for traineeships
 - ☐ Staff mobility for teaching
 - ☐ Staff mobility for training
 - ☐ Blended intensive programmes
- Key Action 2 (KA2) - Cooperation among organisations and institutions:
 - Partnerships for Cooperation
 - Partnerships for Excellence – European Universities
 - Partnerships for Excellence - Erasmus Mundus Joint Master Degrees
 - Partnerships for Innovation
 - Alliances for Innovation
- Key Action 3 (KA3) - Support to policy development and cooperation.
- Jean Monnet Actions

Strategy, objectives and impact

What would you like to achieve by participating in the Erasmus+ Programme? Which are the policy objectives you intend to pursue? Describe how the participation fits into your institutional, internationalisation and modernisation strategies.

What is the envisaged impact of the participation on your institution? Explain how you expect the participation to contribute towards achieving the objectives of your institutional strategy. Explain how it will contribute to making your institution more modern and more international. Explain how you expect the participation to contribute to the goal of building a European Education Area.

Note: The objectives should be clear, measureable, realistic and achievable.

Indicators

For each objective, define appropriate indicators for measuring achievement (e.g. mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects, sustainability/long-term impact of projects, etc.). Link the targets to a timeline.



If you change your activities or objectives, please don't forget to update the EPS on your website and inform your

<i>Erasmus+ National Agency.</i>
Participation in Erasmus+
Our High School has a long experience in projects, relationships and international programs, having participated in: 1. Project: 2020-1-ES01-KA103-078851(01/06/2020 - 31/05/2023) 2. Project: 2019-1-ES01-KA101-062556 (31/12/2019 - 30/12/2021) 3. An Erasmus+ Key Action 2 (KA2) "Strategic Partnership", named "apprehender le Patrimoine Culturel Immatériel Attaché Aux Différentes Utilisations Du Cheval, le Sauvegarder, le Respecter et Sensibiliser Auxs Niveaux Local, National et Européen" two years ago.
Strategy, objectives and impact
Insert text The strategy of our institution to establish cooperative projects with other institutions or companies pursues: 1. The improvement of educational practices. 2. Increasing employment opportunities for our students. 3. The update on the use of programming technologies (software, APIs, etc.), Internet tools and development methodologies. 4. One aim of our institution is to obtain partnerships with relevant industrial companies to align the curriculum of students with technological reality and act as intermediaries between companies and students to find a first job. At the local level, that is being developed in recent years through various working groups. Obtaining the Erasmus Charter provides an impulse to this strategic action as it expands possibilities for improvement and leads to the excellence of the institution. Our institution considers the four strategies described above a cornerstone for its development and modernisation. The aim is to reach agreements with institutions or companies that can add value in any of these goals. Through regional programs of the Government of Andalucia, our students have been able to develop these traineeships in different countries of the European Union, particularly in England and France. Our institution has been able to realize the mobility of Vocational Training students through the educational institutions of the Junta de Andalucía with the aim of increasing the work opportunities of the students. Therefore, IES Alvar Nufiez has experience to send and receive vocational students. We believe that the students' mobility means both professional, personal and vital enrichment. Our main objective is to be able to send our Tourism students to do their training period in companies all over Europe. Among the requirements for the companies, our institution helps students in locating good, stable firms which can supply them with the most suitable training practice. These firms should be able to offer students the opportunity to develop their capabilities, skills, tools and techniques in business through these employment opportunities. As for the area, we prefer Western Europe, although we do not feel reluctant to participate in programmes with Eastern Europe, providing they offer guaranteed practices. Obtaining the Erasmus Charter is a symbol of quality and excellence in education. Its achievement will permit the search for partners who can fund strategic actions present in our Erasmus policy. We are also open to receive other European students assisting them in locating temporary posts where they can do their training period. Being granted the Erasmus Charter for Higher Education our institution expects to: 01. Increase the educational level of our students, improving their language and communication skills, personal autonomy and organizational capacity. We expect our students to acquire skills for innovation and entrepreneurship and to be able to create and design products or services of better quality. 02. Improve the quality of higher education designing new teaching processes and new organisational

strategies and to improve technological training of students and teachers. Also, it will increase the presence of our institution and will be recognised as a quality institution by the relevant companies in the sector and local governments. This improvement will result in better opportunities for our students and greater employability.

O3. Thanks to mobility the institution can experience different teaching strategies, organising tasks and educational technologies used by our partners, incorporating those that are easily adaptable.

O4. Carry out the monitoring of the participants in the mobilities and process the recognition of credits and certificates.

O5. Ensure the non-discrimination of the participants in the process, as well as guarantee the transparency of the selection procedure and the publicity of the dissemination of the actions of the Erasmus + programme.

O6. Enforce digital competencies through using: Student initiative card, blending learning..

O7. Improve quality of the mobility activities and of the cooperation projects

O8. Promote the sense of European citizenship respect towards cultural heritage and its diversity.

O9. Improve quality of the mobility activities and of the cooperation projects

O10. Promote teachers mobility for learning and teaching

Indicators

Insert text

In order to assess the impact of our participation in the Erasmus + programme, the mobilities carried out will be analyzed through an evaluation report based on the following indicators:

1. Achieving at least 50% of the objectives by 2023
2. Percentage of mobilities carried out on the number of students and staff with possibilities of participating in the programme. Maintaining a level of not less than 10% between 2021-24 and reach 20% between 2025-27.
3. Degree of satisfaction of the participants and host partners by conducting a survey (on a scale of 0 to 5, achieving more than 90% of responses between 4-5) when each mobility ends.
4. Number of dissemination and promotion activities of the programmes carried out. Carry out a minimum of 3 activities: presentation, monitoring and assessment of the activities done.
5. Number of collaboration agreements between IES Álvar Núñez and its partners. Maintaining at least one annual collaboration with a European High School / company between 2022-245, and doubling them between 2026-27.
6. Regularly promote activities supported by the Programme, along with their results.
7. Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
8. Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
9. Regularly promote activities supported by the Programme, along with their results.
10. Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

2. ORGANISATION AND MANAGEMENT

2.1 GENERAL ORGANISATION AND MANAGEMENT

General organisation and management (n/a for Topic 1)

Describe the administrative and academic structures and resources at your institution for organising and implementing the Erasmus+ Programme activities.

Provide a detailed description of how tasks and responsibilities are divided among staff, with regard to both administrative and academic decision-making processes.

Provide the web link with contact details of your institution's international office (or equivalent) dealing with implementing and organising Erasmus+ Programme activities.

Insert text

The Administration Area is in charge of processing administrative documentation with universities or with institutions of the Education Administration, both for studies, scholarships and work placements in companies for Vocational Training students.

The teachers of the Department of Tourism are the ones who make the proposals for stays in companies, once the students have passed the professional modules of the second year. The Vice-Director of the centre is in charge of institutional relations with the companies that are going to collaborate in the Workplace Training phase. The proposals received from the teachers of the Vocational Training educational team are processed through the Seneca computer system. Likewise, the assignment of companies and the monitoring of the Workplace Training is carried out by the teachers of the Department of Tourism. Students will be assigned a tutor from the company and a tutor from the educational centre, who will be a teacher from the educational team.

The departments that collaborate in the process of assigning and developing the Workplace Training phase are the following:

- The school's management team: Headmaster's Office, Deputy Headmaster's Office and Head of Studies.
- The English Department.
- The French Department.
- The Department of Vocational Training and Guidance (FOL).
- The Department of Educational Guidance.
- The Department of Training, Evaluation and Innovation (FEI).

On the other hand, the administrative staff receives and processes the documentation referring to the travel aids for the Workplace Training phase that students can apply for.

The management of IES Álvarez Núñez assumes responsibility for decision-making, in collaboration with the Head of the Department of Tourism and the Coordination of the Vocational Area of the Centre in the management and coordination of all tasks related to European mobility (outgoing / incoming) that affect the students of Vocational Training

2.2 QUALITY ASSURANCE AND MONITORING AND EVALUATION STRATEGY

Quality assurance and monitoring and evaluation strategy *(n/a for Topic 1)*

Describe the methods to ensure good quality, monitoring, planning and control.

Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of your activities.

Insert text

The monitoring and evaluation and quality assurance specialist is responsible for leading the development and implementation of a plan to monitor progress, evaluate effectiveness, and disseminate results of the project activities. The team should discuss in detail and agree on the unified monitoring and evaluation system.

1. Determination of purposes of the Monitoring and Evaluation Mechanisms and assessment of information needs.
2. Well defined objectives and indicators.
3. Report generation mechanism and unified reporting tool.
4. Analysis, review, presentation and reporting mechanism.

2.3 COMMUNICATION AND VISIBILITY

Communication and visibility

Describe the communication strategy for promoting the Erasmus+ programme and your activities.

Clarify how you will reach the target groups and explain the choice of the dissemination channels.

Provide the web link where you will host the EPS and the ECHE Charter.

Insert text

The purpose of this communication and visibility plan is to ensure valuable communication about the projects' opportunities to students and teachers, while informing important external stakeholders and the public about the impact of the project.

For the communication and visibility of the project the centre will use the following means of communication:

1. Center website: <https://iesalvarnunez.es/>
2. Social networks used by the center: facebook, instagram and twitter.
3. Other communication channels. For example, local newspapers.

Effective communication is an essential component of successful projects and programmes. For this reason it is essential to make a communication plan at the beginning of the project and the star of the actions.

3. IMPLEMENTATION OF THE ECHE CHARTER PRINCIPLES

3.1 ECHE FUNDAMENTAL PRINCIPLES

ECHE fundamental principles

Non-discrimination, transparency and inclusion

Explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff.

Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

Note: More information on the ECHE Charter principles can be found in the [ECHE Guidelines](#).

Insert text

IES Álvar Núñez will disseminate the Erasmus + programme and the school actions in a transparent, non-discriminatory, inclusive way. To achieve this, our institution must:

1. Summon all Vocational Training students and non-teaching staff of the school to informative talks about the Erasmus + programme and scholarships.
2. Promote information on Erasmus + actions among the teaching team.
3. Publish the information on the school notice boards designated for the programme and on the website <https://iesalvarnunez.es/>

In addition, for the selection of the participants no member of the educational community can be discriminated for any reason. In the talks aimed at students, they will get information on the possibilities of obtaining other types of financial aid for mobility activities. Besides, The person in charge of

coordinating international projects will be at the students' disposal to inform and assist them in the management process of these grants.

Finally, the entire educational community will also be informed of the facilities of the Erasmus h+ programme for participants with mobility and access difficulties.

ECTS credits (n/a for Topic 1)

Explain your institution's methodology for allocating ECTS credits to different courses. If are not yet using the ECTS credit system, please explain why this is the case.

Note: More information on ECTS can be found in the [ECTS Users' Guide](#).

Insert text

It is necessary to get the title in "Higher Technician in Tourist Guide, Information and Assistance" the students must pass all the credits. These credits are usually broken down into several smaller modules. ECTS credits represent learning based on defined learning outcomes and their associated workload. ECTS enhances the flexibility of study programmes for students.

1. Name of the body awarding the diploma on behalf of the King of Spain: Spanish Ministry of Education or the different Autonomous Communities according to their areas of competence. The title has academic and professional validity throughout Spain.
2. Official duration of the education/ training leading to the diploma: 2000 hours.
3. Level of the diploma (national or international) NATIONAL: Non-University Higher Education INTERNATIONAL: - Level 5 of the International Standard Classification of Education (ISCED5). - Level 5 of the European Qualifications Framework (EQF5).
4. Entry requirements: Holding the Certificate in Post-Compulsory Secondary Education (Bachillerato) or holding the corresponding access test.
5. Legal basis. Basic regulation according to which the diploma is established: Minimum teaching requirements established by the State: Royal Decree 1255/2009, of 24 July, according to which the diploma of Higher Technician in Tourist Guide, Information and Assistance and its corresponding minimum teaching requirements are established.

In Spain, the Vocational Training system is developed in 2 academic years. An Initial Vocational Training cycle is structured in two courses, until completing a total of 2000 hours of training. During the last year, students in the second year must do 380 hours of practical training in a company in the professional sector, corresponding to the module called Workplace Training.

Vocational Training comprises the set of training actions that qualify students for the qualified performance of different professions, access to employment and active participation in social, cultural and economic life. It includes initial training, actions for labour insertion and reinsertion, as well as those aimed at continuous training in companies, which enable the acquisition and permanent updating of professional competences.

The purpose of Vocational Training in the education system is to prepare students for activity in a professional field and to facilitate their adaptation to the changes in the labour market that may occur throughout their lives, as well as to contribute to their personal development and to the exercise of democratic citizenship. It comprises a set of courses with a modular organisation, of variable duration and theoretical-practical contents appropriate to the different professional fields. Once all the professional modules of the Training Cycle have been passed, the Higher Vocational Training Technician qualification is obtained in the corresponding speciality.

In order to facilitate the recognition of credits between higher technical degrees and courses leading to university degrees and vice versa, the equivalence of each professional module with European credits, ECTS, will be established in the higher level training cycles. All professional modules have their equivalence in ECTS credits.

The methodology is developed in the Royal Decree 1255/2009, of 24 July, which establishes the title of Higher Technician in Tourist Guide, Information and Assistance and sets its minimum teaching, and the Order of 13 October 2010, which develops the curriculum corresponding to the Higher Technician in Tourist Guide, Information and Assistance.

It is available at the following links:

- <http://www.todofp.es/dam/jcr:16f55d4f-8124-4f76-be61-afa28d9915d7/tsguiainformacionaaturisticasen-pdf.pdf>
- <http://www.juntadeandalucia.es/educacion/portals/web/formacion-profesional-andaluza/docente/ensenanzas>

- <http://www.juntadeandalucia.es/educacion/portals/abaco-portlet/content/b2452a31-4cb1-446e-a403-25a3b5e2fa14>

European Student Card and Erasmus+ App

Explain the measures to implement the European Student Card Initiative and promote the Erasmus+ mobile App to students.

Please refer to the timeline for the European Student Card Initiative on the [Europa website](#).

Insert text

The coordinator of the mobility project will communicate to the students and teachers the process of using the European Student Card and promote the Erasmus + mobile App. The ways the institution will implement these actions are:

1. Organization of information sessions before mobility.
2. Promotion on the center's website.
3. Promotion moodle virtual classroom during the process.
4. Develop video tutorial explaining how these tools work.
5. Use an in-house mobility management system.

The mobility coordinator will be able to manage inter-institutional agreements, online learning agreements, nomination and transcripts of records and will have a service schedule to advise student and help them in the processing of the European Student Card and will schedule an informative talk on the functionalities of the Erasmus + App.

Environmentally friendly practices

Explain how your institution will implement and promote environmentally friendly practices in the context of Erasmus+ programme activities.

Insert text

Before mobility, information sessions will be organized to explain will implement and promote environmentally friendly practices. These actions will be published on the website. The measures are:

1. Incentive carpooling, public transportation, and bike riding to training.
2. Avoid using plastic cutlery.
3. Shop local during the mobility.
4. Recycle.
5. Promote "Erasmus without paper".

For several years, our institution has been developing environmental projects. The coordinator of these projects will design an action plan so that the students and teachers have good habits during their training. They will be given information on applications or websites that offer the calculation of the carbon mark in the use of different means of transport to do the mobility, and the reduction of the use of paper by replacing it with digital documentation and electronic signature.

Civic engagement and active citizenship

Explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students participating in Erasmus+ activities.

Insert text

The center will organize information sessions in collaboration with organizations to promote:

1. Improving European relations on the basis of a sustainable development model.
2. Ecotourism, alternative and rural tourism, organic farming and environmental activities.
3. How young people in the programme countries think.

Asociación Amigos de Europa Leonardo Da Vinci, situated in Jerez de la Frontera, is an example of an organisation that will collaborate with the institution. The European volunteers of the above-mentioned

organisation will be asked to collaborate.

On the other hand, students who have already completed their mobility will be invited to share their experiences during their learning period.

3.2 MOBILITY ACTIVITIES

Student/staff mobility

Course catalogues (before mobility) (n/a for Topic 1)

How will you ensure that all courses taught at your institution (and the languages they are taught in) are described in a publicly available course catalogue in accordance with the [EU Recommendation on Automatic Mutual Recognition](#)?

Insert text.

The mobility project coordinator will inform staff and students of the process for recognition and certification and shall inform the education services of the mobile students and teachers.

Before the mobility of students takes place, the programme coordination will contact the partner institutions to collect and verify information on conditions, procedures, available companies, solution of incidences, etc. This preliminary phase will allow the representatives of the educational institution to make decisions prior to the signing of the learning agreement, including the individualised work placement programme to be carried out by the student in the host company. This document is signed between the sending institution and the company, being a mandatory requirement for the development of the professional module "Workplace Training" (Advanced Vocational Training Student).

A person from the institution will be appointed as tutor or person in charge of the monitoring and compliance tasks of the placement collaboration agreement. In addition, the traineeship evaluation sheets and the mobility documentation must be completed.

Inter-institutional agreements for study and teaching mobility (before mobility) (n/a for Topic 1)

Describe your institution's approach to concluding and monitoring inter-institutional agreements for study and teaching mobility.

Explain how and by whom the learning agreements for mobile students will be managed.

Insert text

In addition to the tools offered by the European programme, the teaching management system Seneca will be used to record the students and teaching staff participating in the mobility. Prior to the signature of the collaboration agreements between partner institutions and companies, the institution provides students with all the specific information regarding language courses they can take. It must be a prerequisite that the student has level B1 in order to be eligible for mobility.

In addition, a placement test will be given to the participating students in order to know their level of knowledge of the language. Students must undertake to attend language courses for ERASMUS students

Support for outgoing students/staff (n/a for Topic 1)

Describe your institution's policy for preparing outgoing students/staff (e.g. language courses, workshops/information on inter-cultural competencies, etc).

Describe mentoring and support arrangements for outgoing students/staff (e.g. peer mentoring; information on accommodation insurance, visa, etc.).

Insert text

- Organising a English course for outgoing students.
- Assigning an individual tutor for outgoing students.

- Information on accommodation, insurance, visa.
- Educational support in the institution for outgoing students.
- Activities of coexistence with the students of the centre.
- Management of the stay: accommodation, transport...
- Information sessions on procedures, conditions, selection methods, available companies, solutions to incidents, etc. for outgoing students.
- Monitoring of internships in companies.

Support for incoming students/staff (during mobility) *(n/a for Topic 1)*

Describe mentoring and support arrangements for incoming students/staff (e.g. peer mentoring; social integration within the institution and with its local students and staff; information on accommodation insurance, visa, etc.).

Insert text

The centre plans to develop a unique project to encourage and promote international mobility. In this plan, special importance will be given to incoming and outgoing students. Among other activities we can highlight the following:

- Organising a Spanish course for incoming students.
- Welcome meetings.
- Assigning an individual tutor for incoming and outgoing students.
- Cultural activities: visits, workshops, living together, etc.
- Educational support in the institution for incoming students.
- Activities of coexistence with the students of the centre.
- Management of the stay: accommodation, transport...
- Information sessions on procedures, conditions, selection methods, available companies, solutions to incidents, etc. for outgoing students.
- Monitoring of internships in companies.

As mentioned in the previous section, the institution will develop a unique project to encourage and promote international mobility, in which one of the key points is the implementation of a Spanish course as a tool for the integration of incoming students. This activity will be complemented with other activities of coexistence in the centre. In this sense, the English and French departments of the centre will collaborate in the project.

Full automatic recognition of credits (after mobility)

Describe the measures to ensure the full automatic recognition of credits for learning outcomes during a mobility period abroad/blended mobility in accordance with the [EU Recommendation on Automatic Mutual Recognition](#).

Insert text

During the mobility period the student must fill in a weekly task description sheet which will be supervised by the company tutor and the school tutor, verifying that the tasks have been carried out correctly according to the specific training programme. At the end of the mobility, the student must hand in to his/her tutor the full report of the activities carried out. If the student passes the professional module of Workplace Training, 22 ECTS credits will be recognised.

For the recognition two certificates will be given indicating that all the stipulated requirements have been completed and guaranteeing the academic recognition of the exchange period.

In addition to the tools offered by the European programme, the teaching management system Seneca will be used to record the students and teaching staff participating in the mobility.

Recognition of staff mobility (after mobility)

Describe your institution's measures to support, promote and recognise staff mobility.

Insert text

In addition to the tools offered by the European programme, the teaching management system Seneca will be used to record the students and teaching staff participating in the mobility. The institution supports staff mobility by authorising one or more professionals to participate in mobility actions. In this regard, the institution will provide adequate information on European mobilities on the website, as well as in regular meetings throughout the academic year addressed to all staff. Working hours will be provided when participating in European projects.

These activities are recognised by the Directorate General for Vocational Training of the Andalusian Regional Government by means of a certificate of academic recognition of tutors and coordinators participating in the Erasmus programme. International mobility is foreseen in the professional promotion of teachers.

3.3 COOPERATION PROJECTS

Cooperation activities

Promotion of cooperation projects *(n/a for Topic 1)*

Describe how your institution will promote the opportunities offered by the Erasmus+ cooperation projects.

Insert text

The center will promote all mobility projects in which it participates on the website and social media communication channels in order to reach out to students, teachers and external groups.

Support engagement *(n/a for Topic 1)*

Describe how your institution will support and recognise its staff and students' engagement in Erasmus+ European and international cooperation projects throughout the application and implementation phase.

Insert text

Through the Erasmus Programme, the participation of staff and students is encouraged and made public to all members of the institution. The information will be presented in the common areas of the institution (corridors, notice board, administration, staff room, etc.) and on the institution's website.

The results of the project will be disseminated on the institution's website in order to encourage participation and provide more information on mobility programmes.

Moreover, the institution will facilitate the processing of permits that may be necessary for the different activities of the Erasmus+ programme.

4. DECLARATIONS

Commitment to the ECHE Charter

By submitting this application, the institution:

- acknowledges that it has read and fully understood and that commits to apply/comply with all the principles of the [ECHE Charter](#).
- accepts that the implementation of the Charter will be monitored by the Erasmus+ National Agencies and that a violation of the Charter may lead to the withdrawal of

YES

the certificate by the European Commission.xx	
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ANNEXES

LIST OF ANNEXES

Erasmus+ ECHE Charter (available on [Funding & Tenders Portal Reference Documents](#))

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	15.04.2021	Initial version (new MFF).