

Erasmus Charter for Higher Education 2014-2020

1 General Organization.

The organizational structure of the Center consists of; Management Team ; Director, Head teacher and Secretary. Faculty of 43 teachers, 6 of which are Work placement tutors We have a Consortium Agreement available on our web <http://www.simondecolonia.net> that ensures a mobility of high quality. This consortium assures that the agreement between the sending and the host institution is based on a comprehensive understanding , compatibility of academic profiles and relationship of trust We have an Erasmus Coordinator who promotes and enhances mobility,for all the students, Work placement Tutors collaborate with her to look for the best traineeship . At the beginning of the course each Tutor inform the students about the Erasmus Program, and both the tutor and the coordinator with the help of the erasmus consortium select the best placement for our students

2 Fundamental principles

Our students will stay 12 weeks in an International Training Project The College and the Enterprises will sign a formal partnership agreement to conduct practices at workplace in which all the terms will be detailed. The selection of companies will be taken according each Professional Profile, following a Training Program in which it will be detailed : the activities, the terminal capabilities to achieve and the criteria to be determined for evaluation. We have the Ciceron system <http://www.ciceron-fct.com> which is a management program for our training period designed by our Local Government. With this program we can manage the offers of placements in factories of all sectors and we can also follow up the training period and write the final reports. The College will recognize the training periods done in Companies abroad, as if they were done in a company here. In addition the College will issue a certificate for the student indicating hours, period, company, and language proficiency

3 When Participating in Mobility Activities - Before mobility

All the courses given by us are available in <http://plataforma.simondecolonia.net> We have an English CLIL bilingual project which consists on some Professional Subjects given in foreign language (English):

- Enterprise and Entrepreneurship for Programming of Production in Mechanical Manufacturing.
- Industrial Computing for Automatic Regulation Control Systems.
- Complemented by some voluntary assistance English lessons to deepen their knowledge of the language. four hours per week.

Our school belongs to a Consortium promoted by the Regional Govern of Education which includes Vocational training schools and Chambers of commerce. The aim of the consortium is to provide a solid infrastructure through which students can get traineeship outside the Spanish territory, allowing them to obtain the vocational training degree and a personal and social growth as demand the new European knowledge society. This partnership establishes requirements for access to a scholarship Erasmus, also making the selection process based on the student's CV and interview in the appropriate language (usually English). The monitoring is made using a specific application <http://www.ciceron-fct.com> through which the student gives us information weekly about the activities made in the company, how many hours they have

spent in each activity, difficulties found, support received by the company, etc.. Also we use new technologies (e-mail, skype,...) to be aware of any incident

To prepare students for mobility we use the following actions: 1. English courses after classes, focused on getting on abroad. With content also associated with work orientation, such as making curriculum vitae, prepare for job interviews, understand the functioning of the European institutions... 2. Experimental Project of Bilingualism, where students improve their English skills in their subjects. 3. Lectures about experiences of old students and other young people who have experience working abroad in different countries, not only in English-speaking countries. 4. Encourage students to expand their Knowledge in languages (enrolling in advanced classes of other languages or even finding a job abroad). This improves the chances of employment

4. When Participating in Mobility Activities - During Mobility

Our school belongs to a consortium promoted by the Regional Government of Education, and the Chamber of Commerce. and everything about mentoring and support arrangements is done through CICERON Application <http://www.ciceron-fct.com>. where we distinguish two parts: - The first is to sign: A cooperation agreement with the company where the practices are done and a Training Program suited to the student studies . - The second part is: that the students describe the job they do supervised by the company tutor and there is a regular communication with the tutor from the school to talk about their job in the company. Finally, the tutor from the school according to the this information, qualifies the student.

5. When Participating in Mobility Activities - After Mobility

We will sign a the Training Agreement with the traineeship provider.and we will: a) certify that the mobile student has fulfilled all requirements stipulated in the Training Agreement; b) ensure recognition of the mobility period abroad according to the conditions stipulated attesting the traineeship duration, tasks and competences We will organize meetings in which the mobile participants could share the impact of the mobility on their personal and professional development, We will publish articles about their experience in our web. The teachers schedules should be adapted to meet mobility requirements and, temporary replacements should be found during this period, Language preparation should be available to mobile staff and students

6. When Participating in European and International Cooperation Projects

We will seek for a partner in any English-speaking country with NVQ Colleges specialized in electronics and mechanical so that our students could do their training period in a company appropriate to their qualifications and thereby increase their job prospects For that we will manage all the Administrative documentation. (Training program, insurance, etc.) and we will sign an agreement that will allow not only the mobility of students but also will allow teachers to participate in a mobility scheme to benefit from the expertise of academic staff in higher education institutions in other European countries.

7. For the Purposes of Visibility

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

Erasmus Policy Statement (Overall Strategy)

The partners of interest are companies in the same industrial area we have in our school. Our students have these educational specialties: "Electricity and Electronics", "Mechanical Manufacturing" and "Installation and Maintenance". The way of election of the partners would be from a shortlist of the most suitable partners, according to the level of knowledge of students. The theoretical and practical level of students (in their skills) is important when we will make the selection. We also believe that the language in the partner's country is important for making the selection. But also the practical experience that the student can get is very important. If the language of the partner is English, that fact is undoubtedly an incentive when we are choosing a partner. Although we will have to value two very important things: firstly, the knowledge in practical skills; and secondly, the learning and perfection of the language in the partner country. If the students could improve their skills in new technologies, and languages, it would be better for them in their professional future. The experience in an Erasmus Programme is very positive for students because they could find a job in any country of the world. As priority criteria for the search and selection of partner countries host, we would establish the English speaking European Union countries (Great Britain, Ireland or Malta) or in which the English language is fully integrated into their society (northern European countries such as Denmark, Norway, Sweden, Netherlands, Germany...). In addition to the vital importance of language for the selection of the host country, we will consider the appropriateness of the company, selecting those that best fit the professional profile of the candidate. However, if in the school there is a student with appropriate language skills (at least B2) in any other EU languages, the school would conduct the necessary steps to find a partner that fits the professional profile of this student. The most important objectives of the Erasmus mobility are: Allow students of short cycles and teachers to participate in a mobility scheme to benefit from the expertise of academic staff in higher education institutions in other European countries. Learning mobility will help staff and students to increase their professional, social and intercultural skills and employability Promote the exchange of expertise and experience on pedagogical methods and increase our students job prospects • Encourage higher education institutions to expand and enrich the variety and content of the courses offered The target groups of your mobility are partner in any English-speaking country with NVQ Colleges specialized in electronics and mechanical so that our students could do their training period in a company appropriate to their qualifications and thereby increase their job prospect.