

Erasmus+ Programme.

La Salle Mollerussa has been awarded with the Erasmus Charter for Higher Education (ECHE). In order to make our internationalisation policy known, we have published the section of our school's Strategic Plan dealing with this issue, together with La Salle Mollerussa's Erasmus Policy Statement.

Section of La Salle Mollerussa's Strategic Plan dealing with Erasmus+.

The Management Team of our centre supports the development of mobility projects. More specifically, we would like to encourage our students of Tertiary Short-Cycle courses (i.e. VET courses at tertiary level, Advanced Vocational Training or Higher Education courses) to participate in the Erasmus+ programme so that they can do work placements (i.e. internships or trainee programmes) in foreign companies throughout Europe.

Students will undertake these work placements once they have finished their Short Cycle courses, because they will then have the necessary academic knowledge, technical skills and linguistic level to successfully complete their work placements and obtain the highest benefits from this experience. Furthermore, having finished the 2nd year, they will not have to miss any classes or any sessions of their practicum (i.e. workplace training).

The indicator (i.e. marker) we have chosen to know whether our participation in the Erasmus+ Programme has been successful or not will be the number of students who have taken advantage of their stays abroad. We could also conduct a survey to know how many students in our school decided to study here because of our internationalisation policies. We must take into account that an increase in enrolment will not only benefit the whole school but it will also help to raise the number of students doing Higher Education in our area. Finally, we do not rule out the possibility that a student who has done his or her work placement abroad might give a talk to pupils doing a VET course at secondary level or Bacallaureate (i.e. A Levels) and encourage them to try this experience.

La Salle Mollerussa's Erasmus Policy Statement.

Our school has decided that, in the coming years, students of all the educational stages should carry out mobility projects. With reference to compulsory secondary education (stage which in England would correspond to Years 8-11 for pupils aged 12 to 16), student exchanges with French schools in Lyon and summer courses in England have been arranged for many years. As regards Bacallaureate (stage which in England would correspond to Years 12-13 for students aged 16-18, i.e. the traditional Sixth Form), an exchange with Iceland was organised last year. Therefore, the last step was to obtain the Erasmus Charter for Higher Education so that our VET students could also participate in mobility programmes.

Our main goals regarding the Erasmus Charter are the following:

1. To increase and improve our students' and teachers' mobility.
2. To contribute to the immersive learning of foreign languages.
3. To foster the knowledge of other cultures and lifestyles through mobility programmes.
4. To carry out students' mobility in the following academic years (2014-2020).
5. To increase our students' opportunities when it comes to job hunting in the European Union.
6. To discover different work placement programmes in Europe to improve our present experience with companies in our territory.

In relation to the criteria to choose our students' mobility, we are taking into account the following aspects:

1. The languages spoken in the country of destination: English should be either the official language or the first foreign language taught at schools. Otherwise, Spanish should be spoken by at least one of the people working at the place of destination, in order to ensure that students can communicate without major problems.
2. The speciality studied by the student should be closely related to the one carried out by the company/centre of destination.
3. The geographical area of destination should have social and political stability, together with a standard of living which is similar to ours.
4. The area of destination should include a high number of companies, that is to say, it should be located in a competitive area ensuring facilities and top level training for our students.
5. The company/centre of destination should have several means to improve our students' linguistic competence/level, thus guaranteeing a more comprehensive training.

For the Short Cycles in Administration and Finance and in International Trade, there are 3 objectives of mobility:

1. To improve the level of fluency in foreign languages and discover other cultural points of view.
2. To work and have real training in commercial sectors which may be different from the local ones.
3. To improve the input received in local companies by means of work placements which are different from ours and perhaps more innovative.

For the Short Cycles in Telecommunication and IT Systems, and in Mechanics, we would like to improve 3 aspects:

1. To improve both the motivation to discover other lifestyles and the level of fluency in foreign languages.
2. To learn about new technological advances in order to become a more competitive worker in their sector.
3. To find new opportunities which can lead them to obtain more job opportunities.

On the other hand, our Short Cycles in Administration and Finance and in International Trade offer our students the possibility of working as trainee students in important food factories in our area. They are nationally important and some of them have international projection. Therefore, we are offering our students high quality work placements which will prepare them to be competitive candidates for this type of job. We also work with other industries which are focused on export and import, which will help students to improve their linguistic competence in regard to import/export knowledge in real situations.

Although we think that we can improve the 5 sections of the modernisation agenda, we would preferably focus on the first three.

Priority 1: Our Christian school has always made it easy for students with economic problems to study in our centre. We have widened our traditional range of students, inasmuch as we have a considerable number of students over 30 years old who, in the difficult present-day situation, wish to improve their competence and go back to the labour market. Besides, there are blended-learning students who work and attend classes to recycle their knowledge. Our school and the student agree on an individual learning system, which shows how we adapt to the students' requirements and guarantee a top-quality training.

Priority 2: Our students of International Trade or Administration and Finance perform their workplace training in national companies (such as "Argal" or "Nufri") which have international presence. They can implement there their knowledge in real or simulated situations which provide the student with a complete education. In the workplace training which our students of Telecommunication and IT Systems carry out, they create real material for our TV channel, QBIC.TV. They can do training at "Magical Lleida", the most complete multimedia centre in Europe, where they become familiar with the latest techniques of digital production and editing.

Priority 3: Our school publishes all our educational offers (which are defined by the Department of Education of "La Generalitat de Catalunya", www.gencat.cat) and any student can find information on specific subjects to know whether they adapt to their needs or to the studies offered in his/her country of origin.

Priority 4: The companies involved in workplace training offer our students a real contact with the needs of commercial companies and with the latest technology in digital edition.

Priority 5: Working with top companies makes it possible for us to offer a high quality education programme and traineeships in companies at no cost for our students. At our school, we advise students on the process to apply for scholarships. The Erasmus Charter for Higher Education is another factor which will help our students to take part in mobility programmes at a very low cost.