



Erasmus+ Programme (ERASMUS)

Application Form

Technical Description (Part B)

Erasmus Charter for Higher Education (ECHE) 2021-2027

Version 1.0
15 April 2021



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:	ECHE-PRAVIA
Project title:	INTERNSHIPS FOR TOURISM AND HOSPITALITY-CHEF INTERNSHIPS FOR BUSINESS ADMINISTRATION AND FINANCE
Coordinator contact:	M ^a JESÚS CAMPOS FIRVEDA (IES DE PRAVIA)

PARTICIPANTS				
Please use the same numbering as in Part A of the Application Form.				
Number	Role	Name	Short name	Country
1	COO	INSTITUTO DE EDUCACIÓN SECUNDARIA DE PRAVIA	IES DE PRAVIA	ESPAÑA

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HEI PROFILE

General profile	
Number of students	
<i>Count students enrolled in all higher education degree programmes offered by your institution (data from official HEI register).</i>	
Short cycle	
1 st Cycle (e.g. Bachelor):	VS HOSPITALITY CHEF 20 students VS BUSSINES ADMINISTRATION AND FINANCE 21 students
2 nd Cycle (e.g. Master):	
3 rd Cycle (e.g. PhD):	
Number of staff	
<i>Count staff (equivalent full-time) involved in your higher education degree programmes.</i>	
Teaching staff:	40
Administrative staff:	2
Number of degree courses	
<i>Count the study programmes in higher education you offer.</i>	
Short cycle	
1 st Cycle (e.g. Bachelor): HEI / HIGHER TECHNICIAN-VET STUDIES	VS NVQ IN HOSPITALITY- CHEF 2 Courses VS NV IN BUSINESS ADMINISTRATION AND FINANCE 2 Courses
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 <i>Count any student mobility programme between 2 and 12 months (Erasmus+ Programme or any other programmes/ schemes).</i> Note: <i>Erasmus+ Programme countries are: EU Member States and EEA and associated countries (see Erasmus+ associated countries).</i>

<i>Erasmus+ Partner countries are listed in the Erasmus+ Programme Guide.</i>	
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:	0
Number of outbound students to Partner countries:	0
International degree students	
<i>Count students with foreign nationality enrolled for a full degree programme and/or students having completed a degree previously at a foreign institution.</i>	
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	
<i>Count all types of higher education staff mobility for teaching and training purposes between 2 days and 2 months (Erasmus+ Programme only).</i>	
Number of outbound staff to Programme countries:	0
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	
<i>Count inter-institutional agreements, cooperation agreements, consortium agreements with higher education institutions.</i>	
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)	
<i>Count training projects with contracts running in 2019-2020 (Erasmus+ and others).</i>	
Number of projects as coordinator:	0
Number of projects as partner:	0

Staff working for Erasmus+ programme activities	
<i>Count administrative staff (equivalent full-time) engaged your international office and working on Erasmus+ Programme activities.</i>	
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

This proposal version was submitted by M^a Jesús Campos Firveda on 24/01/2024 18:00:00Brussels Local Time. Issued by the Funding & Tenders Portal Submission System

- **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 Erasmus+ National Agency.*

Participation in Erasmus+

By signing this Charter, the HEI undertakes to further modernise its institution and contribute to the goals of a European Education Area laid down in the communication on "Strengthening European Identity through Education and Culture" published ahead of the EU Leaders' meeting in Gothenburg on 17 November 2017.

By agreeing to the principles of the Charter, the Institution will work towards achieving these objectives by participating in one or several of the following activities:

- ☐ **Key Action 1 "Learning Mobility":** The mobility of higher education students and staff.

Strategy, objectives and impact

STRATEGY

The IES of Pravia 2023 project is set within k131 actions aimed to students and teachers of the Higher Education Training Courses to become a chef and Administration Assistant.

The Mobility would take place in the third term of their second course coinciding with the FCT period. Enrolled students are over 18 years old. They usually come from GCSE or other Higher Education Training Courses, and, to a lesser extent, back from University. Some students are unemployed or in part-time jobs combining studies with work.

In the last decade, the development of the economic sector in Asturias and Pravia in particular, focuses on further growth of the services sector to the detriment of the industrial sector. Although this activity persists, the tourism sector, restaurant business in particular, is currently getting more and more relevance in the economic activity of the town and the Community.

Pravia's location near the coast, the value of natural and historical-artistic spaces, the presence of numerous companies and the development of an accommodation infrastructure, favour the development of both leisure and business tourist activity. Furthermore, Spanish gastronomy has become established as a global benchmark and it is one of the country's main tourist resources. In Asturias, our region, there are a large number of Michelin-star and Repsol-sol (a very important gastronomy quality sign in Spain) restaurants. In addition, there is another quality sign, Mesas de Asturias, to which a large number of restaurant establishments also belong. Therefore, training of professionals in this sector is necessary in order to meet the growing demand.

On the other hand, administrative staff are important in all types of companies since their decisions may have greater or lesser benefits for the company. They help allocate resources efficiently, promoting economic growth and job creation. The role of the Financial Administrator is closely related to the Sustainable Development Goals (SDGs), thus achieving greater and better living conditions.

This project seeks to meet the needs and to improve the employability of students. It is a young and trained collective that, at the end of their studies, will look for one of their first work experiences.

Due to the havoc of the crisis in Spanish employment, coupled with an increasingly competitive and globalized world, it makes having an international employment experience relevant in order to face the search for a job.

OBJETIVES

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
The HEI has to select mobile staff and students and award grants in a fair, transparent, coherent and documented way, in line with the provisions of its contract with the National Agency. There should be no discrimination "based on sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
Higher Education Institutions must ensure that fair and equitable opportunities are provided to all potential participants, including those from groups with fewer opportunities for participation and usually under-represented in mobility programmes. HEIs should provide supplementary support for inbound and outbound mobility participants from these groups.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System - ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
Concretely, it means applying the rule set out in the ECTS Users' Guide that states that: 'all credits gained during the period of study abroad– as agreed in the Learning Agreement and confirmed by the Transcript of Records – should be transferred without delay and counted towards the students' degree without any additional work or assessment of the student'.
- The modernization and enrichment of the teaching experience with the knowledge of other ways of making, the exchange of experiences and joint projects for both students and teachers.
- Improvement of employability chances for our students and their incorporation into the European labour market, expanding their curriculum and providing work experience abroad Students' Personal enrichment with the knowledge of other cultures, customs and structures of social and business, improving their adaptability and their social skills.
- Improving the language proficiency of students and teachers

The aim of our project is to promote exterior mobility:

*for our students in order to improve their employability and take the most out of their first work experience at the end of their Hospitality-Chef studies and the end of their Administración Assistant studies.

*for our staff in order to improve their methodology strategies, to value the opportunities offered by the UE projects and to improve their language use

Our HEI intends to carry out an international strategy that allows us to establish long-term relationships with educational institutions and companies of the same professional family to modernize and enrich the teaching experience with the knowledge of other ways of making, and the exchange of experiences, to improve employability chances for our students providing work experience abroad and their incorporation into the European labour market. We want to facilitate their personal enrichment with the knowledge of other cultures, customs and business structures while improving their adaptability and their social skills as they reinforce the acquisition of a foreign language.

Our strategy is to ultimately facilitate the employability of our students inside or outside Spain and broaden their horizons as they plan their future and prospective careers. Our intention is to favour a comprehensive education that promotes intellectual development and value education, allowing our students to acquire the skills that enable them to be an active and responsible part of today's society.

IMPACT

On taking part in a project of this kind we intend to improve employability and to gain practical experience abroad as this is a highly valued element in hiring processes. We intend to promote entrepreneurial culture, personal maturity and responsible decision making among our students and the experience abroad enhances both hard and soft skills, mainly assessing the initiative and the ability to adapt to a multicultural environment. We also seek to improve foreign language acquisition, especially English, as vehicular language, as well as the recognition of the natural heritage of the other languages in the UE. The program will be very interesting for our students as the institution they are studying at is a small-size High School situated in a medium-low socioeconomic environment. The High School profile, together with the high rate of unemployment and the great competitiveness in the tourism sector, will allow them to have access to learning experiences which they would hardly have had the chance to have otherwise. It will be interesting to get to know the wide variety of tourism professional resources and tourism development in other countries. Being abroad for a while makes possible to get in touch with the wide cultural diversity of the EU and other ways to do things.

For the teachers, getting to know new techniques used by companies in the sector as well as other work environments would allow to enrich the quality of our teaching. In turn, it will be beneficial to exchange experiences with other educational institutions that teach the same speciality and come across the possibility to formalize agreements for future exchanges with schools, as well as the establishment of direct relationships with companies.

Indicators**Learning outcomes**

The learning results to be achieved mobility are related to the way the applicants will get involved with the organizational structure of the company where they will develop the internships, the services it provides, as well as the correct development of the activities inherent to the workplace they will have to carry out.

Before going:

- Establishment of relationships with host partners for the choice of companies.
- Elaboration of a plan for the selection of students. At the beginning of the first term, we will hold a meeting with the students to give exhaustive information of everything related to the project. It is important they are aware of the aim of the project, its activities, responsibilities, the training pedagogical approach, the logistic and the organizational issues, the regulation and the legal and financial framework it involves. We want to guarantee transparency and that everybody can be as well informed as possible so they can join as potential participants. A summary of the project and its main points will be published on the web and social media of the HEI.
- Helping students with travel and accommodation issues, as well as with getting their necessary documentation: Learning Agreement, Attendance Certificate
- Or preparing students on languages not available on the OLS

Once there

- Weekly follow-up sheets where students describe the tasks performed
- School Tutors will be in constant touch with company tutors to see students adaptation to their placements
- Jobshadowing. Visits to schools of similar characteristics or to companies in the sector for the learning of new working and pedagogical procedures.
- It will be organized with the teachers will try to participate in EU workshops in order to contact new companies in the sector.

After coming back:

- Student Satisfaction Questionnaires
- Monitoring employability
- Teacher results report
- Writing up Europass mobility document for participants
- Helping participants to fill in the EU survey

Action to take	Estimated dates
Submission of the application for participation	November 11th-15th
Delivery of merit documentation	November 20th-29th
Assessment of the merits alleged	December
Publication of the candidates and dates for conducting the interviews	January 20th
Conducting interviews	January 27th-February 7th
Publication of select scores and students	February 14th
Submission of the necessary documentation to perform mobility including a Cv and motivation letter	1 st fortnight in March
*In parallel to these dates, the intermediary agency Will be worked for the selection of companies where the internship Will take place	
Entry into the company. Start of the FCT	April (Depending on Asturian Education Board timeline)
FCT tracking via phone calls and/or via email	April and May
Visit the students in the destination country	May
Evaluation of the FCT and end of the internship	June (Depending on Asturian Education Board timeline)
Student Satisfaction Questionnaire once she has returned	June

Selection process for students:

A score list will be established where the following issues will be taken into account

Academic record (first grade notes) 20%

Level of English and/or language of the destination 40%

Curriculum. The following shall be taken into account: 10%

- Labour experience in the sector
- Other studies conducted

Selection process for staff:

- Seniority in the teaching staff
- Seniority in the HEI (IES of Pravia).
- Languages

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.

The management of learning traineeships is usually carried out by the teachers responsible for organizing the training modules in workplaces and other institutions. This training period, which the students must go through following the curriculum designed, is part of a curriculum developed by IES of Pravia Higher Education Hospitality Department. In any case, the place, the length and the kind of activity liable to be done by the students is always clearly specified in a sort of written contract which also includes the student's rights and obligations, the expected learning outcome, assessment

and evaluation criteria to be used to verify that effective learning has been achieved. The contract also includes who is responsible for the evaluation and the traineeships, the Institution's role as providers of the working practice and tuition and any other consideration any of the parts claim to be of importance.

Students going abroad will receive information on partner institutions, organizations or companies where the traineeships will take place and will get any other help or support needed to go ahead with the whole process- permits, insurances, accommodation. At the IES of Pravia there is a team made up by the Erasmus coordinator, the 2nd Year Tutor teacher and a person from the management team. Every fortnight, the team will hold a meeting and if any unforeseen event arises, they will be in charge of finding a solution as soon as possible.

The Project Coordinator teacher and the teachers in charge shall be in direct contact with people responsible for the tuition and learning at the traineeships institutions.

The students are obliged to follow the guidelines established in the curriculum in order to integrate into the company routine, adapt themselves to the task and schedule of the working place as soon as possible.

The School Principal and Secretary will sign and stamp official documentation, as well as, help the teachers in the Erasmus+ projects.

If students pass their mobility period satisfactorily, they will validate their FCT module, as stated by Regional Education Authorities

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.

The IES of Pravia Erasmus+ Committee is in charge of supervising every single aspect related to the mobility. This committee makes a continuous integral evaluation on the Erasmus+ projects all along each mobility action.

Before the mobility, starting from the previous mobility final report, the committee analyses good points and failures so as to improve and avoid repeating the last ones; they evaluate participants' pedagogical, linguistic and cultural preparation previous to mobility so as to measure preparation quality and assess both its qualitative and quantitative aspects through an initial meeting with participants and individual personal questionnaire.

The cooperation degree with partners to develop needed documents is measured through the work carried out along communicative exchanges (videocalls, mails, phone conversations,...) by using direct observation and writing a report to be assessed when required.

During mobility, the committee evaluates its development by writing down the problems arisen and the solutions suggested in each case, also measured through written reports, especially those related to participants' stay and host companies.

After the mobility, the committee evaluates the practical and logistical support given, the lodgement quality, the treatment the participants received, the host company facilities adequacy, the practices carried out, the knowledge acquired, using appropriate recognition tools, the cultural and professional visits done, the general mobility organization, the objectives achievement and a global vision on the mobility. All this is especially measured through the satisfaction survey in the final report- EU Survey. The measuring tools used are assessment surveys, questionnaires, counters on Blog or Website, visibility in Facebook, Educatur website and printed press, number of meetings with key partners, participants' comments, participation in dissemination meetings, information transfer,...

After collecting all the information, the committee evaluates all the reports, the degree of achievement on the objectives posed, the strong and weak points so as to improve quality in further mobility actions and to write down the final report to be sent to the Spanish Erasmus+ NA.

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.

At the IES of Pravia website we will have a specific section using the logo "Erasmus+" where the main information from the project and all news related to the selection process will be uploaded. When will be granted the ECHE Charter, we will display it on our website. We will also display our EPS

<https://www.iespravias.com/>

IES of PRAVIA

Specifically the schedule of performances with dates and times, as well as the final score of the students presented. In addition, this section will be kept up to date with the relevant news for the "Erasmus" students.

We will also have a visible link to the project's own website or logblog for the follow-up of everything that have to do with the whole process. It will have different section where to upload what it is going on at every stage, documentation, activities and live experiences, final records o memory.

We will use ESEP (European School Education Platform) platform to generate visibility and seek contact with new partners. As social networks. Facebook, Instagram and Twitter will be used as the most far-reaching networks. The teachers will publish tweets related to the program as well as in a link to the logblog during mobility, posts made by students, especially photographs on social networks, should include hastags such as #iesdepravia #erasmus+ #fphospitality and #administration. Visibility sessions. Hospitality Department and Management Department organize talks for A-levels students every year. A small video will be developed showing the students' experience. Whenever possible, former students participant in the project will be invited to talk about their experiences.

All the Companies where our students usually have their stages (FCT) will hve knowledge of our Erasmus Project. The ECHE will be displayed on our high school website and will be used as reference to set short and long-term goals for the educational aims we intend to achieve. On given it visibility we want to raise the whole community: students, teachers, administrative staff and families' awareness of the compromise we are taking to improve and modernise our institution and contribute to European values through Education. We will also use the local press, the educastur website, and regional or national Erasmus+ events will be attended in which experiences with the project will be shared in order to get our work known.

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](#).

All students enrolled at any of our Hospitality-Chef and Business Administration and Finance courses will be widely informed about the project so they can decide whether they want to take part in it. All relevant information about the project as well as any guidance at any point of the development of it will be available to all those interested. The teachers in charge will provide support in all the stages in order to meet all the deadlines and particular needs of participants. They will try to give the option to all individuals applying for a mobility to disclose that they have fewer opportunities for participation which could make them eligible for additional financial support if it was available. A checked list will be made to try and cover everything related to the mobility as well as special guidance in every stage, special advice taking into account each participant personal and professional profile, their interests, the practical logistic with documents, for the journey, in the destination,

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](#).

NVQ in Tourism and Hospitality-Chef is identified by the following details:

NAME : HOSPITALITY-CHEF
LEVEL: NVQ (VOCATIONAL STUDIES)
LENGTH : 2,000 HOURS.
FIELD : HOSPITALITY AND TOURISM.

EUROPEAN MODEL: CINE-5B (INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION).

Our students must do a period of professional traineeships to complete 22 ECTS credits out of the 120 ECTS credits they need to get certifications to become a chef, which is the reason to promote exterior mobility.

Methodology for assigning credits.

Students will be given the credits when they get a favourable report on the module evaluation according to the criteria established in the IES De Pravia Hospitality Department Curriculum Program, developed as regard the corresponding Degrees Establishments

NVQ in Business Administration and Finance and is identified by the following details:

NAME : BUSINESS ADMINISTRATION AND FINANCE
LEVEL: NVQ (VOCATIONAL STUDIES)
LENGTH : 2,000 HOURS.
FIELD : BUSINESS ADMINISTRATION AND FINANCE.

EUROPEAN MODEL: CINE-5B (INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION).

Our students must do a period of professional traineeships to complete 22 ECTS credits out of the 120 ECTS credits they need to get certifications to become a chef, which is the reason to promote exterior mobility.

Methodology for assigning credits.

Students will be given the credits when they get a favourable report on the module evaluation according to the criteria established in the IES De Pravia Business Administration and Finance Department Curriculum Program, developed as regard the corresponding Degrees Establishments.

The learning levels to achieve, the appropriate criteria and methods of evaluation have been established in the curriculum so that they are compatible with the nature of professional practice.

If they pass their internship positively, they'll get their FCT module validated.

In the Principality of Asturias BOPA (Principality's official Bulletin)

- Link to the Decree 185/2012, August 8th , which establishes the Curriculum to get the certification for Chefs
<https://sede.asturias.es/bopa/2012/08/17/2012-14995.pdf>
- Link to the Decree 119//2013, December 11th , which establishes the Curriculum to get the certification for Business Administration and Finance .

<https://sede.asturias.es/bopa/2013/12/23/2013-23435.pdf>

In the BOE (Spain's official Bulletin)

- Link to the Royal Decree 687/2010, May 20th, which establishes what is needed to get the certification on Hospitality-Chef and fixes their basic knowledge and training.
- Link to The Royal Decree 1584/2011, November 4th, which establishes what is needed to get the certification on Business Administration and Finance and fixes their basic knowledge and training.

<https://www.boe.es/eli/es/rd/2010/05/20/687>

<https://www.boe.es/eli/es/rd/2011/11/04/1584>

- Organic Law 3/2022, March 31th, on the organization and integration of vocational training

<https://www.boe.es/eli/es/lo/2022/03/31/3/dof/spa/pdf>

- Link to the Royal Decree 1147/2011, July 29th, which establishes the general organization of vocational training in the educational system

<https://www.boe.es/boe/dias/2011/07/30/pdfs/BOE-A-2011-13118.pdf>

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](#).

When participants will be ready for placements, they will be advised to have the European Student Card to manage all administrative steps related to their mobility period to exchange their mobility data.

We will remind them that this card allows students not only to find all the information they need to experience a high-quality mobility experience abroad but also simplify administrative procedures and reduce administrative burden. Besides it will give the chance to access online courses and services provided at other higher education institutions and eventually they will get discounted prices when enjoying cultural activities throughout Europe.

They will also be advised to use Erasmus+ Mobile App and organisations such as the Erasmus Student Network, Erasmus Mundus Association, AEGEE etc

Environmentally friendly practices

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

To promote and implement environmental-friendly practices is a cross-cutting issue in education at every stage and, on these Tourism sector courses, this is not an exception. Special awareness activities on how to lessen our carbon footprint in our daily life, the need of recycling, go paperless or use recycled paper, to avoid the use of plastic, the use of public transportation, and bike riding to move around, the dangers of over exploitation, the sustainability are all central topics we deal with not only in our foreign language lesson but also in the other modules that comply the course. This awareness must be implemented in our daily life and we insist in the need to do so.

We must always take into account the 2030 Agenda's SDGs (Sustainable Development Goals).

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.

This is another cross-cutting issue for us. Lessons on language acquisition, everyday life and on their professional sector we try to make our students aware of the need to be an active member in society. The goal is encourage them to make their voices heard and have an active say to face what is happening around us, acquiring knowledge and understanding so as to make informed judgements, and having the skill and courage to respond in the appropriate way to certain social issues that need commitment. We all know that being respectful, tolerant and open-minded helps to break down differences and misunderstandings, and build solidarity between rich and poor, weak and strong, people from diverse social backgrounds, and especially between different generations. It is a way to foster a positive attitude towards multicultural awareness and a stronger sense of European identity amongst mobile students.

We must also take into account Vocational Studies' Competences and the SDGs established in the 2030 Agenda.

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](#)?

Our courses are legally based on the Royal Decree which describes the structure and content of the courses, the learning levels to achieve, the appropriate criteria and methods of evaluation established in the curriculum so that they are compatible with the nature of professional practice.

In the Principality of Asturias BOPA (Principality's official Bulletin)

- Link to the Decree 185/2012, August 8th, which establishes the Curriculum to get the certification for Chefs

<https://sede.asturias.es/bopa/2012/08/17/2012-14995.pdf>

- Link to the Decree 119//2013, December 11th, which establishes the Curriculum to get the certification for Business Administration and Finance.

<https://sede.asturias.es/bopa/2013/12/23/2013-23435.pdf>

In the BOE (Spain's official Bulletin)

- Link to the Royal Decree 687/2010, May 20th, which establishes what is needed to get the certification on Hospitality-Chef and fixes their basic knowledge and training.

<https://www.boe.es/eli/es/rd/2010/05/20/687>

- Link to The Royal Decree 1584/2011, November 4th, which establishes what is needed to get the certification on Business Administration and Finance and fixes their basic knowledge and training.

<https://www.boe.es/eli/es/rd/2011/11/04/1584>

- Organic Law 3/2022, March 31th, on the organization and integration of vocational training

<https://www.boe.es/eli/es/lo/2022/03/31/3/dof/spa/pdf>

- Link to the Royal Decree 1147/2011, July 29th, which establishes the general organization of vocational training in the educational system

<https://www.boe.es/boe/dias/2011/07/30/pdfs/BOE-A-2011-13118.pdf>

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.

Before mobility, the student tutor, helped by Erasmus Coordinator, will write down the Learning Agreement draft. Then, it will be delivered to the tutor in the host company to review it and reach an agreement on the information to be included. To keep track of the students during the mobility, the educational tutor at the teaching centre in collaboration with the traineeships' tutor company will fill in the document with the program, evaluation and follow-up. It will include the dates, hours, training activities for students to do in the company, and evaluation criteria based on the rules and regulations governing each training course.

At the end of the traineeships, the School tutor and the company will sign the document again after they have decided if the student has or has not passed the period of traineeships. There is only one original copy of this, which will be filed with the student's academic report. Each student will receive from educational centre's tutor, a weekly report which indicates daily activities and the time devoted to each.

During the mobility period, both tutors will be in constant touch to guide and assess the students' performance and do any necessary changes, if needed.

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.).

Language preparation is a crucial element to cope with everyday challenges and pressure during the training period. The students are supposed to reach an A1-A2 level English Module - 7 ECTS- within its curriculum. Students participating in this mobility would receive at the OLS a course in the language of the destination country. It will allow students to improve their language skills through online tools such as the linguistic assessment and support offered by the European Commission or any other type of support to achieve the required minimum level at the start of the mobility abroad and then to keep improving their language acquisition.

Link to Professional Training Courses available in Spain

<http://www.todofp.es/todofp/que-como-y-donde-estudiar/que-estudiar/familias/titulos-loe.html>

We will promote the European language portfolio <https://www.coe.int/en/web/portfolio> among our students so as they can record and reflect their language learning and intercultural experience. This will enable them to register their experience on learning and different language acquisition and also to give a more realistic level of their accuracy to communicate in different languages. Students participating in the mobility will take an online language course through the European linguistic tool called OLS. It will be a course on the language of the country where the student will do the mobility, or else in English. We will also promote the use of Europass platform for CVs, cover letters, and any other kind of relevant information and actions to take when going abroad for learning or working <https://europass.cedefop.europa.eu/new-europass>

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.).

Incoming Students will be given a dossier in which the whole information related to the formal procedures above mentioned will be included and explained. The dossier will also include all the information needed related to documents, agreements, dates, deadlines and so on

The online platform of Cervantes Institute, which offers courses of different levels of Spanish, will be used for incoming students. In addition, the Spanish and English departments will be ready to give a hand if any problem may arise. Hospitality Department teachers will be at incoming students' disposition to solve any problem which may arise. They will also promote the relationship and interaction between local and incoming students. They will organize a welcome meeting on arrival and they will assign a volunteer student to accompany them during their stay. We believe this can make easy not only integration into local society but also that both students can improve their language skills and accuracy in Spanish and English.

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](#).

The Learning Agreement, the Work Placement Certificate and the Europass Mobility Document. These documents show the 22 ECTS awarded and are used for ECTS recognition and validation of his /her On-the- Job Training module which are transferred into the student's programme for qualification. In the case of recent graduates' work placements the 22 ECTS have already been recognized, so they cannot be awarded again, so the use of the Europass Mobility Document and the Work Placement Certificate are strongly recommended, as their work placement takes place after their graduation and the Learning Agreement is not so relevant for them. Every student is given his /her Transcript of Records and a copy is added to the student's Academic Report File at College.

All this process guarantees credit mobility and its recognition:

- Teaching/ job-shadowing mobility programmes follow a similar process: Before the mobility the Erasmus+ Coordinator and the teacher agree on the contents of the Mobility Agreement, then these are agreed on with the host organization and the 3 parties sign up the Mobility Agreement document. If the mobility is successfully done, the participant is issued a Certificate of Attendance recognizing fulfillment of activities agreed. The teacher is awarded the Europass Mobility document, agreed by sending and host organizations and showing activities done and competences reached. Besides, teachers send all these documents to the Education Ministry of Principado de Asturias for credits recognition in teachers' training section (40 hours-4.0 credits).

In students' mobility for practising and teachers' mobility for teaching, our college will use the Inter-institutional Agreement Manager Tool available through the EWP Dashboard, and in accordance with the Erasmus Without Paper Network to promote environmentally friendly practices.

Recognition of staff mobility (after mobility)

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

Our institution has always supported and promoted staff mobility. We will give teachers an attendance certificate, The Europass mobility document, and will ask regional authorities to validate their experience with training hours

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.

Teacher mobility is particularly interesting because Tourism sector is characterised by its great dynamism, constantly emerging new challenges, opportunities and markets recognized above. It is always a good chance for teachers to get to know new ways of doing things. It broadens our perspective of the world around and it allows us to learn more about other places, their touristic market, the development of new products and opportunities which can be shared with the rest of teachers, educational and tourist authorities. The experience can promote students' entrepreneurship and may help them develop new ideas which haven't been promoted in Spain yet. To all this, we have to add the improvement of teachers' linguistic competence.

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.

Our HEI intends to carry out an international strategy that allows us to establish long-term relationships with educational institutions and companies of the same professional field. Our objectives are:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme. The HEI has to select mobile staff and students and award grants in a fair, transparent, coherent and documented way, in line with the provisions of its contract with the National Agency. There should be no discrimination "based on sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities. Higher Education Institutions must ensure that fair and equitable opportunities are provided to all potential participants, including those from groups with fewer opportunities for participation and usually under-represented in

mobility programmes. HEIs should provide supplementary support for inbound and outbound mobility participants from these groups.

- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System - ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
Concretely, it means applying the rule set out in the ECTS Users' Guide that states that: 'all credits gained during the period of study abroad– as agreed in the Learning Agreement and confirmed by the Transcript of Records – should be transferred without delay and counted towards the students' degree without any additional work or assessment of the student'.
- The modernization and enrichment of the teaching experience with the knowledge of other ways of making, the exchange of experiences and joint projects for both students and teachers.
- Improvement of employability chances for our students and their incorporation into the European labour market, expanding their curriculum and providing work experience abroad Students' Personal enrichment with the knowledge of other cultures, customs and structures of social and business, improving their adaptability and their social skills.
- Improving the language proficiency of students and teachers.

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 the certificate by the European Commission.xx	YES

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).