



**ECHE Selection 2020**  
**Erasmus Charter for Higher Education**  
**Application eForm**  
**Call for proposals EACEA/02/2019**

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

<b>Program</b>	<b>The EU programme Erasmus + adopted by the European Parliament and the Council on 11 December 2013* (hereafter the Programme)</b>
<b>Action</b>	<b>Erasmus Charter for Higher Education</b>
<b>Call</b>	<b>2020</b>
<b>Deadline for Submission (dd-mm-yyyy)</b>	<b>29/03/2019 midday Brussels time (Central Europe Time - CET).</b>
<b>Application language</b>	<b>EN</b>
<b>Correspondence Language</b>	<b>EN</b>

\* Official Journal of the European Union L347/50 of 20th December 2013.

**272991-EPP-1-2020-1-ES-EPPKA1-ECHE**

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

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

**Erasmus Policy Statement translation language (if applicable): -**

**Acknowledgement of receipt**

After the submission of this application form, you should be receiving an Acknowledgement of receipt, proving that the submission has been successful. If this is not the case, please contact the Education, Audiovisual & Culture Executive Agency (EACEA) immediately (e-mail: [EACEA-ECHE@ec.europa.eu](mailto:EACEA-ECHE@ec.europa.eu)).

Further to this, and shortly after the deadline for submission, EACEA will publish the list of applications successfully received on its website. If within 15 days after the deadline for submission the application has not been listed on the website, the applicant should contact the EACEA immediately (e-mail: [EACEA-ECHE@ec.europa.eu](mailto:EACEA-ECHE@ec.europa.eu)).

## Applicant Organisation

### A.1. Applicant Organisation

PIC	943450131
Full legal name (official name in latin characters)	COL·LEGI EPISCOPAL "MARE DE DÉU DE L'ACADÈMIA"
Full legal name (English name)	Mare de Déu de l'Acadèmia
Acronym	EPISCOPAL
Erasmus code (e.g. F PARIS33) - if available	NEW 2019
Address (N°, street, avenue, etc.)	Doctor Combelles, 38
Country	Spain
Region	CATALUNA
Post code	25003
City	Lleida
Website	www.cepiscopal.org

### A.2. Legal Representative

Title	MRS
Gender	Female
First Name	Mª ANTONIA
Family Name	MATEUS GORGUES
Position	HEADMISTRESS
E-mail	AMATEUS@CEPISCOPAL.ORG
Telephone (including country / area codes)	0034 973 263 100
Address (n°, street, avenue, etc)	Doctor Combelles, 38
Country	ES, Spain
Region	CATALUNA
Post code	25003
City	Lleida

### A.3. Coordinator

Title	MRS
Gender	Female

First Name	Mª JOSÉ
Family Name	BACARDIT RALUY
Department	FOREIGN LANGUAGES
Position	TEACHER
E-mail	MOBILITY@CEPISCOPAL.ORG
Website	WWW.CEPISCOPAL.ORG
Telephone (including country / area codes)	0034 973 263 100
Address (nº, street, avenue, etc)	Doctor Combelles, 38
Country	ES, Spain
Region	CATALUNA
Post code	25003
City	Lleida

**B.1. Erasmus+ activities included in your EPS**

In order to facilitate the evaluation of your current application form, please tick those Erasmus+ activities that are part of your current Erasmus Policy Statement

**Erasmus + Key Action 1 (KA1):**

Study between Programme Countries:

Programme Countries - Incoming student mobility

Programme Countries - Incoming staff mobility

Programme Countries - Outbound student mobility

Programme Countries - Outbound staff mobility

Partner countries - Study between Partner Countries:

Partner countries - Incoming student mobility

Partner countries - Incoming staff mobility

Partner countries - Outbound student mobility

Partner countries - Outbound staff mobility

Traineeships:

Traineeships - Incoming student mobility

Traineeships - Incoming staff mobility

Traineeships - Outbound student mobility

Traineeships - Outbound staff mobility

Erasmus Mundus Joint Master Degrees

**Erasmus + Key Action 2 (KA2):**

Strategic Partnerships

Knowledge Alliances

Capacity Building Projects

**Erasmus + Key Action 3 (KA3):**

KA3 Projects

**Jean Monnet Activities**

Jean Monnet projects

**B.2. Erasmus Policy Statement: your strategy**

Please be aware that your Erasmus Policy Statement should reflect your intended involvement in Erasmus+. Should you wish to add additional activities in the future you will have to amend your Erasmus Policy Statement and inform your respective National Agency accordingly.

The Institution agrees to publish this overall strategy (all three parts of the Part B) on its website within one month after reception of the Erasmus Charter for Higher Education from the EACEA.

Please describe your institution's international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees:

Original language [EN]

Episcopal School aims to enhance the internationalization of the institution by offering the possibility to open its doors to Europe by taking part in mobility activities of the Erasmus+ Programme which fosters the participation of students who wish to carry out their traineeships in any European country. We are aware of the possibilities Erasmus+ can provide the students and staff so as to improve their vocational training quality, their linguistic, professional and cultural competences. The school is aware of the importance of the respect for the linguistic diversity and the strong desire to learn other languages. It is part of our mission to make individuals develop a genuine intercultural education that understands diversity as an element of mutual enrichment which recognises the equality and dignity of citizens. By taking all these aspects into consideration, the school board will promote:

1. Traineeship for students in different European country enterprises.
2. The staff participation in innovation courses, exchange with other European institutions so as to improve in terms of methodological, curricular and pedagogical aspects.
3. The students' possibility to carry out their traineeship in a foreign country avoiding the economic issue to become a problem for their personal enrichment.

The whole community takes part in the project: management board, teachers, students, the town council and other institutions that plan the strategy of internationalisation together.

In the process of selection of partners, our institution selects partners from:

1. The Etwinning European Platform.
2. Contacts made by taking part in Comenius programmes or private Exchange projects or through contacts made in international courses.
3. The Catalan Ministry of Education (DE) in our city that offers schools the opportunity to enter a project coordinated by different European partners.
4. The Chamber of Commerce that establishes the contact with the enterprises where we usually send our students to carry out their traineeship in the city or abroad.

Referring to the selection of the geographical areas, the intention of the institution is to send students to a European country which offers them the opportunity to complete their vocational traineeship taking into account the academic objectives of the Short Cycle and the values of the entity. Germany is one of the places which historically has provided a wider offer so, its possibilities are greater. However, as a school which has English, French and Germany integrated in its linguistic strategic plan, it is open to send students to any country where these languages are spoken.

The main objectives of the institution by getting involved in Erasmus+ projects are:

1. To open professional possibilities to students by increasing the possibilities of working posts of students.
2. To improve the knowledge of the foreign language.
3. To improve the own student's abilities to foster the cultural, social and linguistic diversity.
4. To find out and develop new professional methodologies.
5. To enhance the development of the European dimension of students by opening their mind when learning from other countries.

The strategy led by the Mobility commission aims to:

1. Focus on entering Erasmus+ Programmes to start mobility of students and staff by taking part in the programmes of the Catalan Ministry of Education.
2. Foster to complete the activities of mobility in a satisfactory way in terms of credit awarded (ECTS), as equivalent to the Spanish International Diploma supplement and Mobility Europass.
3. Promote the spreading of experiences and results both internally and externally among the educational community, Ministry of Education and partners by using the school website local, local newspaper and other media.
4. Focus on recognizing the participation of students and teachers involved in the Erasmus+ Programme.
5. Promote that none student is excluded from taking part in an Erasmus+ Programme by giving access and opportunities to participants from all backgrounds.
6. Select partners from different European countries.

Please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects within the framework of the Erasmus+ Programme. If not applicable, please explain:

Original language [EN]

At Episcopal School we believe that long-term cooperation among centres around Europe is crucial for learning and acquiring knowledge to foster students and staff creativity in innovation and methodology. The collaboration among other institutions allows the possibility to exchange different ways of working to improve one's teaching and learning competences.

For the last twenty years, our institution has participated in some Comenius European programmes; "La lumière et les images", "El Camino de Santiago", "The earth in our hands" in Primary Education between 2009 and 2011, involving different European countries. Also, we have carried out some visits to different European institutions such as Don Bosco Tounal Institution in Belgium in 2007; The Lycée Louis Pateur de Beaumont, France; The Zanlaands Lyceum in Holland and others.

Throughout the last five years, in Secondary School, our institution has been participating in European exchanges with France, Germany and Poland through the Etwinning Platform which has allowed to get to know institutions and teachers of different European countries and has permitted to carry out exchange projects with the students. Episcopal School strategy with Erasmus+ programme foresees a first application to Key 2 Action in the following years. Strategic Partnership with other Secondary School Institutions will be carried out having in view the successful experience gained with short-term mobilities these last years.

In terms of Short Cycles courses, our institution has been sending students abroad to carry out their internship in Osnabrück, Germany for the last three years. Our main objective focuses on obtaining the Charter Higher Education that enables our institution to get involved in Key 2 Actions. This passport will allow our students to be sent to different European countries so as to foster their employability and create direct bridges from Higher institutions and labour market. Therefore, Episcopal School is willing to enlarge its strategic partnership to other Higher Education Institutions in order to exchange skills and experiences in a modern European Dimension open to all state members.

Please explain the expected impact of your participation in the Erasmus+ Programme on the modernisation of your institution.

Please refer to each of the priorities of the renewed EU Agenda for higher education as well as the goals towards a European Education Area\* and explain the policy objectives you intend to pursue:

Original language [EN]

Participation in the Erasmus+ Programme is expected to have considerable contribution to Episcopal School on all four priorities of renewed EU Agenda. Our main objective is to foster students to adapt in this changing world and enable them to contribute to the innovation of society not only economic but also in terms of social inclusion and social progress. According to the priorities of the renewed EU Agenda for Higher Education, Episcopal School focuses on:

1. Tackling future skills mismatches and promoting excellence in skills development.

Our school provides students with strategic guidance and graduate tracking as well as a well-designed curricula and effective teaching that promotes excellence of results.

2. Building inclusive and connected higher education systems.

Our institution fosters innovation and inclusive learning environments that allow our students to acquire the suitable skills to become competent citizens in society.

Teachers guarantee that all students develop their competent skills according to their necessities by offering diversity of activities and learning rhythms. Episcopal School believes in a society which contributes to find an appropriate place for every individual, so it fosters:

- the respect for individual rhythms.
- the equality in treatment and attention: coeducation.
- an Attention Plan for the Diversity offering different paths according to the wide variety of capacities, styles, motivations of our students.
- new strategies to help disadvantage students to achieve their objectives by creating small group classes.

3. Ensuring higher educational institutions contribute to innovation.

The policy of our institution fosters:

- the participation of staff in courses which contribute to the up-to-date of knowledge, help them to adapt and innovate teaching methodologies that will help our students to become skilled, creative and entrepreneurial.
- the participation in conferences and discussion sessions organised by the Department of Education in Catalonia where teachers meet and share new ideas so as to be taught to students.
- the teachers' contact with European institutions so as to carry out projects, exchange programmes, fact that contributes to a cultural and educational knowledge of different countries allowing to find out different and innovative ways of learning.
- the contact with a great variety of institutions in the city such as the town council and the university with which we collaborate together.

4. Supporting effective and efficient higher education systems.

The institution encourages the participation of students in programmes related to the knowledge of other cultures and the cooperation with other European institutions so as to enrich students' intercultural and digital level by promoting their participation in eTwinning which has allowed them to communicate and collaborate and work on projects together.

Our institution policy is based on the training of staff reinforcing peer learning through expert seminars and courses which allow them to get to know the most innovative knowledge needed to prepare citizens for real world situations and problems, encouraging critical assessment and thinking. Because of this, our institution encourages teachers and students to develop their teaching abroad.

In terms of the European Education Area, one of our main objectives in the last recent years has been to foster the learning of foreign languages as an open door to Europe being English the first non-native mandatory language from the kindergarten level, French as the second one starting in the third cycle of Primary Education and following with German as the third language offered to students as an extracurricular language.

The school also offers the French Baccalaureate to students who want to obtain both degrees, the Spanish and the French's.

Also, the American Dual Diploma can be obtained by students as an extracurricular High School degree which allows students to learn English through the Academica International Studies, an institution that offers students the possibility to improve their English through a high technological methodology and open their mind to the world.

Our institution also encourages students to study abroad through exchanges carried out in the second year of Secondary Education in Germany and Poland and also through Research projects such as the one in Broadstairs, apart from other topic projects where we have been involved throughout the 60 years of history. Most of the projects have been carried out

through the Etwinning Platform which has allowed teachers to encourage students to learn the foreign language and to reinforce their level in an efficient way. Our HEI also offers The Cambridge Assessment Tests together with the Delf In French and the Goethe-Zertifikats in German.

This global approach makes students aware of identity and diversity and competent citizens.

\* COM (2017) 247 (<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0247&from=EN>)  
and COM (2017) 673 (<http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0673&qid=1516270826179&from=EN>)

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

***For the academic year 2018-2019:***

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

Short cycle:	324.0
1st Cycle: (e.g. Bachelor)	0.0
2nd Cycle: (e.g. Master)	0.0
3rd Cycle: (e.g. Doctoral)	0.0

***Number of staff (Equivalent full-time) involved in Higher Education***

Teaching:	20.0
Administrative:	3.0

***Number of degree courses (study programmes in Higher Education) on offer***

Short cycle:	6.0
1st Cycle: (e.g. Bachelor)	0.0
2nd Cycle: (e.g. Master)	0.0
3rd Cycle: (e.g. Doctoral)	0.0

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STUDENTS (academic year 2018-2019)

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

Number of outbound students for study mobility (Erasmus+ and/or other programmes): to programme countries	0.0
Number of outbound students for study mobility (Erasmus+ and/or other programmes): to partner countries	0.0
Number of outbound students for traineeships (work placement Erasmus+ and/or other programmes): to programme countries	2.0
Number of outbound students for traineeships (work placement - other programmes): to partner countries	0.0
Number of incoming students for study mobility (Erasmus+ and/or other programmes): from programme countries	3.0
Number of incoming students for study mobility (Erasmus+ and/or other programmes): from partner countries	0.0

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

Number of foreign degree students, if applicable: from programme countries	0.0
Number of foreign degree students, if applicable: from partner countries	0.0

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

Number of local students enrolled in double/multiple/joint degrees	0.0
Number of international students enrolled in double/multiple/joint degrees	0.0

ACADEMIC STAFF (academic year 2018-2019)

**All types of higher education staff mobility within the framework of the Erasmus+ Programme (for periods between 2 days and 2 months) for teaching and training purposes**

Number of outbound staff to programme countries	0.0
Number of outbound staff to partner countries:	0.0
Number of incoming staff from programme countries	0.0
Number of incoming staff from partner countries:	0.0

COOPERATION

**HEI AGREEMENTS IN EDUCATION AND RESEARCH valid in 2018/2019: European and International HEI Agreements / Consortia / Networks**

Number of Erasmus+ interinstitutional agreements:	0.0
Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from programme countries	0.0
Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from partner countries	0.0
Total number of consortium agreements for double/multiple/joint degrees:	0.0
Of these, number of the consortia involving partner countries	0.0

**European and International Education and Training Projects with contracts running in 2018-2019 (e.g.: Erasmus+, Erasmus Mundus, Knowledge Alliances, Capacity Building, etc)**

Number of projects as coordinator:	0.0
Number of projects as partner:	0.0

**Equivalent full-time administrative staff engaged in the HEI's European and International Offices working for the Programme (2018-2019)**

Number of staff at the central level:	0.0
Number of staff at the Faculty/School/Department Level:	1.5

**D**

## General Organisation of Programme activities

### ***D1. General Organisation***

Please describe the administrative and academic structure put in place at your institution for the organisation and implementation of European and international mobility.

Please provide a detailed description of the division of tasks and responsibilities among the staff in charge, with regards to both the administrative and academic decision-making processes.

Describe also the operational and communication methods.

#### ADMINISTRATIVE AND ACADEMIC STRUCTURE

Academic director. Coordinates the team of teachers and the rest of staff members.

Mobility coordinator. Link between foreign partners and the institution. Coordinates the language programme and works together, in a seminar with coordinators of the other participant schools supervising the details of the mobility.

Short Cycle Headmaster. Coordinates tutors and the rest of staff members. He also acts as the link between the school and families.

Short Cycle Traineeship Headmaster. Coordinates the traineeship programme, agreements, insurances and all the necessary documents. Acts as link between the institution and the collaborative entities.

Department of Foreign Languages. Gives linguistic support related to the mobility.

Account manager. Supervises and manages funds and budgets. Incoming funds from the programme together with expenses, outlays, bills ...

ICT coordinator. Gives support in the technological area and hosts the HEI web and social networks.

Communication takes place mainly by electro-path.

The communication takes place mainly between the mobility coordinator and the Short Cycle Traineeship Headmaster who are in charge of the monitoring of the global traineeship before, during and after the mobility. The agreements are written in a document which is sent by email to the HEI Erasmus team so as to be updated.

The whole Erasmus team has a regular meeting each term in which the following steps are set up. All the agreements are also written, shared among the members of the team and sent to the Headmistress of the institution.

For detailed information, extra meetings are organized in order to solve any contingency preventing this way further problems.

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

<https://www.cepiscopal.org/erasmus/responsables/>

#### ***D.1.1. (Optional) Additional Information for HEIs belonging to an Umbrella Organisation***

Please fill in this section only if you are applying for an HEI which does not have its own legal entity. For example, if your HEI is part of a foundation or another similar umbrella organisation which is the legal entity: This includes the COMUE in France, which are composed of several institutions or bodies. Please specify the exact role of the umbrella organisation with regard to the other education institutions that are part of the consortium.

Please give information of the composition of your umbrella organisation and explain in particular if there are other education institutions attached to the same legal entity. If yes, please indicate if those institutions already hold the Erasmus Charter:

Our programme is held between Serveis Territorials d'Educació in Lleida (SSTE), on behalf of the Departament d'Educació of Generalitat de Catalunya and Landkreis Osnabrück.

Different HEIs in our town, including us, work in a seminar coordinated by the SSTE and meet regularly to coordinate the details of the programme.

In the future, our intention is to establish new agreements with different European institutions.

## **D2. Fundamental Principles**

**While we are conscious that your institution might not get involved in all the different types of Erasmus+ activities from the beginning, we ask you to comply with all the principles and to tick them accordingly as the Erasmus Charter for Higher Education offers you the entire portfolio from the very start.**

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

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

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

Please explain the academic credit system (e.g.: average number of credits per semester provided by your degree programmes) and the methodology used at your institution to allocate credits to the different course units.

The six Short Cycles of Higher Education in our institution have a total of 2,000 hours divided into two academic years. The hours of compulsory Work Placement (traineeship) are included.

The Spanish Law of Vocational education recognises a total of 120 ECTS for title. The decrees developing every speciality of Vocational education indicate the ECTS for the different subjects/ professional modules. The six decrees are shown in our website.

The traineeship period is compulsory for all students and has a load of 22 ECTS. It can only be done from the third term on, once the students have acquired the knowledge and performed the activities required before this last phase.

During the traineeship, the students are guided by a tutor who is responsible for them in the work placement and an educational mentor. Both keep regular contact to monitor the traineeship which is registered in the qBID, the standard programme in Catalonia for the evaluation of the traineeship.

The mark obtained in this professional module is suitable or not suitable and is finally decided by the educational mentor.

### **RECOGNITION**

- European Credit System for Vocational Education and Training (ECVET)

- Accreditation by Europass (Certificate Supplement)

Higher Technician in:

- Preprimary Education

- Social Integration

- Higher Technician in Administration and Finance

- Higher Technician in Electrotechnical and automated systems

- Higher Technician in Fitness

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

<https://www.cepiscopal.org/cicles-formatius/cfgs/>  
<https://www.cepiscopal.org/erasmus/short-cycles/>

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

### ***D3. When Participating in Mobility Activities - Before mobility***

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

Please explain if all courses taught at your institution are described in your public course catalogue and in which languages they are taught.

All the courses taught at our institution are described in a public catalogue in Catalan.  
The information referred to traineeship in terms of Erasmus+ is totally described in Catalan and the most relevant information is written in English .

In addition, please provide the direct web link to the course catalogue of your institution.

<https://www.cepiscopal.org/>  
<https://www.cepiscopal.org/cicles-formatius/cfgs/>

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

Please describe the institutional procedure for the approval and monitoring of inter-institutional agreements for study and teaching mobility.

In addition, explain how and by whom the learning agreements for the mobile students will be managed:

At the beginning of the academic year, the school organizes an informative meeting with all the students of Short Cycle. In this meeting, details about the mobility programme and the requirements needed are given.

The students interested in the traineeship abroad are asked to contact the mobility coordinator who asks candidates to prepare the documents required for the mobility.

#### SELECTION PROCESS

Candidate's selection is done according to the following criteria (considering the previous year results and the current first term results until the selection process is completed):

- Language competence. (40 points)
- Attendance and punctuality to classes and activities. (40 points)
- Academic progress (all subjects must be passed). (30 points)

#### TIMETABLE OF THE SELECTION PROCESS

At the beginning of October, the students of Short Cycles are informed about traineeships abroad through Erasmus+ programme. Families are sent an email for an informative meeting.

At mid-October, the school calls a meeting for the parents interested in Erasmus+ programme.

At the end of October, the students interested in the programme present the application form to the person in charge of the mobility.

At mid-November, the students sit an English language test if they do not have any Language certificate.

In December, the students are required to present to the mobility coordinator:

- The CV.
- The motivation letter in English.
- The Official Language Certificate (if they have it).

At the end of January, the selection of participants takes place.

- Provisional list of participants.
- Claims.
- Definite list of participants.

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

Please describe your institution's language policy for preparing participants for mobility, e.g. course providers within or outside the HEI.

Students who want to participate in the mobility receive the following preparation:

Before the traineeship, outgoing participants take classes in the foreign language needed. At present, incoming students from Osnabrück University are in charge of these classes. These classes last for at least one school year and on average, they are provided with lessons for 3 hours a week. As most of the students interested in participating in the programme have previous knowledge of the language, they are divided into two groups, beginners and intermediate. Apart from the language classes, our centre facilitates them specific preparation on how to write a CV (Europass), a motivation letter and other specific documents needed. These specific tasks are carried out in English, but the documents are later translated into German under the supervision of the incoming student from a German university who acts as teacher. They are also offered the possibility to attend voluntarily German classes at our school, and are provided with the Erasmus + Online Linguistic Support (OLS).

During the placement, participants go on improving the language by attending weekly lessons once they are in their destination country.

As we are quite satisfied with the results obtained, we intend to go on working in a similar way with possible future partners.

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

<https://www.cepiscopal.org/seleccio/>  
<https://www.cepiscopal.org/documents/ERASMUS/PlaLing.pdf> (EPISCOPAL LANGUAGE POLICY)

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

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

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

Provide guidance to incoming mobile participants in finding accommodation.

#### ***D4. When Participating in Mobility Activities - During Mobility***

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

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

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

Please describe mentoring and support arrangements (e.g. peer mentoring, social integration of mobile participants within the institution and its local students and staff, information on accommodation, insurance, etc.) for incoming mobile participants and outgoing students for study and traineeships:

During the mobility, outgoing students live with families, who have previously been selected by the person in charge in the education department at Osnabrück. He is also responsible for the reception and the monitoring tasks throughout the mobility. The school has weekly contact with all the outgoing participants and carries out all the intervention tasks needed.

With regards to the monitoring of the traineeship, all the control tasks established by the present regulations are carried out through the qBID. Companies assign a tutor who is in permanent contact with the mentor at our school. Monitoring includes:

- Initial contact: Student's introduction and fixing of the Activity programme.
- Monthly assessment.
- Partial assessment (mid-period). The mentor writes a summary of the assessment in the qBID tool.
- Final assessment (end of period). A final interview between the tutor and the mentor is held to assess the results of the placement which is also registered in the qBID.

With relation to the assistance coverage, the centre provides the participant with an insurance, which apart from assistance during the mobility, also covers any problem during the activity in the work placement.

Incoming students from German universities are host in flats which rent rooms. Otherwise, we find a family for their accommodation. This is normally quite easy as our school has more than 1,500 students, but if this is not possible, we then find a shared flat with other students.

Students are invited to participate in any cultural activities at our school and are introduced to the rest of staff members.

We do not offer them an insurance.

With regards to the monitoring of the traineeship, the mobility coordinator is responsible for the mentoring of incoming participants. It is also the person in charge of the training and learning agreements provided by the Erasmus Office and the evaluation of the placement.

Provide appropriate linguistic support to incoming mobile participants.



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

Incoming students can attend any Spanish or Catalan lessons taught at our school (whenever they have a free hour in their timetable). As it is a very big school, we have lessons all day long.

They are also offered the possibility to have lunch in the school canteen and they are also offered the use of our facilities (gym, swimming pool ...) where they can keep in touch with other staff members.

We also introduce participants to a group of foreign students and teachers who live in our town and who have regular meetings to keep in touch.

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

<https://www.cepiscopal.org/seleccio/>

### ***D5. When Participating in Mobility Activities - After Mobility***

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



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



Regarding the above two Charter principles, please describe the mechanisms your institution has in place to recognise mobility achievements for study and traineeships in enterprises.  
Please describe the internal administrative steps and procedures established to recognise the mobility achievements.

At the end of the placement, the school awards certificates evaluating the traineeship period, and stating the length of the programme and the tasks carried out by the trainee. This document is provided by the Erasmus office and is related to the agreement which is signed with our foreign partner. Moreover, we award the incoming student a recommendation letter if the programme has been satisfactorily fulfilled.

The mobility coordinator, who acts as mentor/supervisor, is the person in charge of this final certificate. The evaluation is carried out in terms of language improvement and skills such as organizational, communicative...

During the placement, the incoming student, who acts as German teacher, has regular meetings with the mentor and provides written transcripts of his/her student's progress (Outbound students at our school). Besides, he/she sends regular reports of the students' progress to our partner in Germany in order to allow him select the most suitable candidates for the internship.

During the traineeship period, both the tutor at the placement and the mentor at our school keep regular contact usually by e-mail. In terms of recognition, the catalan system uses the Qbid tool. The outbound student introduces the hours daily and completes the self-evaluation report monthly. On his part, the tutor at the enterprise validates the hours and also completes an evaluation report twice (mid-period and at the end of the internship). After the final evaluation is done, the mentor at our school closes the process by registering data into the student's portfolio and gives the qualification Suitable/Non-suitable. Finally, at a staff evaluation meeting, the students' qualification is confirmed and recorded into the evaluation agreement. The secretary at the HEI awards the student a mark's bulletin and the correspondent traineeship certificate.

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

<https://www.cepiscopal.org/seleccio/>

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

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

Please describe your institution's measures to support, promote and recognise staff mobility:

Our institution foresees staff mobility in a near future.

### ***D6. When Participating in European and International Cooperation Projects***

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

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

Please describe your institutional measures to support, promote and recognise the participation of your own institution's staff and students in European and international cooperation projects under the Erasmus+ Programme:

This kind of programme involves teamwork and cooperation. The staff involved meets regularly in order to schedule the different steps within the programme. All the members in the commission have some hours freed from their weekly timetable destined to carry out this task.

Besides, this task is recognised in terms of stage promotion both by the HEI and the Education Department in Catalonia.

The students participating in the programme are awarded a traineeship certificate and the transfer of ECTS corresponding to the work placement is automatically officially recognised by the qBID.

In terms of promotion and difussion, we provide up-to-date information through the HEI website and social networks about new initiatives on-going activities and final results. Moreover, we use mass media to inform a wider community of any relevant news. Besides, outbound students from previous years take active part in the broadcasting of the programme, by explaining the experience and benefits of the mobility to possible further candidates by giving motivational talks to the different short cycle groups our HEI offers and by participating in the initial participating meetings for the programme.

This wide range of actions contributes to the HEI's modernization and internationalisation strategy.

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

### ***D7. For the Purposes of Visibility***

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

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

In addition, please provide the web link where you will host the Erasmus Policy statement in the future:

<https://www.cepiscopal.org/erasmus/>

## Endorsement of the application

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

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

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

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

*Place: LLEIDA*

*Name: M<sup>a</sup> ANTONIA  
MATEUS GORGUES*

*Date (dd/mm/yyyy): 28/03/2019*

*I have read and accept the Privacy statement*

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

*Original stamp or seal of the Institution (if applicable)*