Proposal Evaluation Form

EUROPEAN COMMISSION EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY	ERASMUS+ Evaluation Summary Report

Call: EACEA-03-2020-2
Type of action: EPLUS2020-ACR
Proposal number: 101014033
Proposal acronym: EESS
Duration (months): 86
Proposal title: Erasmus Experience for Salou Students
Activity: Spain

N.	Proposer name	Country	Total Cost	%	Grant Requested	%
1	Institut Jaume I - Salou	ES	0	-	0	-
	Total:		0		0	

Abstract:

We are a secondary school located in Salou, a small city with a type of population very different from another city in Catalonia because due to its main industry -tourism- its population is from around the world.

That character gives our school a real sense of internationalism because we receive the other's cultures as a gift for us and we promote every year mutual exchange of experiences as a way for a better understanding and relationship between our students, their families, our local institutions and our staff and teachers.

In our school we teach VET and Higher Education in addition to secondary and high school. We really believe in the EU foundation principles and we understand the Erasmus experience as a way to fulfill that sense of belonging to something great than us as the idea of Europe (and its values) is and represents and we consider the Erasmus experience as the journey that will help us to improve our student's skills in one side but for their personal growing and emotional maturation on the other hand (the importance of the soft skills).

We'd like to have an impact in our VET students too and reduce their ratio of studies failure. Instead of that, our HE students have a lot of success when they go to the university after they finish our two years studies and we consider the Erasmus experience as a reward for them.

Until now we have exchanged our students with a German school very similar to us. They have been sending their students to Salou the last three years and we have done the same with our students. One of our main goals is to consolidate (and extent our network to new countries) and convert the Erasmus experience in something that anyone at our area can recognize and identify with us.

Evaluation Summary Report

Evaluation Result

Total score: 100.00 (Threshold: 76)

Form information

Criterion 1 - Relevance of the Erasmus Policy Statement

• The Erasmus Policy Statement is clear, consistent and relevant;
• The Erasmus Policy Statement reflects on the relevance of the Erasmus+ Programme within the applicant's institutional internationalisation and modernisation strategy
• The Erasmus Policy Statement reflects on the planned implementation of the Programme actions and how these will contribute to achieving the objectives of the applicant's institutional strategy.
• The targets and indicators are described when explaining the envisaged impact of the participation in the Programme.

Expert assessment:

The application, which does not present a well-structured Erasmus Policy Statement, does not reflect the relevance of the Erasmus+ Programme within the applicant's institutional internationalisation and modernisation strategy. After three years of previous experience with exchanges with German partners, the institution, in accordance with its internationalisation strategy, seeks to expand international activities through the participation in the Erasmus+ Programme, mainly with higher education students training mobility and teaching staff mobility, and also in the participation of cooperation projects.
One of the main goals of the institution is to offer, in the medium term, half of the academic subjects in English. Therefore, it is absolutely relevant to upskill teaching staff with the participation in training and job shadowing mobilities.
The impact of the participation in the Programme is not convincingly described, neither it is fully developed. Indicators of success should have been presented.

Criterion 2 - Adherence to the ECHE principles and practical implementation in the Higher Education Institution

Criterion 2.1 – Recognition and Transparency:

The application reflects on adequate procedures for full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility. The application should reflect on the necessary measures to achieve:

• a correct use of learning agreements, including online learning agreements;
• the inclusion of appropriate information on learning outcomes, volume of workload (credits) and grades in the transcripts of records;

• achieving full automatic recognition of credits and the recognition of grades (if appropriate) after outgoing mobility;
• a clear and easy path for students to appeal in case full automatic recognition is not achieved.
• The provision of full information on the grading system in the inter-institutional agreements;
• The provision of grade distribution tables, together with transcripts of records (whenever grades are used)
• The transparency of the course catalogue (following the rules of the ECTS Users' Guide, explaining how the information will be provided in a timely manner and providing a link to the course-catalogue.
• The application reflects on adequate procedures for staff recognition when it comes to participation in mobility and in European and international cooperation projects.

Expert assessment:

Only training mobilities are planned so the use of Learning Agreements, grading scales and Transcripts of Records do not apply.
However, an adequate use of the Training Agreements has been foreseen, which will contain all the relevant information on the student's work plan and the expected learning outcomes, which will later be certified by the host institution, and adequately recognised by the institution in the student's academic record. They will be recognised for the compulsory module of internships in companies, corresponding to 22 ECTS credits.
The application fails to describe the Course Catalogue, to include it on the web page where it should be available or the mechanisms to update it.
One of the main goals of participating in the Erasmus+ Programme is for teachers to improve their level of English in order to guarantee that in a given period of time the institution can offer half of its courses in English. Therefore, the involvement of the teaching staff in the Erasmus+ Programme is actively encouraged. However, no adequate accreditation regarding their participation is foreseen.

Criterion 2.2 – Adequate procedures for adherence to the principles:

The application reflects how the Higher Education Institution will adhere to the ECHE principles (cf. the ECHE Annotated guidelines) and details the procedures in place to participate in the Programme activities.

Expert assessment:

The Erasmus Coordinator is responsible for searching for possible partners to work with, and establishing the necessary collaboration agreements. Details of the content and signature of the corresponding inter-institutional agreements are not provided.
The selection process will be carried out according to objective, public and pre-established criteria to guarantee total transparency.
The level of practical support and cultural preparation that is offered to students before their departure is not described.
The institution's language policy is correct, although it does not foresee the use of the Online Linguistic Support tool to help prepare outgoing students in the language of the destination country and to measure the language level. It is considered very positive to offer conversation courses in addition to the curricular language offer to outgoing students, so that they can improve their communication skills.
The language of instruction of incoming students will be English, but the institution offers them Catalan and Spanish language courses in order to help them to better integrate.
The institution provides the necessary support for incoming students. It collaborates in finding companies so that incoming students can carry out their traineeship, and it accompanies them in the arrival process to find accommodation. A welcome day is organized at the school so that they can get in touch with the entire educational community and meet their classmates. They receive a welcome package with all practical and useful information upon arrival.
It is not explained whether outgoing students will, during their mobility stay, have the support of an internship tutor who will adequately and regularly monitor their work plan.

Criterion 2.3 – Commitment to the new principles:

The applicant institution demonstrates a commitment to further develop the implementation of the new ECHE principles, notably:

• Ensuring full and equitable access to participants from all backgrounds, paying particular attention to those with fewer opportunities;
• Having in place a well-explained methodology for allocating ECTS credits. If this is not the case, it must be explained why the applicant is not yet using ECTS credits and how they plan to implement it in the future;
• Putting measures in place to implement the European Student Card Initiative;
• Promoting the programme's Erasmus+ mobile App to students;
• Implementing and promoting environmentally friendly practices in the context of the Erasmus+ Programme;
• Promoting civic engagement and active citizenship amongst outgoing and incoming students before, after and during mobility.

Expert assessment:

The application describes mechanisms to demonstrate the institution's commitment to further develop the implementation of the new ECHE principles.
The institution has adequate additional support mechanisms in place for those students with fewer opportunities, so that they do not have to give up the upskilling experience that will allow them to expand their future employability options; however, measures to ensure the equitable access to participants from all backgrounds should have been further detailed.
The institution should have provided more information regarding the use of ECTS. Although the current legal framework for higher VET cycles foresees the equivalences of all the training modules in ECTS, the institution does not acknowledge this.
The commitment of the institution to promote the use of the European Student Card and the Erasmus+ mobile App is justified in the application. Actions should be taken to comply with the proposed calendar.
The application demonstrates the institutional commitment to environmental preservation (in fact, the institution is a Green School).
The procedures to involve students in social engagement are convincingly explained.

Criterion 3 - Quality of the management structure

• The applicant institution shows qualitative levels of general management, including internal management structure, human resources and mobility/project organisation from preparation through to recognition, dissemination and evaluation;
• The institution has the capacity to implement the activities in place and ensure their sustainability
• The applicant institution demonstrates its commitment to quality management, with emphasis on human resources and sustainable structures of cooperation and communication;

Expert assessment:

The institution describes the internal structure for managing the activities of its participation in the Erasmus+ Programme. The adequate structure together with the mechanisms in place will assure the sustainability of the Programme.
The application provides a weak description of actions and activities to promote and disseminate the institution's engagement in the Programme.
The implementation of the different phases of the mobility programme will be carried out in accordance with a previously established and properly scheduled process.

Decision

Status: **Accepted**

Summary of the proposal's key strengths and key weaknesses

The institution has included an Erasmus Policy Statement in which its objectives, although aligned with the ECHE principles, are not fully developed. The envisioned impact is not properly described.
The commitment to promote and implement the European Student Card, Erasmus+ app and mechanisms for Erasmus Without Paper is justified in the proposal.
The institution explains the recognition procedures, although it does not describe measures to appeal in case full automatic recognition is not achieved.
The question of language support for students is addressed and incoming students receive adequate practical and linguistic support by the institution. However, the use of the Online Linguistic Support tool is recommended.
Mentoring and monitoring of outgoing students requires more explanation: the institution should guarantee that these participants will receive the necessary support before and during their mobility, including mentoring and tutorship during the stay.
*The institution fails to properly describe procedures for staff mobility recognition and therefore adequate mechanisms should be established to ensure that the participation of teachers in the activities of the Programme are adequately recognised.*
Although the design of the curricula depends on the educational authorities, the institution should provide a full, bi-lingual Course Catalogue (following the guidelines in the ECTS Users' Guide) on the website.
The institution should work on the implementation of the new ECHE Principles, such as the full implementation of the ECTS methodology.

ECHE Reference code

Eche field

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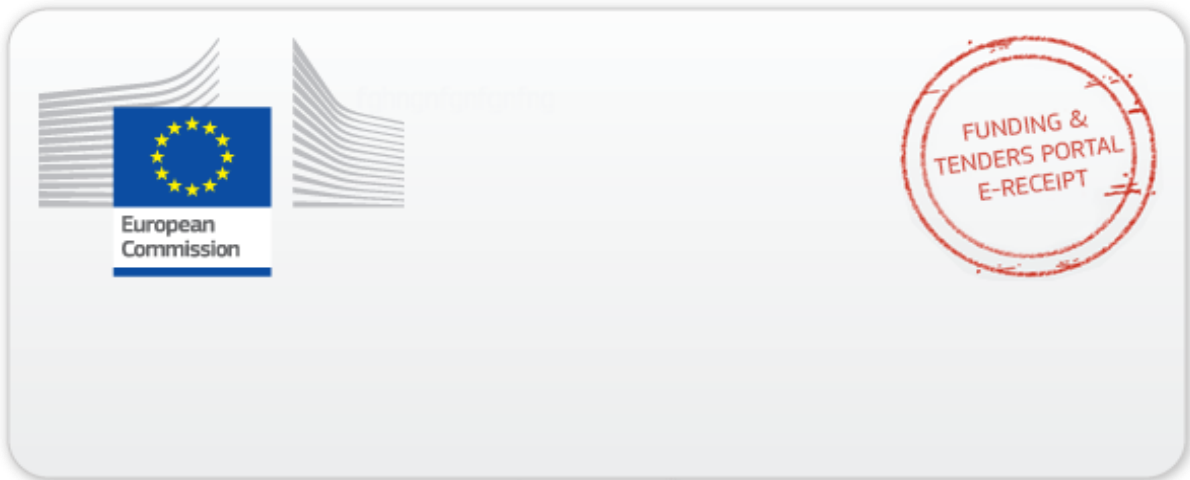
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