



ERASMUS+

Proposal Template

**Administrative Forms (Part A)
Project Technical Description (Part B)**

Erasmus: Key action 1: Erasmus Charter for Higher
Education

EACEA-03-2020 ECHE-LP-2020

Version 1.1

4 March 2020



ERASMUS+
PROPOSAL (PART B)

**Erasmus: Key action 1:
Erasmus Charter for Higher
Education**

EACEA-03-2020 ECHE-LP-2020

IMPORTANT NOTICE

Applications must be submitted via the Funding & Tenders Portal Submission Service before the call deadline.


Applicants must use this template for their applications (designed to highlight important aspects and facilitate the assessment against the evaluation criteria).


Character and page limits:

- page limit **20** pages
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 8 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 proposal.

 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. After you have submitted it, any 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.**

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	11.02.2020	Initial version
1.1	04.03.2020	Changes in page 10, 1st box after the Erasmus Policy Declaration

COVER PAGE

Part B of the proposal must be filled out by the participants in WORD, assembled and uploaded as PDF in the Funding & Tenders Portal Submission System. The template to use is available there.

Note: *Please take due account of the objectives and Charter's principles to be awarded with the Charter under the call (see Call document). Pay particular attention to the award criteria; they explain how the proposal will be evaluated.*

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COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
- 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.
- 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.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Programme:
 - By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
 - By promoting environmentally friendly practices in all activities related to the Programme.
 - By encouraging the participation of individuals with fewer opportunities in the Programme.
 - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- 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.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching 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, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- 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.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.
- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

After mobility

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the

programme, promote the benefits of mobility and actively engage in building alumni communities.

- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the "ECHE guidelines" and of the "ECHE self-assessment" to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.

Legal representative of the institution

Signature of the legal representative

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S0800471E)

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In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

1. Erasmus Policy Statement (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff	<input checked="" type="checkbox"/>
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Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices	<input checked="" type="checkbox"/>
Partnerships for Excellence – European Universities	<input type="checkbox"/>
Partnerships for Excellence - Erasmus Mundus Joint Master Degrees	<input type="checkbox"/>
Partnerships for Innovation	<input checked="" type="checkbox"/>

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:	<input type="checkbox"/>
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1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the

goal of building a European Education Area and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

One of the most important values of internationalization is that our students and professionals (teachers and administration staff of our centre) can develop and grow professionally and personally in the globalized and dynamic world in which we live.

The labour market requires professionals with knowledge, technical and personal capacities that allow them to develop their talent beyond their country of origin. Given that, within the European framework, a common labour market exists for all European citizens, which allows job mobility throughout the European Union, therefore, the development of part of a professional career in another country has become a possible alternative at that moment for our students. Moreover, internationalization makes to learn and develop skills that make students more competent when they reach the labour market even in their country of origin. Internationalization is a tool for improving educational quality, the benefits of which improve the professional career of teachers and, the competitiveness of the centre, which increases the quality of learning processes and translates into better-prepared students. Thus, internationalization is a process that generates opportunities for both students and teachers. The effects are manifested, therefore, in the possibilities of students to work in a global and intercultural world and increase in the reputation and international visibility of the centre.

We propose as an internationalization strategy:

- 1) Improve the language skills of our participants, both students and teachers and the administrative staff.
- 2) Increase the value of vocational training among collaborating companies and make employers aware of high qualified professionals from VET studies.
- 3) Promote the European dimension of our centre and our participants, students, teaching and administrative staff.
- 4) Promote innovation through active learning methodologies and assessment by competencies.
- 5) Expand the internationalization of our centre by establishing collaborations with other centres that also allow the exchange of good practices in the central organization and team leadership and also the participation in long-life learning projects.
- 6) Promote the exchange of students between homologous centres, promoting both their mobility and the reception of students from centres in other countries.
- 7) Commitment of our organization for the dissemination of all the activities carried out within the Erasmus programs internally and externally.

Our vocational training institute plans to achieve the following objectives in its internationalization strategy for the future:

- 1.- Achieve that 3.5% of the students enrolled in the institute's training cycles can be beneficiaries of mobility. (Currently, the figure is 2%)
- 2.- Promote the progressive participation in bilingual programs for both students and teachers (English, French and German).
- 3.- Expand the internationalization of our centre by establishing collaborations with other centres to share experiences and good practices in the organization of centres, team leadership, innovative learning methodologies and training and evaluation of personal and professional skills. (Key action 1 and 2).
- 4.- Improve the recognition of learning activities carried out abroad.
- 5.- Promote the international mobility of the centre's staff, as well as the assessment of international activities in their professional careers. (Key action 1 and 2).

6.- Creation of a network of future partners that continue to offer transnational mobilities that fit the profile of our students.

7.- Promote the reception of students from homologous centres localized in other countries to share learning experiences.

At this moment our centre is immersed in a process of important changes, to enhance the responsibility of the students in their learning process. This implies adopting active learning methodologies, with greater participation of students and changes in the teachers' role. However, the quality of learning should not be decreased and we must keep focusing our efforts of training our health-related students in the most competitive way. For this reason, we have to find an evaluation method to precisely determine the degree of competence assessed by our students.

The objectives of our internationalization strategy aim to respond to the following areas of improvement in our organization:

- To enhance the internationalization of the centre by increasing the number of partners where teachers and students can improve language skills and share experiences with their European counterparts. Importantly, besides, we would like to carry out experiences in which teachers can teach at our European collaborating centres in the near future.

- To develop the entire area of pedagogical innovation towards a change in the student learning process. This requires new learning methodologies where different key competencies are developed comparing within the traditional methodology (teamwork, initiative, autonomy, etc.) for both, students and teachers. Thus, a new area of improvement appears in the organization related to teacher training concerning the methodology itself and the teachers' role in the classroom (personal skills).

- To design a new distribution of the spaces of the centre, as well as their uses, will be necessary to respond to the needs of these active methodologies mentioned above. To visit centres carrying this type of methodologies will help us to improve our knowledge about teacher's methods as well as space distributions.

- To analyze how students acquire the competencies related to their studies using these new methodologies, by observation of how the collaborating partners do this assessment of competences.

- To assess the possibility of sharing learning experiences among students from different European partner centres.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Having the Erasmus charter in last years and having been beneficiaries of KA1 projects has given us a great deal of experience in this type of projects and opened up many possibilities for collaborations with European counterparts related to the studies we teach.

In this new call, we would like to continue participating in such activities, both in terms of student mobility and the mobility of teaching staff, as well as administrative staff.

KA1 projects will allow us to provide opportunities to improve people skills, enhance their employability (especially for students) and gain cultural awareness as well as a valuable experience of life. They allow us, then, to respond to the different goals in our strategy.

In relation to the students, our line of work is intended to be continuous, so that we consider that they can continue to carry out mobility activities for an internship abroad, doing the work plan specified by the professional module of training in work centres.

We currently have in our centre a set of partners at the European level that allow us to maintain year after year mobility of our students to carry out work placements. Students will perform their internship during these mobilities.

On the other hand, in one of the last projects we have established a collaboration with a school in Germany, in particular the EBS centre in Gesslingen, where a short-term mobility will be carried out to exchange students in order to compare different procedures related to their profession. In this new call, we would like to promote this type of exchange mobility where a group of students visits a school to see some type of procedure that they previously learned at our school. There, they see how that procedure is applied in the other country and they return to our centre to explain the procedure to the rest of the class group. With this kind of strategy, the same procedure can be improved in both centres, adding modifications to the procedure coming for both parts that will improve it in both partners.

To achieve this goal, we will get in touch with counterparts provided by other collaborating centres, through the BCN FP Mobility Foundation network, and from local and national Erasmus meetings attendance. We will plan a staff first mobility with job shadowing faculty to allow us to analyze the possibilities of collaboration with the centres, both in terms of student and staff mobility.

From here, new projects are requested in order to be able to carry out this mobility and to consolidate a starting collaboration with collaborating centre. To this aim, job shadowing mobility allow close ties of collaboration, consolidate the relationship and open the chance to new projects. In addition, if the centre can respond to other objectives set out in our strategy; other teaching staff mobility will take place.

Achieving the goals set in our internationalization plan will require the projects that are requested through the KA2.

As we explained above, our centre is immersed in a major methodological change that involves the transformation of the centre from a physical point of view (facilities and spaces) and methodological (change to active learning methodologies). We plan to participate in KA2 projects that allow us to focus on innovative, student-centred pedagogical approaches.

We have also been working on the assessment of competences and the development of activities that allow us to work on and evaluate cross-disciplinary skills. We will propose to the centres with which we have established alliances through KA1 actions, to work together to design and define evaluation systems to evaluate both technical and personal skills.

We also work with students who are at high risk of school dropout. These new, more active methodologies, in which students are responsible for their learning process, help to maintain their interest and keep them in the classroom. The KA2 projects will allow us to compare the level of school dropout between our student and the students of our collaborator centres in France and Germany. The kind of KA2-associated mobilities we would like to carry out would be both student and staff mobilities. We think the mobility that involves an exchange between students is very interesting, and therefore we will encourage short-term student mobility in this type of project. We also consider that in order to achieve these goals, teachers need to be trained and we will combine student mobility with the mobility of the teaching staff. This will allow them to gain new competences to develop new learning methods based on active methodologies in the classroom For example, in the case of project-based methodology, which could establish a network of centres through this type of project, to work together to produce materials, according to our strategic goals.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation,

support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The main goal of the different projects proposed for this new call 2021-2027 is to have an impact on all people involved in our institution: students, teaching staff and the administrative staff. All them are pieces of a team, working in a coordinated manner. So improving their abilities and learning, will lead us to be a centre of excellence.

On the other hand, we intend to have a direct impact on our students' way of learning by making them responsible for their own learning process.

At the same time, we want to have an impact on the organization. Participation in different projects will contribute to the internationalization of our centre and the visualization of its capacity for innovation, change and adaptation to the future of the different health professions we teach. Through the dissemination of activities in the immediate environment and our participation in local networks (the Ministry of Catalan Education has different networks focused on the exchange of experiences within the Erasmus projects), some of our results will have an impact on other vocational training centres that do the same kind of studies. So other institutions will be able to take advantage of the good practices that are developed in these networks.

Living abroad experiences in countries that have educational systems, other than ours, to compare the vocational training studies here with theirs, will create strong links between the countries that participate in the exchanges, and their differences and their similarities will be exposed. It will also allow to compare in a very good way the professional competences in the different countries visited and provide new and improved procedures and / or protocols that the different countries participating in the exchanges can benefit from.

The ability to adapt and learn how to work in a different environment will allow students to have a wider range of tools when they will incorporate to work in the future. Moreover, and no less important, they will improve in language skills.

The impact we are aiming to achieve, however, is much larger and more important in the changing world we live in. We want to improve personal skills which will allow our students who have taken Erasmus mobility to increase their appeal in the work market. Regarding the personal competencies, the participation in such projects, will develop their adaptability and openness to new experiences, will increase in their ability to make decisions and, their self-confidence and awareness of their strengths and aspects that they need improvement, as well. In short, a personal empowerment that will enable them to achieve easier their life goals.

The mobility of the teaching staff and administrative staff impacts on both, the person itself and the organization. From a personal point of view, we want to have an impact on motivation and understand mobility as an opportunity for their personal and professional growth.

People involved in mobility will be able to carry out job shadowing actions that will allow them to learn about other educational systems, acquire new learning method (mainly student-oriented) develop competency assessment systems, (key in our healthcare cycles), establish collaborative networks with European partners and improve their linguistic and communication skills.

It will also impact on (i) their ability to work on interdisciplinary projects and allow the creation of networking between centres in various countries. (ii) their self-esteem, because they will realize that they also have things to teach to other people from other countries, and (iii) their linguistic competence.

In student exchange projects, it will allow teachers to know better their students inside and outside the classroom, and at the same time, they will learn how to work with students from other countries with different cultures and ways of doing things.

The dissemination of these activities and the transfer of knowledge acquired to the rest of the organization is essential to have an impact in the centre and on the external networks in which the centre participates.

The mobility of students and teachers will finally impact in the organization. The experiences are transferred to colleagues, teaching teams and management team. Altogether, this has an effect in the internationalization of the centre and the incorporation of new and innovative learning methodologies in the classrooms. It represents a real transformation of the school. From the individual experiences and thanks to the diffusion, the collective experiences appear through the creation of work teams that analyze how to incorporate the learning results from the mobility into the centre.

2. Implementation of the Fundamental Principles

2.1 Implementation of the new principles

Please 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.

Our participant selection process will be transparent and public for the entire educational community in our center. We will follow the procedure that we have established in our quality system. In the case of the students we will carry out the dissemination of the mobility project at the beginning of the academic year using different ways of communication (mentors of the students, email to the entire student community, through the informative screen of the entrance of the center and our virtual Campus with restricted access to the educational community). All interested students will send their application by filling out an application form, a motivation letter and their CV in europass format. You can have access to the call for mobility and the bases for participation by following this link:

<http://www.institutbonanova.cat/en/international/>

From here on, each application will be evaluated by the student's mentor and by the International Relations Office of our centre following established criteria. We will publish the results using the application number of each application to guarantee individual protection of personal data.

For the teaching staff and administrative staff, the dissemination of the funded projects will take place at the internal team meetings of the centre. From here on, the interested parties will also submit an application for the mobility project in which they will explain why they are interested in participating in the project and there will be selection criteria based on the suitability of the teacher's profile in relation to the project, the motivation and the ability to transfer the learning that they will be assessed, by the management team of the centre.

All members of the educational community can access the mobility, without any discrimination. So, we will establish grants to complement the Erasmus economic endowment for applicants who may have economic difficulties to carry out their Erasmus stay abroad. In addition, if there was a tie between applicants, the most disadvantaged student will have preference.

As we will mention later, we have a coexistence project in our centre and a tutoring plan that has as a strength a very individualized follow-up of our students, so that those who live in more disadvantaged environments are 'Is special follow-up so that they are on an equal footing with the rest.

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to

students. Please refer to the timeline indicated on the European Student Card Initiative website.

In relation to these initiatives, we will begin with the implementation of non-use of paper in inter-institutional agreements and online learning agreements in mobilities from September 2020.

In our institution both the applications and selection process of students and teaching staff who perform an Erasmus mobility, out or come, it is done digitally, so that we no longer use paper. Upon receipt of these requests, they are assigned an identification number, which will guarantee a secure exchange of student information.

In order for students to use the initiative student card, we will put it as an activity that students will have to perform once they have been selected to do the mobility. We'll also include downloading the app to their mobile device. In this sense, we will agree with the reception centres to register social and cultural activities in which our students can participate during their stay.

Likewise, in our case, we will also make a collection of this type of activities in our city in which both the students we welcome and the teachers who come to do an Erasmus at our centre will be able to participate.

Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme.

In Our centre has been working on a sustainability project since 2001 (Agenda 21).

Within this project, different actions have been implemented related to the segregation of waste and to avoid the use of paper. In terms of waste, we even carry out a quantitative analysis of the waste we generate and we perform actions to obtain a significant decrease in waste every year.

We have clear instructions on break time: recommending students to bring food and water in non-plastic containers or aluminium foil food. We encourage them to use recyclable material and containers and glass containers for food.

All communications with students and families are made digitally, via email or through platforms that allow communication.

We promote the use of sustainable transport for students and teaching staff and are conducting a student mobility study that will translate into a calculation of the effect on CO2 emissions.

We work on objectives 7, 12 and 13, set by the UN on September 25, 2015, in its sustainable development plan. More information in:

[https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo\)-sustainable /](https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo)-sustainable/)

And we are preparing for ISO 14001 certification.

Therefore, all our students and teachers are aware of all this work and are actively involved in it. We will inform of this actions like we have been doing until now, all students and teachers who visit us within the framework of the Erasmus program.

Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

In our institution, we teach academic contents but we want overall to teach to our students to be good people. During the academic year 2019-2020 Coexistence Commission was created and different actions have been developed to promote an active engagement of our students out of mandatory courses in the centre. The participation to all of these actions is voluntary and students obtain some points in a participation card when they collaborate or participate in these actions.

Some of these actions are addressed to social help. An example of that is the solidarity breakfasts to obtain money to collaborate in big money raised to health research programs promoted by a Catalan public institution (Marató TV3). Others have been organized to think over different subjects. In this regard, some talks given by expert people in the field were organized. These talks have been named IBTALKS. We had four talks during the academic year 2019-2020. The first one was a talk about positive coaching at the beginning of the course. Then, a talk about the evolution of AIDS regarding affected people, society and therapies was done to commemorate the international day of AIDS in December. A talk about peace in the world, was offered in the Institute to commemorate the international day of peace in January and finally a talk about women, science and health was organized in May to commemorate the international day of women. At the same time as some of these IBTALKS were organized, photo expositions, or other actions out of mandatory courses were organized in commemorative data.

Our students, when travelling to other centres, will know about actions done there. They will compare with ours and will come back with new ideas to incorporate to our planning. In the same way, they will give ideas to the centres abroad that will be able to add to their programs.

2.2 When participating in Mobility Activities - After mobility

Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition.

Mobility projects in which our VET students are involved, have been in the context of work placements for their compulsory internships. Full recognition of the working period in the host country by the students (hour by hour) is done as the Spanish Ministry of Education mandates (www.mecd.gob.es). The students receive two written recognitions: a certificate awarded by the qBiD program (www.apps.cambrescat.es) where each student enters his daily worked hours, and another one, issued by our organization.

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

Teachers and administrative staff mobility is an integral part of the internationalization and evolution of our institution. Regarding the promotion of staff mobility, we will use three different methods of communication: presentations to other staff following a mobility, online information, and thirdly information shared at meetings and workshops.

To support staff mobility, the international mobility team assist mobility organization. (contact and planning of visits to the host institution, support in purchasing tickets, looking for accommodation, etc.)

Professional development will take part in the recognition for staff mobility.

2.3 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

We will publish our Erasmus Policy Statement on the web of our centre in the international section.

<http://www.institutbonanova.cat/en/international/#erasmus>

The Bonanova Institute's dissemination plan is aimed at different target groups: students of the centre, future students, established partners abroad and future partners.

The students of the centre with the aim of reporting on the Erasmus experiences carried out and encouraging them to participate in the next call for mobility internships. It is also an activity that may interest future students and that can be decisive in the choice of our centre by a new student.

We also publish on our website and social networks all the in/out mobility, which at the same time is a recognition of the students who carry them out and the centres that host them. By showing our experiences, we also want to show our activity to find new partners to carry out more mobility, so another target are internships and universities that can accommodate students.

The dissemination plan includes all these dissemination actions per year:

Dissemination of the call: **(before)**.

- Dissemination of the Erasmus call at the initial meeting hosting the centre.
- Posters about the information meeting of the call, broadcast email and information screen
- This information is kept during some weeks before the specific Erasmus + mobility briefing
- Information meeting for those interested in Erasmus internships.
- Deadline for applications and bases of the call on the web and campus. Email reminder.
- We publish every mobility in the news and social networks of the institute.
- Report to the faculty of the institute about the project and its activities for inclusion in the Center's Annual Plan and the Activity Plan.
- Report to the school council sessions in order to involve the whole educational community and, obviously, obtain the support of the school council for the development of mobility projects.

Dissemination **during and after mobilities**:

- Publication in the news centre and social networks of student and staff mobilities
- Map of mobilities on the Erasmus project website, this map is also disseminated on the Institute's information screen and is used to present different projects
- Photo albums made by our Erasmus students
- The results of the project are also published on the Erasmus+ Project Results Platform.

We have worked on a more detailed dissemination plan to obtain greater feedback of the mobilities. It consists in the realization of three follow-up surveys by the student, in which they describe their experiences and results in writing and also provide graphic resources. These questionnaires will be carried out electronically, through Google forms, upon arrival at the destination, halfway through the stay and at the end of the stay. The survey emptying, or the complete survey, is published on our website.

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

Regarding the communication of the principles of the Charter, they will be on the website of the centre, in the section of international relationship. Therefore, in this sense, they are accessible to both the internal staff of the centre (students, administration and services staff and teaching staff) as well as to anyone who accesses them (the access is open).

We also have a television panel at the entrance to our centre where regular news related to the different projects of the centre are screened. We will include the principles of the Erasmus letter in this support at different day moments.

In our centre, there is a team of people who manage Erasmus mobility projects. This team has the responsibility and the commitment to guarantee all these principles and we will expose them in the different informative sessions that we carry out, in the different meetings with the students and teaching staff, and to students and teachers from collaborating centres that come to visit us. Some principles of the Erasmus chart are also part of our core values. Therefore, they are included in our educational project, which is also accessible to the entire educational community of our centre