

EASD Ondara's Erasmus Policy Statement

The Institution agrees to publish this overall strategy (all three parts) on its website within one month after the signature of the Erasmus Charter for Higher Education by the European Commission.

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.

a) how you choose your partners

From the official document that specifies all the institutions with a charter, we shortlist all the design institutions (since we are a design institution too). We visit their webpages in order to ascertain whether their syllabus is similar to ours. We then send an email whereby we invite them to become our partners.

We give them the links to:

- > our webpage
- > our Erasmus webpage
- > our syllabus, so that they can make an informed choice

b) in which geographical area(s)

We make no difference concerning geographical areas, although our students prefer Southern Europe.

c) the most important objectives and target groups of your mobility

Our objectives are:

- > To increase and improve our students and teachers' mobility.
- > To contribute to the immersive learning of foreign language of our students and teachers.
- > To foster the knowledge of other cultures and lifestyles through these mobilities.
- > Through mobilities and validations, to make the usefulness of ECTS credits known. Our students have already taken these credits for two or three academic years (depending on the case).

- > To create multilateral projects.
- > To establish work networks among different European institutions.
- > To increase our students' opportunities when it comes to job hunting both in Spain and Europe.
- > To foster the exchange of experiences, cultural enrichment and permanent learning.
- > To organize academic, cultural and training projects, workshops and activities with incoming students.
- > To know interior and graphic design institutions in other countries with the aim of studying subjects that supplement our students' training.

If applicable, please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training in relation to projects implemented under the Programme.

The EASD Ondara has got previous experience as far as European mobility is concerned:

1. We took part in a Comenius Program (Change by Art: 2009-2011) along with French and Italian institutions.
2. We participated in a theater international stage organized alongside with the Winchester University.
3. We have had a linguistic assistant that has contributed to improve the level of English language of both students and teachers.

Please explain the expected impact of your participation in the Programme on the modernisation of your institution (for each of the 5 priorities of the Modernisation Agenda*) in terms of the policy objectives you intend to achieve.

1. *to increase the number of higher education graduates:*

Our institution requires students to have a B.1 level of the European Common Reference Framework for Languages upon completion of their degree. Participating in an Erasmus mobility is equivalent to obtaining this level. Therefore, these mobilities have a direct effect on the number of graduated students.

Having the possibility of participating in an Erasmus mobility is an appealing factor for students.

2. *to improve the quality and relevance of teaching and researcher training, to equip graduates with the knowledge and core transferable competences they need to succeed in high-skill occupations:*

Studying at a foreign university for a semester or a whole academic year gives the student an open mind regarding other cultures and other ways of approaching design. Moreover, it also gives the student improved foreign language proficiency. Both these factors contribute to their competence in highskill occupations

3. *to provide more opportunities for students to gain additional skills through study or training abroad, and to encourage cross-border co-operation to boost higher education performance:*

Indeed, an Erasmus mobility student acquires additional skills and reinforces older ones, since he becomes immersed in a completely new academic world and culture where he will have to succeed. Therefore, he is forced to develop new skills.

4. *to strengthen the "knowledge triangle", linking education, research and business:*

Erasmus student mobilities contribute to education and research since they take place within an academic context. They also contribute to business insofar as students will eventually find a job for which they will undoubtedly be more prepared thanks to these mobilities.

5. *to create effective governance and funding mechanisms in support of excellence:*

An Erasmus mobility gives the students funds and guidelines in order to achieve excellence.