

## Erasmus Policy Statement (Overall Strategy)

The programme of the Higher Education School of Conservation and Restoration of Cultural Heritage of Catalonia, with 25 years of teaching experience, is fully integrated in the Bologna Process of academic recognition.

The high-level specialisation of the degree and the important technical and scientific changes undergone by the field of Conservation and Restoration, make it essential to incorporate a broader vision of educational collaboration with European and international institutions, to offer quality education and to be a benchmark for professional excellence.

Participation in the Erasmus Programme fits fully in the modernisation and internationalisation strategy of the school, since mobility enriches on a personal and professional level and is conducive to the learning of practical skills through discovery of new possibilities, development of autonomy, capacity to adapt; by means of linguistic, social and intercultural skills and greater adaptability to the labour market.

The contribution of students and staff in European and international cooperation projects is considered essential, to improve the Higher Studies standard of quality and excellence and to achieve a better professional experience for students. The selection system for candidates must be transparent at all times, promoting a policy of equality, non-discrimination and social cohesion.

The ESCRBCC has started to participate in the Erasmus Programme during the academic year 2012-2013, with very positive results. It is foreseen to be consolidated, since for the academic year 2013-2014 there are already 8 European agreements signed (Italy, France, Belgium, Portugal, Greece, Latvia and Estonia) and 1 international (Argentina). In future it is expected to be extended to a maximum possible number of students and staff.

The ESCRBCC offers the Conservation and Restoration of Cultural Heritage degree in 4 specialisations (Archaeological Objects, Graphic Documents, Sculptures and Paintings). This structure, the specificity and high technical level determine the strategy for future mobility development, since exchanges with this profile will be prioritised.

To ensure a proper selection of all agreements proposed by the ESCRBCC to other institutions and vice-versa, an investigation of academic profile affinities, study organisation and evaluation, quality criteria and innovation systems will be carried out. Teachers will give advice based on their own professional experience. Eventually, if possible, a prior visit will be made.

Current established study agreements will be maintained, previously agreed by the respective universities. New partners will be sought for, through institutional contacts of the School and the Department of Education of the Government of Catalonia, by means of information exchange with other institutions.

Traineeship mobility in enterprises is also considered very important in student education, by increasing professional, social and intercultural competences and by

facilitating employability. Although an agreement is not necessary in this case, the protocol for contacting and selecting enterprises will be the same as for study mobility.

Our internationalisation priorities are directed towards an establishment of academic, cultural or scientific relations with universities, schools, institutions or enterprises in Mediterranean countries, Europe and Latin America. Nevertheless, exchanges with other countries with an emerging economy will not be excluded, since quality and good results will be prioritised.

Annually the school has approximately 160 students and 24 staff candidates for mobility. The high specialisation offered by the ESCRBCC hitherto and in future determines a limited number of students per class/course/specialisation, to guarantee a proper functioning and to ensure maximum teaching quality. Therefore, incoming/outgoing study and staff mobility should be within a maximum of 15-20% of the entire educational community. Traineeship mobilities in enterprises will be realised according to demand and relevance of curriculum.

Under the Programme, the ESCRBCC proposes to participate in the following types of higher education individual learning mobility:

- Student mobility at Bachelor level for studies.
- Student mobility at Bachelor level for traineeships in institutions or enterprises.
- Academic and non-academic staff mobility to teach and/or to be trained.
- Host mobility from staff from enterprises for teaching.
- The ESCRBCC is working to come up with studies at Master level in the near future. It would be very interesting for students as well as for teachers to participate in mobility exchanges at this level.

To make this possible, the mobility participants will have a highest possible linguistic and informative preparation. An annual system of internal and external monitoring of self-assessment is considered, allowing to detect deficiencies in the process and to introduce, if necessary, corrective measures.

The European Union defines Higher Education as a key point of cooperation policies between Member States, producing positive results in the economic and social development of countries.

The cooperation proposals should reflect cross-sector cooperation in a concrete and structured way, to ensure practical implementation and positive and easily assessable results.

The strategy proposed by the ESCRBCC for the organisation and implementation of European and international educational and training projects is based on:

- Establishing strategic partnerships to foster intense, structured and long term cooperation with Higher Education centres, educational authorities and regional, national, European and international organisations in the Conservation and Restoration field, to participate in the debate and renovation of the general bases concerning intervention criteria and systems.

- Establishing strategic partnerships to foster intense, structured and long term cooperation with Conservation and Restoration enterprises, to promote a structured and viable long-term cooperation, giving students necessary competences for professional development.
- Establishing strategic partnerships to foster intense, structured and long term cooperation with research centres, allowing students, teachers and technicians to study and develop new technologies while participating in Conservation and Restoration projects.
- Promoting alliances with enterprises related to heritage preservation, encouraging innovation and entrepreneurship.
- Promoting international cooperation in capacity building projects with partner institutions, to facilitate modernisation and internationalisation through joint educational projects and/or in educational collaboration in the evaluation of final projects.

All these actions will be supported by the Regional Ministry of Education of the Government of Catalonia on basis of the Verification Document, effecting quality assurance controls of Higher Studies degrees every 4 years.

The European Community recognises that Higher Education, with its links to research and innovation, plays a crucial role in the personal development of students and the economic growth of society, providing highly qualified citizens prepared to create employment and prosperity.

Europe needs a wider range of Higher Education institutions, covering the needs of a more widespread and diverse group of students and assuring a sufficient number of high qualified forward-looking persons in every sector of the economy and the whole society.

Starting from these premises and by agreeing to the principles of the Erasmus Charter, the proposed Programme actions by the ESCRBCC for 2014-2020 are:

- . Student and staff mobility (within Europe and/or to/from Third Countries), joint Master's degrees.
- . Strategic partnerships, knowledge alliances, capacity building with neighbouring countries and with Third Countries.

These actions fit in the modernisation and internationalisation strategy of the educational project with expected long-term results, aiming achievement of the priorities proposed by the European Union in the "The Higher Education Modernisation Agenda".

They enable close contact between institutions, sharing educational strategies as well as concrete pedagogical systems, encouraging information exchange in order to propose more effective systems.

The concentration of efforts encourages a greater synergy between the educational sectors, strengthening the life-long learning approach and facilitating access to students, by simplification of the common transversal actions.

The expected result is a better educational strategy and improving 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.

These actions enable, in addition to strengthen the “knowledge triangle”, linking education, research and business and providing the students more opportunities to obtain additional skills.

The promotion of these alliances favours growth of educational innovation capacity, leading to educational and learning excellence, with an increase in research and innovation. The result is an educational range with more attractive courses and suited to the employment requirements of society and enterprises.

The objective is to provide more opportunities for students to gain additional skills through study or training abroad, and to encourage cross-border cooperation to boost Higher Education performance.

In this way it is possible to increase the number of Higher Education graduates, so that in 2020 all young Europeans will have the chance for studying or training abroad at some point in their education. Establishment of effective governance and funding mechanisms in support of excellence will be facilitated.

The ultimate aim is to improve the student's education, since future depends on them. With solid bases, a better future of greater justice and solidarity is guaranteed.