



## ADENDUM TO THE STRATEGY OF THE INTERNATIONALIZATION OF VOCATIONAL STUDIES AT IES LA MERCED 2020

### GOAL

This document broadens the application of the strategy of internationalization of vocational studies at IES La Merced 2020 for associate degrees taught in our college, with this skilled trades:

Higher Technician in Electrotechnical and Automated Systems

Higher Technician in Telecommunications and Computer Systems

Higher Technician in Construction Projects

Higher Technician in Civil Works Projects

Higher Technician in Industrial Mechatronics

### BACKGROUND

The strategy of internationalization of vocational studies at IES La Merced 2020 for associate degrees was drafted after the application for the Accreditation of Erasmus + for vocational studies for 2021-2027 academic years and focused on professional development degrees and basic vocational studies.

For the Erasmus Charter for Higher Education (ECHE) 2021-2027, this strategy broadens to our skilled trades.

The current environment analysis and the future changes in it, can be immediately applied to these skilled trades, as well as the implementation plan, the organization of tasks and the assessment, except in the cases specified in the following paragraph and in those profiles applied to Building Studies.

From the assessment and implementation of the strategy of internationalization of vocational studies at IES LA MERCED, we have inferred that it is necessary to explore ways to make an impact on the mobilities organized by our college and go beyond the entire school. For these purposes we include a new goal in the chart

### MODIFICATION OF THE INTERNATIONALIZATION OF VOCATIONAL STUDIES AT IES LA MERCED 2020

1. The expected results for goal O1 are modified as follows:  
*“The CV of the students at the mobility and their Europass document reflect the skills acquired at the field of renewable energies, industrial sustainability and Building or Civil Work”*
2. The first action contained in the paragraph *“Activities and monitoring”* is modified in this way:



*Sign collaboration learning agreements that include skills on renewable energies, industrial sustainability and Building or Civil Work”*

3. In chapter V: CHALLENGES OF ACTION PLAN this challenge in include:

- Obtain a higher impact of the Erasmus + projects in the school,

4. The charts from chapter V GOALS AND RESULTS are broaden as follows

CHART 1

GOAL	Expected results	Actions	Benchmark
<b>O1. Improve the skills of the students to develop the required task to ecological transition and the challenge to sustainable industry related with their professional profile</b>	The Students CV doing the mobility and their Europass document will reflect their skills in the field of sustainable industry and renewable energies	Sign education agreements of collaboration that include skills in the field of sustainable industry and renewable energies	Two contents related sustainability are reflected at the agreements
<b>O2. Participate with the Erasmus Plan for vocational studies at the environmental action of the school</b>	The Erasmus Plan for Vocational studies is included in the sustainable school label.	Include the activities in this plan in the application for the Sustainable School label	The Erasmus plan Erasmus de la FP is finally included in the activities for the Sustainable School Label. Two activities will be included.
<b>O3. Adapt the learning-teaching processes for the acquisition of sustainability skills (Former goal for lower vocational studies)</b>	Learning activities are implemented in the specific field for acquisition of sustainability skills  A didactic proposal is drafted to the School Departments to orientate to teach sustainability skills	Design mobilities for teachers with the goal for improve the skills to teach sustainability in the curriculum  Organize a workshop to make didactic proposals.	For activities are done in different courses that include skills on sustainability and this is reflected in the annual review of the school  A didactic/organizational proposal is drafted to the School Departments to teach sustainability skills



GOAL	Expected results	Actions	Benchmark
<b>O4. To get a bigger impact with the Erasmus + projects of the school. (*)</b>	Improvement of language skills. Participation of the school students (not only those doing the mobilities) in multicultural activities and experiences	Activities of language exchange activities are done  Learning activities with European alumni are done  Form a voluntary student group to host the European alumni including a peer-mentor	An improvement of the language skills in the CV Europass of 5% of the school alumni  At least three activities with the participation of foreign students are realized  Four IES La Merced students are recognized as peer-mentor students.

(\*) the shaded rows are the added rows for higher education

CHART 2

ACTION	PROCEDURE	CONTROL TIMETABLE	PERFORMANCE CRITERIUM
Sign education agreements of collaboration that include skills in the field of sustainable industry and renewable energies	Partner Search	Monthly	Number of partners contacted
	Sign of agreement for collaboration	Monthly	Number agreements signed
	Meetings for the start up	Quarterly	Number of mobilities for start up meetings
	Design educational agreements	Quarterly	Number of educational agreements signed



ACTION	PROCEDURE	CONTROL TIMETABLE	PERFORMANCE CRITERIUM
	Adjustments for special educative necessities of the students	Quarterly	Number of adjustments for special educative necessities.
Include the activities in this plan in the application for the Sustainable School label	Document the activities.  Coordination with the school environmental action team	Quarterly  Quarterly	Number of didactic activities related with sustainability implemented in the project  Detection of the collaboration
Organize a workshop to develop teaching proposals.  <b>(Former goal for lower vocational studies)</b>	List of sustainability contents associated to professional skills in the curriculum.  analysis of proper methodologies  Write a pedagogical proposal	Annual	Minutes taken of the session
Organize language exchange activities (*)	Design of the activities  Make a listing of the students willing to participate at the language exchange  Invite the foreign students to participate at the language exchange.  Organize meetings for language exchanges	Annual  Annual  Quarterly  Quarterly	Program call and student listing  Student listing  Program call  Scheduling made



<b>ACTION</b>	<b>PROCEDURE</b>	<b>CONTROL TIMETABLE</b>	<b>PERFORMANCE CRITERIUM</b>
Organize learning activities with European students (*)	Informer and take agreements of collaboration with European schools to send students to our school  Design a curricular or extra curricular learning activity	Annual:  Quarterly	Collaboration agreements.  Register of the activity in the project review
Organize a peer-mentor group (*)	Make a call to the participation of the students and reflect positively de measure for the mobilities.  Formative session.  Assign a peer-mentor to each foreign student	Annual  Annual  Quarterly	Program call and participant listing  Register of the activity in the project review  Memoria de proyecto + evaluación de alumnado (nacional y extranjero) participante.

(\*) the shaded rows are the added rows for higher education