



# EXTENDED ERASMUS UNIVERSITY CHARTER

## ERASMUS POLICY STATEMENT (EPS)

### Strategy

Here, at the *Escuela Superior de Conservación-Restauración de Bienes Culturales de Galicia* (ESCRBCG), we consider that education for future conservators should not be limited to conventional educational activities. On the contrary, education for a professional future should also include basic competences such as values like tolerance, respect for what is different and the ability to resolve complex situations and even conflicts. In this sense, taking part in the ERASMUS programme is vital for us in terms of education for both students and teachers.

Strictly academically speaking, knowledge of procedures and theories (EUC) and knowledge of the professional reality (EUCP) in other countries of our cultural sphere is also fundamental. This is the reason why we are applying (like last year) for the Erasmus Charter, in its EUCX modality. In the field of education, for teaching staff, there is a new component related to the increase of research activity, which demands, likewise, an important international mobility.

The adaptation of the studies at the ESCRBCG to the EHEA was designed during the academic years 2008/09 and 2009/10, through two quality-improvement plans (*Planes de Mejora de la Calidad*). These plans not only meant amendments in the *Curriculum*, but also proved the pressing need to stimulate the educational experience of both students and teachers by participating in the Erasmus Programmes.

In consequence, we wish to give now the definitive boost to the internationalisation of academic and training activities, in which not only the students but also the teaching staff should participate. All the guarantees of quality and excellence that our School intends to reach must comply with this unavoidable aim. The ESCRBCG is the only educational institution which deals with Conservation-Restoration in the Autonomous Region of Galicia. It has become a very important institution in the before-mentioned region, reaching even the status of a Spanish referent in many aspects, and we desire now to enhance our level of recognition abroad.

Up to the present time, the international mobility activities organised by the ESCRBCG have been strongly conditioned by some policy uncertainties which made the participation in this kind of activities difficult. The adaptation of the curricula to the Bologna Accords (ECTS, graduate/postgraduate, etc.), enables us to apply for the Erasmus Charter now. As an essential requirement, we have named a Work Commission which is coordinated by the **Coordinator of Mobility and International Relations**. This person will be in charge of ensuring the good functioning of the International Mobility programmes -paying special attention to the



European Higher Education Area- as well as the quality of all our activities and the diffusion of the actions required by the Erasmus Programme.

Moreover, during the academic year 2004 the ESCRBCG took part in the Community Action Programme for professional training called "Leonardo da Vinci", project No E/04/A/F/PL-150518 "**Leonardo y el Patrimonio Cultural**", which was carried out in Portugal and Italy and whose aim was to promote work placements for those unemployed by enhancing the beneficiaries' abilities and skills in a professional and a linguistic basis, by offering them training experience, new knowledge, work tools and of course the opportunity to be in contact with an extremely rich socio-cultural environment.

In spite of not being framed in any community programmes, our interest in the internationalisation of professional training periods has a long tradition at the ESCRBCG. Indeed, our students have had, for more than twenty years, the opportunity to enjoy professional training periods in museums and companies, not only at the national level (more than 40 agents) but also at the international level (14). In this sense, our institution's participation in the framework of the European Erasmus Programme is a way to consolidate an already established activity. This will also help us diversify and improve the quality of our activities, not limiting our offer to just professional training periods (EUCP) but also including educational programmes for both teachers and students (EUC).

As already said, the ESCRBCG currently counts on a number of Pacts and Bilateral Agreements signed with different Museums and Institutions related to Conservation-Restoration all over the world, through which our students participate in professional training programmes:

- Museo Nacional de Arqueología (Lisbon, Portugal)
- Museo Monográfico de Conimbriga (Coimbra, Portugal)
- Fundação Serralves (Porto, Portugal)
- Museu de Arqueología D. Diogo de Sousa (Braga, Portugal)
- Museo Municipal Abade Pedrosa (Santo Tirso, Portugal)
- Museo Nazionale Prehistórico Etnográfico "Luigi Pigorini" (Rome, Italy)
- Musei di Palazzo Farnese (Piazenza, Italy)
- Institute of Archaeology. Academy of Sciences of the Czech Republic (Praga, Czech Republic).
- Nationalmuseet. The National Museum of Denmark (Copenhague, Denmark).
- Proyecto Arqueológico Calakmul (Campeche, Mexico).
- Museo Tumbas Reales de Sipán (Lambayeque, Peru)
- Proyecto arqueológico Huaca de la Luna (Trujillo, Peru)
- Museo Nacional de Arqueología, Antropología e Historia del Perú (Lima, Peru).
- Museo Nacional Sicán (Lambayeque, Peru).



## Objectives

Our main objective is to consolidate international mobility as a distinctive characteristic of our institution, which includes the Management systems of the Centre and involves students as well as teaching and non-teaching staff.

- Initiate a Mobility Plan which enables us to boost the establishment and the adequate coordination of educational and professional training programmes in Europe.
- Promote and enable a comprehensive education for students in a common labour market.
- Provide the teachers with an increasingly wide range of knowledge tools which enable them to offer a comprehensive learning to students in a common labour market.
- Manage any proposals intended to improve Mobility by enabling the acquisition and the promotion of the awareness of the European values and culture (in our case, in the specific field of common heritage and history).
- Promote the participation in projects aimed at improving the quality of the cooperation among institutions in the frame of the European Networks.
- Increase the opportunities and the enrichment of the staff not only in professional terms but also from a human point of view.
- Boost language learning in order to improve students' and teachers' academic and professional qualifications.
- Exchange pedagogical proposals with other institutions thanks to teaching staff mobility.

Specific objectives intended to internationalise the academic curriculum and to achieve an international status for our Institution:

- Boost and structure the work carried out by the Commission of Mobility, particularly the Mobility Coordinator's.
- Revise the system used to monitor quality and student-acceptance programmes, particularly as far as Mobility Programmes are concerned.
- Improve individual abilities and skills by putting into practice the theoretical, practical and behaviour knowledge acquired at our School.
- Improve the quality of the access to professional education by using new technologies.
- Do research into new professional areas within the field of Conservation-Restoration by working in places such as Museums, exhibitions, art courier companies, etc.
- Take advantage of the use of facilities and the contact with interdisciplinary departments in Centres of wide



renown, focusing on the international criteria for the conservation and restoration of *Bienes Culturales* (cultural heritage).

## Specific activities

- Participation in Erasmus Programmes for students' education
- Participation in Erasmus Programmes for teachers' education
- Participation in Professional Training Programmes for students
- Participation in Educational Visits
- Teacher and student exchange programmes during academic periods (in our centre) as well as professional training periods
- Cooperation in research projects in the field of Conservation-Restoration
- Participation in international cooperation projects in South America.

## SPECIFIC ACTIONS AND PUBLICITY TO BE GIVEN TO THE ERASMUS PROGRAMME

In order to give **visibility** to the Erasmus Programme, the ESCRBCG will present a diffusion and spreading programme as soon as we obtain the approval, should this be the case. Furthermore, the Erasmus Programme will be officially incorporated to our institutional diffusion programme.

- Advertisements in newspapers (not only local but also regional), in the radio and on TV at a regional level.
- An advertisement on our centre's official website (<http://www.gradoconservacionbbcc.es/>), on which there will be a specific section dealing with International Relations. The Erasmus Policy Statement (EPS) will be published in a special section where all the information students and staff may need to participate in the programme will be available.
- Publication on the ESCRBCG's blog (<http://escrbccg.blogspot.com.es/>), as well as on other social networks (Facebook, <http://www.facebook.com/gradoconservacionbbcc.es>).
- Introduction to the Erasmus Programme as a part of the ESCRBCG's diffusion campaign, which is developed by means of:
  - Speeches and conferences in a number of State Secondary Schools
  - Advertising leaflets and notices
- Advertisements in periodicals: our School's journal, "Labris"
- Advertisements in online publications in order to promote the activities we carry out during the educational period.
- Publication in informative leaflets, notices, posters and diptychs of the courses organised by the Institution.
- Meetings and informative sessions with the presence of the persons in charge of education at the different public administrations involved.



All this will be planned by the Mobility and International Relations Coordinators, who will promote a wide diffusion of the European Programme in the Education Centres and Faculties.

Regarding social objectives, our School is carrying out an educational programme which defends freedom of thought, speech, pluralism and non-discrimination.

The whole community in our institution will offer all the support necessary for ensuring the right to equal opportunities regardless of sex, race, religion or socio economic status.

We intend to establish plans and methods which favour a full multicultural integration as well as appropriate attention to diversity and disability. These plans and methods will guarantee an equal treatment based on merits regardless of any other distinction.

When designing the measures to be adopted in order to support students with special needs in the different modules we offer, we will have into consideration the criteria and the mechanisms stated by the Order of 27th December 2002 (DOGA<sup>1</sup> 30/01/2003). Should this be necessary, we will ask the Educational Administration Department for advice on the drafting of a proposal of reinforcement or support measures. These measures may include:

Access adaptation

Adaptation of the lab for practical sessions

Management and right use of technological resources for students with sensory difficulties

Design or adaptation of specific practical lab sessions

Development of written material for students with sensory difficulties

Translation of texts

Adaptation of curricula

Flexibility in the duration of the educational period

Finally, it should be noted that our institution complies with all the accessibility measures required, as it is equipped with access ramps, a lift and wide corridors.

## SPECIFIC MEASURES TO ENSURE THE QUALITY OF MOBILITY ACTIVITIES

At present, the *Escola Superior de Conservación e Restauración de Bens Culturais de Galicia* already has a *tutorial action plan* focused on the guarantee, quality and processing of the existing mobility programmes that are available for our students. With the incorporation of our centre in the Erasmus Programmes, this plan will be implemented, in a general way, by including specific strategies for the management of the programmes in the tasks of the persons in charge of mobility. The following measures will be taken:

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<sup>1</sup> DOGA (*Diario Oficial de Galicia*): Galicia's official daily newspaper



1. ECTS credit assignment and recognition. We will elaborate a trilingual edition (Spanish-Galician-English) including the **contents, competences and value in credits** of each module of the courses and the professional training periods specified in the *Curriculum*. The Spanish and Galician versions are already available, as an example, on our website: <http://www.gradHYPERLINK>  
["http://www.gradoconservacionbbcc.es/Castellano/corp/grao/arg/arg1.htm"](http://www.gradoconservacionbbcc.es/Castellano/corp/grao/arg/arg1.htm)oHYPERLINK  
["http://www.gradoconservacionbbcc.es/Castellano/corp/grao/arg/arg1.htm"](http://www.gradoconservacionbbcc.es/Castellano/corp/grao/arg/arg1.htm)conservacionbbcc.es/Castellano/corp/grao/arg/arg1.htm.

We will contact the proposed reception centres in order to establish the contents and competences recognised by both parties.

2. Curricular information and diffusion.

On our centre's website there will be a specific link which will enable users to consult curricular information and the equivalence in ECTS credits (also available in English), among other useful information. This will be included in the specific link "*Mobility : Erasmus*".

3. Information and attention to the outgoing pupils of the ESCRBBCCG. Specific documents will be elaborated and given diffusion on our centre's website. They will include information such as **the announcement specifications** -dates and deadlines, requirements, procedures, conditions of the resolution, specific language requirements, dates of informative sessions, etc.-, **available vacancies** -centres with which we have signed an exchange agreement-, **application forms, an informative guide** -this document will offer information about the steps that should be followed, advice, documents to be submitted at the reception centre, deadlines and dates, contact details of the persons in charge of our centre's Mobility Commission, etc.-, **documents to be submitted** to the Department of International Relations of the ESCRBBCCG -letter of acceptance or resignation, form for the economic management of grants and personal data authorization form-.

4. Information for incoming students. Specific documents will be equally elaborated and displayed on the school's website. The information (which will be available in Spanish, Galician and English) will deal with a number of contents: **application** -dates and deadlines, requirements of our centre, procedures, conditions of the resolution, specific language requirements-, **vacancies available** for the reception of foreign students – according to the *ratios* established for every course or module-, **application forms** -in Spanish, Galician and English-, an **informative guide** (this guide will contain -in all three languages: Spanish, English and Galician- all the information related to the application procedures, advice, steps to be followed, documents to be submitted in our centre, deadlines and dates, contact details of the persons in charge of the International Relations Department, links to consult information about competences, contents and assigned credits, links to the centres with which we have pre-established agreements, etc-. Moreover, this "Informative Guide", will include specific documents and links which will be focused on tutorial and reception issues, linguistic and cultural support, bonds with the students of our centre ...All these important aspects are set out in the following section.

5. Provision of services to the incoming students. Specific measures for the reception of Erasmus exchange incoming students will be established as a part of the specific strategies developed in the international relations seminar. More specifically, we will elaborate an **arrival form** -volunteers among our pupils will receive incoming

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students- in order to collect each student on their scheduled dates of arrival in our city-, and we will provide the students with an **academic calendar**, as well as information related to their accommodation options -a number of different options will be established, such as flats to be shared with our students, students' halls of residence, student hostels, flats to rent... All this information will always be given within a deadline previously established by the incoming student and the persons in charge of mobility.

6. Concerning **linguistic support**, we will provide incoming students with Spanish and Galician language courses which will be either coordinated by means of agreements with the Official School of Languages and the University of Vigo or directly organised by our centre itself. Moreover, these courses will be designed in advance and offered on our school's website as well as through specific notice to the incoming student body. We propose, under our linguistic support plan, the participation in **language exchange programmes** between our student body and the incoming students; there will be a system based on cards which will be filled by those students who may be interested and subsequently processed by the International Relations Service. By doing this, both parties will be mutually enriched from a linguistic point of view.

Finally, we will offer useful data and **web links of interest** related to such aspects as transport, cultural and tourist information, currency and services of telephony, sanitary coverage, visas and residence permits.

7. With regard to the mobility of the ESCRBCCG's staff, the Department of International Relations itself will design specific strategies to favour it. We propose to establish contact with formative and professional centres, where our competences could be improved by means of **stays for our staff**. Their duration will be established in advance at certain periods of the school year. Furthermore, the reception of **teachers and non-academic staff** will be equally included in our programme, subject to the previous establishment of the relevant agreements. All these mobility actions will be recognised in the *curriculum* of the centre. Moreover, their recognition by the appropriate state and regional entities will also be requested by means of the **emission of certificates**.

#### QUALITY GUARANTEE OF THE ACTIVITIES RELATED TO PLACEMENT PERIODS

It's a fact that our students undertake professional training periods. This activity has been taking place throughout approximately twenty years of experience, time during which new centres and companies have been joining in this task. This practical activity has been designed in two modalities: on the one hand, the completion of placement periods in museums at a local, national and international level -as it can be verified by visiting this webpage: <http://www.gradoconservacionbbcc.es/CastHYPERLINK>

["http://www.gradoconservacionbbcc.es/Castellano/corp/practicas/empresas/mapa.htm"](http://www.gradoconservacionbbcc.es/Castellano/corp/practicas/empresas/mapa.htm)eHYPERLINK

["http://www.gradoconservacionbbcc.es/Castellano/corp/practicas/empresas/mapa.htm"](http://www.gradoconservacionbbcc.es/Castellano/corp/practicas/empresas/mapa.htm)llano/corp/practicas/empresas/mapa.htm, and on the other hand, the completion of placement periods in companies. This double

experience that our students have been developing has always been a voluntary choice. Nevertheless, since we adapted our study offer to the European Higher Education Area, this crucial aspect has become compulsory, at least as far as professional training periods in companies are concerned. This way, such an essential aspect of learning in the field of Conservation-Restoration is regulated by means of a specific temporary placement as

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well as an equivalence in ECTS credits.

<http://www.gradoconservacionbbcc.es/Castellano/corp/grao/escult/escult1.htm>.

By taking part in the Erasmus projects, this compulsory training period is opened to pupils who come from foreign centres, either as a part of a long stay -the whole final year, for example- or as the only aim of the students who have sent an application form. Moreover, participating in Erasmus projects will equally mean an improvement of the quality of these training periods and a higher possibility of diversification.

1. As for the implementation of the professional training periods programme, **preparatory visits** will be proposed by the persons in charge of mobility. These visits will take place in certain periods pre-established by both centres and will help to achieve a wider knowledge of the type of work developed in the relevant company as well as its adaptation to the contents of the Conservation–Restoration studies .

2. Once the necessary agreements between the ESCRBCCG and the host companies have been reached and the relevant preparatory visits have taken place, we will start the **formalisation process of such agreements**. We have already mentioned our centre's long experience in this type of activities; in fact, a number of agreements have already been established. If you wish to see an example, please visit:

[http://www.slideshare.net/fcarreraramirez1/co-operation-agreement?from=share\\_email](http://www.slideshare.net/fcarreraramirez1/co-operation-agreement?from=share_email) -

Agreements will contain basic principles, such as the general and specific competences we intend to reach, the minimum and maximum training hours allowed, the limit dates before which training periods shall be performed, commitments of confidentiality, commitments of transfer of intellectual property rights accepted by both parties, medical insurances and coverages that students will be required to submit at the centres where their placement periods are to take place...

Both new and renewed agreements established under the Erasmus programmes will take form, as an innovation, under framework agreements at the European level: the European *Curriculum Vitae* format will be used and documents such as *Europass* for the recognition of acquired competences will be requested.

3. Regarding follow-up and assessment procedures, the following measures will be adopted: as for the preparation for the placement periods, a **Guide for Students in Training** will be elaborated for our students and also for those who are received under an Erasmus programme. This guide will offer -by means of our website as well as informative sessions- useful information related to the programme and its basis, a list of the companies with which we have reached an agreement, application forms, procedures and documents to be submitted, calendar of the placement programmes, contact details of the person in charge of placement periods in the seminar of international relations...



Once the reception centres have been assigned -always in accordance with the criteria of transparency previously published in the guides for students in training- a **tutor will be appointed in the centre** for the students in training. This tutor will provide information about the procedures to be followed -also included in the Guide for Students in Training- and will equally be in charge of doing a direct follow-up of the training, always in continuous communication with the tutor in the company.

As for the **tutor in the company**, this person will be in charge of carrying out the previously established formative agreements and will issue a report on the student's training period under his/her guidance. Finally, concerning the equivalence in credits which is stated in the *curriculum*, our centre itself will be in charge of assessing and awarding the credits corresponding to this period. This procedure will appear in every student's *Europass* document.

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