



Erasmus Charter for Higher Education 2014-2020

D. Erasmus Policy Statement (Overall Strategy)

The Massana School's relations with other academic institutions abroad has always been one of its major concerns, as it firmly believes that sharing teaching experiences with different cultural traditions enriches its own teaching experiences. These relations undoubtedly contribute to the School's consolidation and outreach in the EHEA and in HEIs outside Europe in the field of art and design. Its international consolidation and outreach occurs on several levels:

- It increases the number of HEIs with which it can sign agreements, thus consolidating the Massana School's positioning among art and design institutions in Europe.
- It encourages the integration of linguistic, cultural and academic diversity throughout the School's community.
- It enables the School to work on multilateral projects with European institutions that share common goals and research lines.

The School's department coordinators submit their proposals for coordinating or taking part in a mobility, teaching or training programme to the management through the International Coordinator. Conversely, the International Coordinator may propose that a specific department take part in a project coordinated by another European institution.

The International Coordinator promotes and manages institutional agreements with other HEIs abroad where art and design courses are taught:

- HEIs that teach art and design courses with which the School shares goals and a certain understanding of what education should entail.
- European HEIs that take part in the ERASMUS programme.
- HEIs worldwide with which specific bilateral agreements have been signed.



The School has a long history of collaboration and cooperation with some of these institutions and has renewed agreements with them in successive academic years. They are universities and schools that teach art and design from:

- Culturally and geographically close countries such as Portugal, France, Italy and Belgium.
- Countries in northern and central Europe such as Finland, Sweden, Norway, Estonia, Latvia, Germany, Switzerland and Hungary.
- Countries outside of Europe, mainly North, Central and South America.

Students following either of the School's two higher education curricula may apply to go on a mobility programme. Incoming students from other European institutions also follow one of these curricula:

- Students on the short cycle art and design courses (mural art, sculpture, textile arts, artistic jewellery, graphic design for advertising, illustration, industrial modelling, and interior design and project management) taught at the School.
- Students on the degree in Art and Design taught through the Autonomous University of Barcelona, of which the Massana School is an affiliate.

Mobility programmes that involve students on short cycles going on a work placement are managed through the vocational training organisations XARXA FP, Fundació BCN de la FP and CONSORCI.

The International Coordinator likewise promotes the Mobility of teaching and non-teaching staff in general in the framework of the ERASMUS programme through which they go on short stays to similar institutions abroad, with the aim of:

- Learning about developments in other teaching environments.
- Comparing the teaching and management methods used in other institutions.

The Massana School also hosts teaching staff from other institutions in Europe who make a valuable contribution by teaching lessons, giving seminars and conferences, and taking an involvement in other academic activities in general.



In the School's annual report, the International Coordinator assesses the goals reached over the past academic year and the degree to which they have been successful, as well as making an analysis of why certain goals have not been attained and the possible corrective measures to remedy these in future academic years. Without a doubt, the overriding goal of all the mobility programmes in which staff is involved is to enable them to compare their working methods with those in other places in order to enrich the School's teaching practices and thus endorse it as a place of learning.

In this new stage of the programme (2014–20), the Massana School's management will encourage and support participation in international teaching and training cooperation, as listed below.

- **The accreditation of courses and work placements undertaken by students on mobility programmes:**
 - The consolidation of ECTS credits (degree in Art and Design).
 - The implementation of the ECVET system (short cycle courses).

- **The promotion of creativity, innovation and an innovative spirit:**
 - The School wishes to extend an invitation to HEIs worldwide to join the alliances that it has already established with businesses in Spain involving the coordination and running of seminars, workshops and competitions.
 - The School would like to join alliances coordinated by other HEIs worldwide with similar goals to its own.

- **The strengthening of social, cultural and environmental responsibility:**
 - The possibility of sharing experiences with other HEIs worldwide related to sustainability and multiculturalism in the context of a global mass market.



Whenever the School's management has to approve its participation in any given international cooperation project, it takes into account the degree to which it matches the School's academic and teaching goals on its curricula, as well as the School's general goals. It also looks into the teaching and other resources available, in addition to the funding and infrastructures needed to implement a project properly, as the success or failure of a project largely depends of these factors.

Taking part in the programme will enable the School to:

- **Improve, consolidate, increase and extend its exchange and cooperation relations with other educational and professional institutions worldwide.**
- **Balance out the number of outgoing students with incoming ones.** Traditionally, the School has acted as host to more students and teaching staff than it sends out. Taking part in the different ECHE programmes that provide funding for the mobility of students, lecturers and non-teaching staff will prompt the exchange of educational and managerial experiences with other similar institutions.
- **Strengthen and improve relations with the professional and business world at home and abroad.** The School promotes actions with businesses, as well as with cultural and social institutions, that have a bearing on its teaching activities. These actions also enable students to come into direct contact with the professional world and favour dialogue between the School, businesses and future professionals. Specifically, competitions and seminars are held that prioritise the educational, conceptual, creative and innovative development of the student body. The internationalisation of these actions, the School's cooperation with, and the attendance of students and teaching staff at European HEIs will undoubtedly increase their significance.
- **Consolidate the School's results and internationalise its participation in workshops and seminars organised by its different departments,** whose main goal is to achieve sustainability through experimentation. They also give rise to new ways of understanding multiculturalism in the context of a global mass market.



- **Consolidate and internationalise partnerships with local, regional and national art institutions.** Through its ideas and expertise, the School makes valuable contributions to a wide range of organisations involved in the world of arts and crafts such as ARTESANIA, MACBA and FAD. The consolidation and internationalisation of the participation of students and teaching staff on the programme will not only increase its significance but will also contribute to opening new job markets for the School's graduates.
- **Increase the dissemination of the actions described to the educational community.** Greater dissemination will favour an understanding of other teaching methods and thus enrich teaching practices. The visibility of these practices will act as objective proof of the relevance of internationalisation to the School's academic results and will favour their impact on the bodies responsible for evaluating them.