

D. Erasmus Policy Statement (Overall Strategy)

The Institution agrees to publish this overall strategy 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. (max. 5000 characters)

Original language [EN]

a) The IMH offers studies in the technical field. Taking this into account and from a technological point of view, partners related to the industrial sector will have priority to be chosen for projects as we believe that if the participants share similar social and labour market realities it is easier to define common objectives and activities for the project. On the other hand the IMH also offers 1st Cycle studies which may include a wider range of industry sectors. One of the distinctive features of these studies is that students are taught following a dual model. The development of this teaching model is one of the main objectives that the IMH has for the future. Therefore, any partner able to contribute with their good practices in this field will be welcome.

b) There are not defined guidelines in the school policy as to the preferred geographic area for projects. The IMH has contacts with companies that have branches in China or India thanks to the Dual teaching system in Engineering studies.

c) The overall strategic plan or the management plan guidelines give rise to the school's participation in Erasmus projects. That way, the participation in such projects will mean the achievement of those aims that have been defined by those guidelines.

Taking into account that the IMH focuses its education offer on industry, the main objectives of the project would be along the lines of technological and/or methodological improvement that involve a continuous improvement for the institution. In this sense and following its school strategic plan guidelines, during the last few years the IMH has promoted the improvement of both the so called Dual teaching system and also of methodologies based on a PBL (Project Based Learning) system which would also enable the student to acquire social and/or cross curricular competences. From a technological point of view, the objectives are defined so that the students' integration into the company's workforce is carried out as fast and efficiently as possible, the ultimate aim being that the school also helps and cooperates in the implementation of new technologies in small companies.

We must not forget that the machine tool sector, with which the IMH has a close relationship, exports most of its production. Consequently high linguistic competences as well as cross curricular competences are essential for workers who need to develop their work activity in a different country from their own.

There are projects dealing with the implementation of the management and teaching model of the IMH in countries such as Malaysia and China. These projects have been possible thanks to the cooperation of the IMH with the Association of Manufacturers of Machine Tools and other official organizations and institutions.

Please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects within the framework of the Erasmus+ Programme.

If not applicable, please explain (max. 2000 characters)

Original language [EN]

One of the objectives when participating in European projects is to benefit from best practices and to transfer positive experiences that have been developed by the IMH. In this sense, since 1994, the IMH has taken part in almost 50 projects co-financed by different European Community Programs, either as coordinators or partners, such as Force, Petra, Craft, Socrates-Linguae, Adapt and Leonardo da Vinci, the final target being most of the times the improvement of the teaching-learning process and the proper functioning of the organization. To mention but a few examples of these practices, the development of projects related to entrepreneurship, qualifications, e-learning, how to respond to the needs of industry, evaluation of the competences and methodologies of the teaching-learning process.

Besides as part of the IMH's general policy of internationalization, the use of a trilingual approach is encouraged and supported in all studies offered and also the staff are invited to join language courses to improve their linguistic competences.

Please explain the expected impact of your participation in the Erasmus+ Programme on the modernisation of your institution. Please refer to each of the 5 priorities of the Modernisation Agenda *and explain which are the policy objectives you intend to pursue.(max. 3000 characters)

Original language [EN]

As for the five priorities of the Modernisation Agenda:

1.- To increase the number of students: the participation in this type of projects can mean an extra motivation as the student can experience in the mobilities that the industrial sector is of vital importance in Europe and one that offers great opportunities for professional development. Likewise, getting to know other realities can also be inspiring for participating teachers and academic staff as they can often see that the problems of their European colleagues are similar and that the solutions can be the result of a joint effort.

2.- To improve quality and students' competences: the profile of the average student nowadays as compared to that of fifteen years ago has changed. In the same way, the competences required in the labour market have also changed. It is because of these two reasons and in order to bridge the gap between schools' offers and the companies' needs, it is important to design a change in methodologies and curriculum contents.

Considering that some European countries have a wide experience in such new methodologies as PBL and dual systems of education, the participation in international projects is of invaluable importance for its correct implementation.

3.- Cross border cooperation: the globalization of markets directly affects those competences required of students by a changing labour market. Consequently, the school should make students aware of this fact and provide them with the tools to develop such qualities in an environment in which the command of social and linguistic competences is necessary. As a result, the participation in international projects becomes an ideal playing field for students to experience this type of situations.

4.-To strengthen the education, research and business triangle: the need for close relationships between academic institutions and the companies in which the students will develop their work life is vital. In a Dual system of education, for instance, this kind of relationship is already a fact. Therefore it is necessary that bonds are strengthened so that the possible solutions to arising problems come as the result of the parties' cooperation that eventually generates a win-win situation.

All in all, the participation in Erasmus projects allows us to see experiences in which the relationship between schools and companies is fluid, direct and continuous.

5.- In order to implement different projects, public funding of education institutions is vital but it can not be the only one. That is why companies must realize that the participation of education institutions in international projects will also mean a profit for private companies in the mid-long term and therefore take an active role in promoting and helping to finance international projects.

* COM (2011) 567 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>)