ERASMUS Charter for Higher Education
Evaluation Report
Call for proposals EACEA/03/2018

Reference number:	**272455-EPP-1-2019-1-FR-EPPKA1-ECHE**
Name of the Institution:	**Lycee Polyvalent Jean Baylet**
PIC Number:	**907268452**
Decision:	**Accepted with recommendations**

Part B – Erasmus Policy Statement

This secondary education school offers a small vocational HE programme in transport and logistics. It has experience of student mobility and has sent 3 HE students abroad for 5 weeks through an agreement with a specialised institution in Lithuania. Although there were many candidates, it had to limit the number of students for financial reasons.

Its priority is to expand and diversify outgoing traineeship mobility for which its wishes to sign agreements with new partners, beyond the existing one. Target countries and regions have been selected for their activity in transport (Netherland, Spain and Belgium). Its objectives are to improve the linguistic skills of students, contribute to the European dimension in the transport industry, to provide quality traineeships to their students, to fight social determinism through an inclusive policy towards underprivileged students and to encourage future career mobility. Although the priorities of the modernisation agenda are not explicitly mentioned, these objectives are fully in line with them.

Part C – Statistics

This secondary school operates a small vocational HE programme specialising in Transport and Logistics that has 47 students. There are 6 teaching staff, 2 foreign students and 3 outgoing mobile students.

Part D – General Organisation of Programme

.STRENGTHS

The applicant refers to an internal organisation which is specific for the implementation and control of mobility actions. It refers to the division of tasks, the operational method and the communication tools in use.

The applicant has provided concrete information on the academic credit system in use. It follows a fair methodology for the credit allocation to the different course units on offer and in the activity assigned to students during mobility.

A procedure for the approval and monitoring of inter-institutional agreements and learning agreements is mentioned as is the responsible structure managing the process.

The applicant runs its own language policy allowing all mobile participants to prepare for the academic challenges of mobility.

A descriptive list of mentoring and general or specific support arrangements for incoming and outgoing mobile participants has been presented.

The applicant is ready to provide specific training on the local language for the benefit of incoming students and staff.
The measures in place to support, promote and recognise staff mobility activities have been listed.

WEAKNESSES

The applicant has not given concrete explanations on the academic credit system in use. It does not explain the methodology regarding the credit allocation to the different course units on offer or to the activities of students in mobility. It refers to external procedures of a mother institution.
The mandatory study catalogue with information on the current academic offer is not published at the time of the present evaluation. The web link given does not offer this type of information.
The mechanisms to check and recognise the mobility achievements of students and interns when abroad have not been sufficiently explained.

Summary of recommendations

ACCEPTED WITH RECOMMENDATIONS

The application provides sufficient background information on the HE academic offer and previous international activity. It shows a fair but sufficient capacity for organising the mobility of individuals. It generally demonstrates an international strategy with the setting of objectives and targets. However the following aspects should be improved:

1. The institution should ensure that the web site is organised in order to offer easy access and provide the necessary information through links, with possibly an Erasmus page written in English.
2. It should think of better organising the linguistic preparation of the student when mobility destinations diversify.
3. Information about how credits or similar measuring systems are used to determine the workload for students going abroad is necessary.
4. The institution should better describe the mechanisms in place to ensure student academic recognition upon completion of the agreed activity abroad.