

## ERASMUS POLICY STATEMENT (EPS)

### Strategy, objectives and impact

The ITS Prodigis is the only school of advanced training (EQF 5) in Tuscany dedicated to IT and digital.

The Italian "Istituti Tecnici Superiori" are highly specialised technological schools, created to respond to the demand for new and high technical and technological skills on the part of companies. Its paths represent the Italian segment of non-academic vocational tertiary training. They are highly specialised technology schools, offering a response to the skills required by the world of work, the productive fabric and local businesses. The courses are aimed at young people aged between 18 and 29, last two years and the training activity is divided between classroom and internship. The courses train highly specialised technicians in strategic sectors for Tuscan production.

The Prodigis Foundation's objective is to create figures capable of entering the strategic sectors of the economic-productive system of the Tuscan territory and to develop methods for business innovation through IT and digital. 30% of the courses are held in companies, and at least 50% of the lecturers work in the digital economy, with expertise in Cybersecurity & Cloud, AI & Big Data, Blockchain & Coding, Gaming & Virtual Reality.

The Main Objectives of Our Participation to the Erasmus Program are:

1. Provide students with an international view of companies operating in the ICT and Digital sector
2. Development of the Education - Industry Partnerships.
3. Development of E-Learning and E-Labs capabilities.
4. Ensuring a global and multi-sectoral vision for our students and staff.
5. Training of human resources concerning the skills for the post-Covid recovery

#### 1. INTERNATIONAL OUTLOOK FOR STUDENTS

The training sector in which the Foundation operates is one of continuous growth: today, companies all over the world are undergoing a major process of digitisation, which leads them to demand new manpower in the field of technology and information technology. The digitisation of companies is a phenomenon that is taking place internationally. international level. Therefore, it is crucial for those who are specialising in this field to have an of companies operating in the ICT and Digital sector: in this way, they will not only acquire the skills required of them, but they will also have the opportunity to consolidate these through training experiences in areas other than national ones.

The students will acquire skills in the digital and ICT sector in an international context, thus gaining a clearer picture a clearer picture of the opportunities offered by this sector in the international labour market.

#### 2. ENGLISH LANGUAGE CONSOLIDATION WITH A FOCUS ON VOCABULARY RELATED TO THE ICT AND DIGITAL SECTOR

The ICT sector is one of the most demanding from the point of view of English language skills: most of today's sought-after developers include a good knowledge of the language among their required skills. Here, it is believed that schooling does not completely fill this gap. In fact, in this sector, the best possible approach to English language consolidation is that of learning by doing: learning the language while learning the digital skills themselves. It is therefore essential to place the student in an international context. Such insertion will ensure a high and frequent use of the English language, both for communicating within the work environment and to perform tasks and acquire the required skills. Doing an internship abroad guarantees the students the consolidation of one of the most important skills required in the labour market: a good level of English in ICT. English in ICT.

#### 3. CREATION AND IMPLEMENTATION OF TRANSVERSAL NETWORKS IN THE ICT AND DIGITAL SECTOR

The ITS Foundation programs provide theoretical background and prepare students for the real-world requirements of professional life. This is a strategic key element to formulate the Erasmus Policy: a technical education (industrial production oriented) in an higher (university-like) education environment. Key elements to establish a Policy in the Erasmus mainframe are some characteristics of the offered programmes: internships and practical semesters as an integral part of the curriculum; at least 50% of teachers come from companies and firms to share their expertise with students. This requirement creates a strong linkage between students and industrial companies in order to develop innovation skills, and are the key elements of the Erasmus Policy of the ITS Foundation.

Business-education partnerships serve business and industry by providing activities such as in-service training to employees, use of facilities, student directed projects. They also serve to enrich the educational process through the talents and ideas of the personnel of participating businesses. There are several activities in which businesses and schools can engage. The activities that are of special interest in the mainframe of the Erasmus Policy of the ITS Foundation are: workshops, conferences, workplace visits, seminars, work experience programs as internships, skills training, apprenticeship, and on-the job training.

The creation of transversal networks in the ICT and Digital sector is linked to the need to undertake a strategy of capable of transversally involving multi-sectoral markets in which ICT skills are strategic; At the same time, it enhances the quality of training from this perspective.

The pursuit of this objective guarantees continuity with what ITS Prodigy does at national level and accelerates the international market insertion strategies already implemented. ITS has initiated collaborations with important brands, such as the SeSA Group, which has signed direct distribution agreements for training services with Microsoft, Oracle, Citrix, Adobe, IBM, Cisco, Huawei, guaranteeing a significant employment spin-off due to the high standard of training provided. of the high standard of training provided.

Finally, the participation of 13 educational institutions in the Foundation ensures a widespread awareness network among graduates, companies and training institutions.

#### 4. E-LEARNING INTERNATIONAL E-LABS

It is well known that creating accessible opportunities for achievement of virtual mobility skills in higher education has a great potential to contribute to the internationalization, innovation and inclusion in higher education, reducing the barriers to physical mobility of educators and students such as high costs, socio-economic, political and health-related issues.

This is particularly challenging for the Higher Technical education, for which workplace visits, work experience programs and on-the job training will play an important role.

For these reasons, a key point of the Erasmus Policy of the ITS Foundation is the development of remote labs, to provide remote-access to industrial labs in various industrial facilities. In this context, Erasmus students can conduct experiments and other educational experiences through remote experimentation, even using augmented reality for computer-generated perceptual information or completely virtual reality.

The Foundation is already part of the regional network of ITS Foundations, which, in line with regional and national indications, are equipping themselves with important infrastructural resources to ensure technical and practical experience for their students in laboratory contexts that are constantly updated and in step with business needs. The Erasmus+ experience will be an important opportunity to ensure an international scope in the design and management of these facilities, in order to facilitate the acquisition of highly transferable skills in other sectoral and territorial contexts with respect to the specificities of Tuscany.

#### 5. A GLOBAL AND MULTI-SECTORAL VISION

International mobility is mainly addressed to students, in particular for participation in the internship programs in industrial companies or research institutions dealing with the technologies of interest for the ITS Foundation. Besides, the internationalization strategy involves some study programs at foreign educational institutions. Participation in international mobility programs should also seek to develop some personal skills, such as the ability to speak some different languages, the ability to work in team e to be able to interact with different cultures and working approaches.

Its very important for the Foundation the incoming mobility of teachers by companies, research centers or some other institutions of higher education. For the development of training activities involving special technological knowledge as some teachers from foreign companies of aerospace and mobility areas.

As for the non-teaching staff, the international mobility is particularly directed to periods of experience at foreign HEIs in the same technological area to develop the necessary knowledge to the design of same training programs and to know some innovative methods of conducting training activities.

A relevant piece of the Erasmus Policy of the Foundation is to collaborate for the training of human resources to support the (sustainable) industrial and economic development not only in the European area, but also in third countries, also as a further opportunity at cutting down the existing inequalities between countries, or between regions, for the solidarity and social cohesion on our own societies and peoples, the pillars of sustainable economic and social policies for human and social development.

**Indicators**

The Foundation adopts monitoring systems of quality of its activities and the employment outcomes of its students. Some indicators that will be used to assess and monitor the impact of our general participation to Erasmus+ Programme:

- Student Mobility: 5 student for the first year of each course, 20 students for the last year of each course.
- Staff Mobility: 1 unit for the first year, 5 units for the last year.
- KA2 action, Participation in at list two proposals (Partnerships for Cooperation and/or Alliances for Innovation) by the end of 2021-2027 programme.

With particular reference to the above-mentioned strategic objectives, the specific indicators that will be monitored follow.

### 1. INTERNATIONAL OUTLOOK FOR STUDENTS

The indicators used to assess the achievement of the objective, but also its expected results, are qualitative and quantitative in nature and meet the criteria of the EU Key competences in the framework of lifelong learning. The competences will be recognised through the issuing of the Youthpass certificate, which enables the validation of non-formal and informal learning in the European youth sector. In detail, the expected and measurable impacts through scoring tests and pre- and post-experience verifications are:

- Good knowledge of the evolution of trending topics in the digital sphere at international level;
- Good programming skills and the implementation of mobile and web products in other countries;
- Good multichannel multimedia content design skills in other countries;
- Good architecture and infrastructure management skills related to communication systems in other countries.

### 2. ENGLISH LANGUAGE CONSOLIDATION WITH A FOCUS ON VOCABULARY RELATED TO THE ICT AND DIGITAL SECTOR

Skills will be assessed according to the guidelines issued by the Council of Europe regarding the 'Common European Framework of Reference for Languages' (CEFR). Students will acquire the following competences and skills:

- Level B2/C1 of spoken English;
- Level C1 of written English language;
- Level C1/C2 English language with specification on digital vocabulary and ICT;
- Good knowledge of English in the field of programming and implementation of mobile and web products;
- Good knowledge of the English language in the field of managing architectures and infrastructures relating to communication systems.

### 3. CREATION AND IMPLEMENTATION OF TRANSVERSAL NETWORKS IN THE ICT AND DIGITAL SECTOR

The indicators used for the evaluation of the pursuit of the objective, but also of its expected results, are of a qualitative and quantitative nature and envisage monitoring:

- the increase in the number of collaboration agreements stipulated within the network and the drafting and signing of memoranda of understanding functional to the formalisation of shared project intentions;
- the constant use of platforms for the permanent exchange of information by the partner organisations;
- the organisation or joint participation in ICT initiatives (fairs, workshops, webinars) capable of intercept a plurality of market areas;
- Good soft skills of the organisation managers and staff dedicated to networking that can also be measured with pre- and post-experience self-assessment tests.

#### 4. E-LEARNING INTERNATIONAL E-LABS

The substantial indicator linked to this objective is the total accessibility by Erasmus+ students from other countries to the ITS tools and laboratories.

#### 5 A GLOBAL AND MULTI-SECTORAL VISION

The ITS Prodigio foundation boasts within its membership a large number of individuals with important international experience and relationships. Among the most active members are: - ASEV Spa, with more than ten years' experience in project management activities on European research and innovation and regional cooperation programmes (H2020, Interreg Europe, Cross-border Italy-France, MED) - The three universities of Florence, Pisa and Siena, with hundreds of active international projects, and with an enorme network of enterprises and stakeholders active in the IT and digitalisation sectors

The three universities of Florence, Pisa and Siena, with hundreds of active international projects, and with an enorme network of companies and stakeholders active in the fields of information technology and digitalisation - The supranational companies, and in particular ABB Spa and Sesa Spa, which, being part of international networks, boast direct relationships with technology partners, suppliers and customers of consolidated trust in Europe and the world. - High schools, which have already carried out numerous Ka1 mobility exchanges for their students, consolidating relationships with host schools and companies throughout Europe.

The specific objective is therefore to conclude permanent bilateral and multilateral agreements with the network of foreign partners through which transnational relationships with their staff and stakeholders can be consolidated.