

5. Annexes

Annex 5.1

In Europe, we have signed agreements with the following universities:

- Universität Bayreuth, Universität zu Köln and Leuphana Universität Lüneburg (Germany)
- Université libre de Bruxelles, Université de Liège, Haute Ecole Charlemagne in Liege and Haute Ecole Charlemagne in Liege (Belgium)
- V Univerza Ljubljana (Slovenia),
- University of Oulu (Finland),
- University of Angers, Université d'Avignon et des Pays de Vaucluse, Université de Caen, Université Henri Poincaré Nancy, Université de Montpellier III Paul Valéry, Université Paris Descartes Sorbonne, University Institute of Teacher Training Université de Rouen and Institut Supérieur de reeducation psychomotrice (France)
- University College Dublin (Ireland)
- Università degli Studi di Bologna, Università degli Studi of the Genoa, Università degli Studi di Messina, Suor Orsola Benincasa University Institute in Naples, Università degli Studi di Roma, Università degli Studi of the Salerno, Università degli Studi di Siena and Università degli Studi of the Trieste (Italy),
- Daugavpils University (Latvia),
- Radboud Universiteit Nijmegen (Netherlands),
- Jagiellonian University in Krakow (Poland),
- University of Minho, University of Evora, Polytechnic Institute of Leiria , University of Oporto and School of Educação Paula Frassinetti (Portugal),
- Canterbury Christ Church University (UK),
- Jönköping University and Kristianstad University, University of Borås (Sweden),
- Gazi University, Selçuk University and Mehmet Akif Ersoy University (Turkey).

In the American context, we have signed the following agreements with:

- Catholic University of Cordoba, Cordoba National University, the University of Central Province of Buenos Aires, the Littoral University of Santa Fe and University Argentine Social Museum (Argentina),
- University Cartagena, Atlantic University, University of Cauca, University of Cundinamarca, University of Magdalena, University of Nariño, University of Quindío, University of La Guajira, University of El Bosque, University of Córdoba, Technology University of Pereira, Pedagogical and Technology University of Colombia and the University of Tolima (Colombia),
- University of Kentucky Transylvania (USA),
- Normal School of Ticul Yucatan, Superior Normal School "Profesor Moisés Sáenz Garza" and the Directorate General of Higher Education of the Government of Mexico (Mexico),
- Higher Institute of Humanistic and Philosophical Studies of Asunción and Catholic University "Ntra. Sra. de la Asunción" (Paraguay),
- "Madre y Maestra" Catholic University (Dominican Republic),
- Catholic University of Montevideo (Uruguay).
- Finis Terrae University, Los Lagos University (Chile)
- With the government of Ecuador to train 265 teachers from Ecuador.

For the African continent we have signed agreements with:

- University Cadi Ayyad of Marrakech and University Mohamed V Souissi Rabat (Morocco).

Annex 5.2

Verification commitments for specific objectives (2016-2018)	
a.1.- Offer bilingual modalities (English) in the Undergraduate Degree in Primary Education, so that students can attain the European Diploma Supplement.	1 or 2 groups
a.2.- Offer bilingual modalities in the rest of qualifications requiring this kind of training and having a minimum number of students to make it viable.	at least 1
a.3.- Increase the number of Doctoral Theses with European Mention	at least 3
a.4.- Offer the specialities (currently "Mentions") in the Degree in Primary Education (English and French) in the conditions allowed by the legislation in force.	1 group for each speciality.
a.5.- Offer the qualifications (Foreign Language (English) Teacher and Foreign Language (French) Teacher) in the Master's Degree in Secondary Education Teacher Training.	
a.4. and a.5.- Offer other specialities related to language teaching (currently mentions or specialities) as part of official Degrees (e.g. German Mention or German Speciality)	1 group
a.6.- Offer places to perform Teaching Practicum in bilingual schools or in foreign schools in the Region of Murcia.	50 places
a.7.- Include the following general competence in the different Undergraduate Degrees: "To understand and speak a foreign language in its field of work (English or French)".	in all Degrees
a.8.- Require level B1 as a prerequisite to study the Master's Degree in Secondary Education Teacher Training and suggest this requirement as an access criterion for Master's Degrees.	in 3 Master's Degree
a.9.- Include topics related to Foreign Language teaching and learning TFG (Final Year Project), TFM (Final Master's Project) and Doctoral theses, as the case may be, in the different Degrees taught at this Faculty.	50 topics
a.10.- Require a summary in English or French in the TFG and TFM presented in the different Degrees taught at this Faculty.	in all of them
b.1.- Offer the speciality in Interculturality (currently it is a "Mention") in the Degree in Primary Education Teacher, in the conditions allowed by the legislation.	1 group
b.2.- Include intercultural competences, contents and activities; and, when possible, optional subjects on the interculturality topics in the Undergraduate Degrees taught at our Faculty.	in all Degrees
b.3.- Include activities related to interculturality in the Plan for Teaching Practicum and the Plan for External Placements of the different Undergraduate Degrees and in the Plan for Teaching Practicum for the Master's Degree in Secondary Education Teacher Training (in the 19 specialities).	1 for each Plan
b.4.- Include topics related to Foreign Language teaching and learning in the research fields for TFG (Final Year Project), TFM (Master's Degree Dissertation) and Doctoral theses, as appropriate, as part of the course of studies of the different Degrees taught at this Faculty.	30 topics
b.5.- Increase the number of international mobility experiences that allow our students to live in different cultural contexts.	at least 10%
c.1.- Provide teachers from Ecuador with the Master's Degree in Teacher Training, and maintain and increase, if possible, the options for the 2017-19 biennium.	245 teachers in 2016-2018
c.2.- Make use of the regulations for dual degrees and offer some degrees in the next years.	at least one
c.3.- Make our Master's and Doctoral Degrees available for the Latin American community, increasing the number of institutional preparatory for joint actions and the number of agreements on the recognition and simultaneousness of official Degrees.	3 Master and 5 Doctoral Degrees
c.4.- Increase the number of places for foreign students in the Master's and Doctoral Degrees provided by the Faculty of Education.	10 % in Master
c.5.- Offer on-line Master's Degrees so that they can be followed through the Internet (mainly for teachers and professionals from Latin American countries).	at least three
c.6.- Establish plans and bilateral agreements for the incorporation of doctoral students to the Doctoral Programme in Education (Red de Colombia, Red del Caribe, etc.)	3 agreements
d.1.- Offer our institutional collaboration to participate in the project for transforming most schools into bilingual schools developed by the Regional Department of Education of the CARM (Autonomous Community of the Region of Murcia).	

Verification commitments for specific objectives (2016-2018)	
d.2.- Increase the number of Postgraduate Degrees in the Faculty including courses or degrees related to T/L of Foreign Languages or Interculturality.	3 courses
d.3.- Promote and organize actions and activities - Conferences, Seminars, Meetings, etc.- related to T/L of Foreign Languages or Interculturality.	as many as possible
d.4.- Promote the dissemination of works on T/L of Foreign Languages or Interculturality in the journal <i>Educatio Siglo XXI</i> published by the Faculty of Education.	1 of each
e.1.- Offer information to students on projects, services, calls, among others related to mobility, job offers, working conditions, etc. of other countries.	as much as possible
e.2.- Promote participation, maintain, develop, foster loyalty and expand the number of destinations for outgoing and incoming students and improve monitoring of students participating in mobility programmes (Erasmus, ILA, ISEP, SICUE, etc.).	at least 10%
e.3.- Promote activities where the different members of our university participating in mobility programmes can communicate their experiences to other members.	since 2016
e.4.- Announce mobility destinations and supply money for students participating in mobility programmes, within the Plan of the Faculty of Education so that students can perform their Practicum and Extracurricular Placements in European and Latin American countries.	20 places
e.5.- Promote the "mobility mentor" for the activities organised by our Faculty.	as much as possible
e.6.- Give visibility to the Faculty research groups, publishing a research newsletter that includes relevant information related to research work performed by them.	3 newsletters
e.7.- Support stays for researchers and lecturers in our faculty and those for our lecturers in other higher education or research centres.	as much as possible
e.8.- Provide information about international project calls and encourage our university community to participate in them.	as much as possible
e.7.- Support stays for foreign PAS (Administration and Services Staff) in our faculty and those for our PAS in other higher education or research centres.	3 actions
f.1.- Collaborate with SIDI (Language Service) in the organisation of actions for language training of students, for those registered in bilingual degrees or participating in mobility programmes.	20 students/year
f.2.- Clarify what the accredited training of lecturers of the Faculty is and collaborate with SIDI to increase accredited language training of our Faculty lecturers.	at least 5 a year
f.1.- Collaborate with SIDI (Language Service) in the organisation of actions for language training of PAS, mainly for those participating in mobility programmes.	at least 5 a year
f.4.- Promote the creation of a training centre within SIDI in the Faculty of Education to facilitate our educational community access to language training.	in 3 years time

Annex 5.3

In the regulations establishing the management of official university teaching (Royal Decree 1393/ 2007, of October 29, and Royal Decree 861/2010, of July 2) it is stated that all universities have to establish an Internal Quality Assurance System (SGIC) that can be developed at University, Centre or Degree level. Subsequently, ANECA, AQU and ACSUG presented the Programa AUDIT which set out the guidelines and contents to be met by the quality assurance systems for its design to be approved by those Agencies (<http://www.aneca.es/Programas/AUDIT>). In fact, ANECA positively assessed the SGIC for the Faculty of Education of the UMU.

The academic results analysis is determined by four rates: Graduation Rate, Dropout Rate, Efficiency Rate and Performance Rate, all defined by the Royal Decree 1393/2007. In the following lines we will synthesize the results obtained in the Master's Degree in Secondary Education Teacher Training, as this Degree has already finished the evaluation process (creation, supervision and verification) by ANECA.

It is of paramount importance to follow the student's performance along the different courses, within the framework of a continuous and formative assessment. If we analyse the Teaching Syllabuses of all the courses, we will find the instruments needed to assess the student's learning:

- **SE1: Written exams:** Objective exams, exams with long answers, exams with brief answers, tasks implementation, attitude scale...carried out by students to show the acquired theoretical and practical knowledge.
- **SE2: Oral exams:** Interviews, individual questions...to assess the learning results of the course.
- **SE3: Written reports, works and projects:** Teaching practice portfolios, written works, portfolios...both individual and in groups.
- **SE4: Public work presentation:** Presentation of the results obtained and the necessary proceedings for doing a project, as well as reasoned answers to the potential questions about the work.
- **SE5: Implementation of practical tasks:** music, arts or dynamic activities, lab activities, etc., to show the know-how within the corresponding discipline.
- **SE6: Proceedings to observe students' work:** Participation and activities records, deadlines fulfilment, participation in forums...
- **SE7: Self-assessment:** Reports, questionnaires, interviews...for students to be able to assess their own work.

With these information collection methods, and taking into account the different percentages established in the Teaching Syllabuses of the different courses, the student's marks are obtained.

The data related to the learning of the students doing the Master's Degree in Secondary Education Teacher Training are included in the following table:

	Academic Year 2010/11	Academic Year 2011/12	Academic Year 2012/13	Academic Year 2013/14	Academic Year 2014/15
Nº of new students	401	433	335	350	414
Lecturer/Student Ratio	1,83	1,86	1,44	1,58	1,64
Graduation Rate	71.57%	65.35%	61.54%	90.27%	92.02%
Dropout Rate	25.54%	31.44%	11.54%	2.01%	1.42%
Efficiency or Success Rate	99.03%	99.49%	99.64%	99.61%	99.37%
Performance Rate	96.54%	97.47%	96.39%	96.01%	94.72%

It must be highlighted that a certified B1 level has been required since the academic year 2012-13 to those students willing to do those courses. Thus, the different number of new students every academic year is justified.

In the Self-evaluation Report designed to submit the Degree to the ANECA Verification Process (see <http://www.um.es/documents/299436/1951373/informe-autoevaluacion-formacion-procfeadorado.pdf/40dedeaf-96b6-482a-9c06-dcd7fa98d404>), it is stated:

“The evolution of the main data and indicators of the Degree (number of new students per academic year, Graduation Rate, Dropout Rate, Efficiency Rate, Performance Rate and Success Rate) is adequate, regarding the theme field and context of the Degree and it is coherent with the characteristics of the new students”.

Based upon this information and upon an Expert Panel visit, ANECA -in its last report (see http://www.um.es/documents/299436/1951373/Informe+Final+Renovaci%C3%B3n+ACREDITACI%C3%93N_MU+Formaci%C3%B3n+Profesorado.pdf/42d46881-38af-4370-a361-c21813322f26)- issued a POSITIVE REPORT and stated:

“The learning results of the students who have finished are coherent with the profile of the Degree and correspond to the level of the MECES (*Marco Español de Cualificaciones para la Educación Superior*) established for the Degree”.

To sum up, the process and the results of the assessment of the competences acquisition and of the students learning results have been considered SATISFACTORY by ANECA.



Annex 5.4

The ENCUESTAS computer tool has two modules:

- Administrator module
- Manager module
- Administrator module

The administrator module is designed for the IT staff responsible for the tool, and enables the user to maintain the infrastructure needed for the correct running of the latter.

- Manager module

The manager module enables the members of the University Community to design the surveys and make use of them. The tool has the following options:

- Design
 - Folder/subfolder configuration
 - Virtual Folders
 - Design of surveys (sections, multiple types of questions, conditional logic, random blocks and more advanced options, access to the University databases)
 - Copy Survey
 - Preview surveys (internal and external)
 - Print Survey
 - Maintenance of survey publication periods
 - Message Settings
 - Administrative data Settings
 - Maintenance of users and roles
 - Various forms of access (via e-mail invitation, via web site, via link to the application)
 - Different types of access (per ticket, restricted access by key, authenticated access with LDAP, restricted access to the survey with custom key)
- Management
 - Complete Survey
 - Content Query
 - Historical query by customised filters
 - Print surveys
 - Statistical data generation
 - Download results in Excel and Access
 - Generation of Graphics

The system also has different profiles/roles to manage and/or administer all surveys related to a unit or just to certain folders.

However, we believe that the information collected is insufficient. Therefore, the CGC shall establish specific satisfaction protocols for the action carried out, aimed at each and every one of the programmes in the Internationalisation and Interculturality Plan of the Faculty of Education.

We are going to classify three different areas.

- A) Actions implemented for the groups of the Faculty of Education (Programa Estudios Bilingüe,

Programa Especialistas, Programa Language, Programa Intercultura, Programa Prácticas, Programa Acreditación).

B) Actions implemented for other groups (Programa Sin Fronteras, Programa Formación).

C) Mobility actions (Programa Movilidad, Programa Investigación)

In all cases, the information collected will be used to assess:

- the general objectives of the Programme in which the user has participated.
- the coordination and organisation of the activity.
- the previous information about the activity (presence on the website, information channels).
- the development or monitoring of the activity carried out (contents, methodology).
- the academic results obtained.
- the compliance of initial expectations.
- the globally positive and negative aspects, and suggestions regarding the action.
- other specific aspects (depending on the Programme).

In Actions A and C, the assessment of our groups will be carried out through surveys or interviews to the groups, participants and tutors and/or heads of the Programme.

In Actions B and C, the groups outside our faculty will be assessed through the procedures established by the CGC for groups, participants and tutors and/or heads of the Programme.

Annex 5.5

A 1-5 rating scale is used where students can express their agreement with teaching in general terms.

Degree	Curso 2012-13	Curso 2014-15
Grado en Educación Infantil (Preschool Education)	3.7	3.9
Grado en Educación Primaria (Primary Education)	3.8	3.8
Grado en Educación Social (Social Education)	4.0	4.1
Grado en Pedagogía (Pedagogy)	4.0	3.8
Every Undergraduate Degrees	3.9	3.9
Máster Formación Profesorado (Training of Teachers in Compulsory Secondary)	4.12	3.8
Máster IIEI&EP (Research and Innovation in Preschool and Primary Education)	4.13	4.1
Máster eMUS (Education and Museums: Heritage, Identity and Cultural Mediation)	-	-
Máster Investigación Musical (Musical Research)	-	3.7
Máster OA&MF (Family Guidance, Counselling and Mediation)	-	-
Máster IE&CE (Research, Evaluation and Quality in Education)	-	4.1
Máster IES&E (Social and Educational Inclusion and Exclusion)	-	3.7
Every Masters' Degrees	4.1	3.9

Annex 5.6

Short Introduction

Lista_admitidos_doctorado
MATRICULADOS 12-13 GRADO
MATRICULADOS 12-13 POSTGRADO

Criterio 1A

Manual Calidad Educación
Plan Calidad UMU Servicios 2011-14
Plan Estratégico UM
Plan-Estratégico-Internacionalización-UM

Criterio 1B

Reconocimiento de Estudios. Educación

Criterio 1C

200+ Informe de Autoevaluación EFQM
Cuestionario Satisfacción Ari Alumnos No UMU
Datos De Internacionalización De La Facultad De Educación
Diploma_Aneca_UM_Rrii
Encuesta Erasmus UMU2
Encuesta Erasmus UMU
Encuesta Satisfacción Alumno No UMU Erasmus 3
Encuesta Satisfacción Alumno No UMU Erasmus
Encuesta Satisfacción Alumno No UMU Erasmus 2
Informe Final Erasmus Placement
PA01-Gestion-documentos-y-evidencias
PA02-suspensión-de-un-título
PA03-Satisfaccion-expectativas-y-necesidades
PA04-gestion-de-indidencias-SQRF
PA05-gestion-de-personal-academico-y-de-apoyo-a-la-docencia-y-pas
PA06-gestion-de-los-recursos-materiales-y-servicios
PC01-Planificacion-y-desarrollo-de-las-enseñanzas-Evaluacion-del-aprendizaje
PC02-Revisiones-y-mejora-del-Plan-de-Estudios
PC03-Perfiles-de-ingreso-captacion-seleccion-y-admision
PC04-Orientacion-a-estudiantes
PC05-resultados-academicos
PC06-movilidad-de-los-estudiantes
PC07-practicas-externas
PC08-insercion-laboral
PC09-informacion-publica
PE01-02-Politica-y-objetivos
PE02-02-diseno-seguimiento-y-acreditacion-de-titulaciones
PM01-Medicion-Analisis-y-Mejora
Criterio 2A
Memoria Doctorado Educación
Memoria Educación Social
Memoria Grado Educación Infantil
Memoria Grado Educación Primaria



Memoria Grado en Pedagogía
Memoria Máster Educación y Museos

Criterio 2B

Ejemplo TFG Francés
Ejemplo TFG Inglés
Ejemplo TFM Francés
Ejemplo TFM Inglés
Normativa TFGs
Normativa UMU TFGs y TFMs

Criterio 2C

Modelo Learning Agreement 13-14
Compromiso de reconocimiento académico
Doctorado Europeo
Informe Resultados Académicos 2012-2013 (definitivo)
Presentación compromiso académico inglés
Studies Recognition
Suplemento Europeo Grado
Tesis en Inglés Y Francés
Tesis Mención Europea
Transcript of records

Criterio 3B

Carta Servicios SRI
Guía tutor Educación

Criterio 3C

Buddy Program
Cifras Internacionalización Generales
Congreso Innovación e Investigación en Educación Infantil y Educación Primaria
Datos COIE Egresados Facultad de Educación
Erasmus Agreements
Erasmus No UMU 08-09
Erasmus No UMU 09-10
Erasmus No UMU10-11
Erasmus No UMU11-12
Erasmus No UMU12-13
Erasmus UMU 08-09
Erasmus UMU 09-10
Erasmus UMU 10-11
Erasmus UMU 11-12
Erasmus UMU 12-13
Erasmus Mundus No UMU 10-11
Erasmus Mundus No UMU 11-12
Informe Paipuc 08
Informe Paipuc 09
Informe Paipuc 10

Informe Paipuc11
Informe Paipuc 12
Interjom 12-13
ILA No UMU 08-09
ILA No UMU 09-10
ILA No UMU10-11
ILA No UMU11-12
ILA No UMU12-13
ILA UMU 08-09
ILA UMU 09-10
ILA UMU 10-11
ILA UMU 11-12
ILA UMU 12-13
ILA Agreements UMU
ISEP No UMU
ISEP UMU
Listado Proyectos Educación
Matriculados Primer Ciclo
Matriculados Segundo Ciclo
Memoria académica 07-08
Memoria académica08-09
Memoria académica09-10
Memoria académica 10-11a
Memoria académica 10-11b
Memoria académica 11-12
Memoria académica 12-13
Oferta Erasmus
Oferta ILA
Prácticas Argentina 11-12
Prácticas Argentina 12-13
Prácticas Argentina 13-14
Prácticas Erasmus UMU 10-11
Prácticas Erasmus UMU 11-12
Prácticas Erasmus UMU 12-13
Prácticas Francia 10-11
Prácticas Francia 11-12
Prácticas Francia 12-13
Prácticas Paraguay 10-11
Prácticas Paraguay 11-12
Prácticas Paraguay 12-13
Prácticas UK 09-10
Prácticas UK 10-11
Projects
RedomUMU 10-11
RedomUMU 12-13
Tabla Datos Movilidad
Tríptico Congreso Internacional
Tutores ERASMUS
Tutores ILA
West Virginia UMU Infantil
West Virginia UMU Psicopedagogía



Criterio 4B

Plan de Acción EDU 08-09
Plan de Acción EDU 09-10
Plan de Acción EDU10-11
Plan de Acción EDU 11-12
Plan de Acción EDU 12-13
POT_2013

Criterio 4C

Centros de Prácticas Educación Infantil 13-14
Ofertas Centros de Prácticas PE I. GES curso 13-14
Oferta Centros de prácticas PE II. Grado Educación Social 13-14
Oferta centros PE I. Grado Pedagogía 13-14
Oferta centros PE II. Grado Pedagogía 13-14

Criterio 5A

Junta de Facultad
Reglamento de Régimen Interno

Criterio 5B

Evaluación Ex Ante Grado Educación Infantil
Evaluación Ex Ante Grado Educación Primaria
Evaluación Ex Ante Grado Educación Social
Evaluación Ex Ante Grado Pedagogía
Evaluación Ex Ante Master Educación Y Museos
Evaluación Ex Ante Master Formación Profesorado
Evaluación Ex Ante Master Investigación E Innovación Educación Infantil Y Primaria
Evaluación Ex Ante Master Investigación Musical
Evaluación Ex Ante Master Tecnología Educativa
Estatutos Umu

Criterio 5C

Profesores Facultad de Educación
Titulación Grado en Educación Infantil
Titulación Grado en Educación Primaria
Titulación Grado en Educación Social
Titulación Grado en Pedagogía
Titulación Máster en Educación Secundaria
Titulación Máster en Investigación e Innovación en Educación

Evidences allocated in web <http://www.um.es/web/educacion/contenido/ecca>

First Self- evaluation report
An internationalisation Map
15 Testimonies of students
Undergraduate students 13-14
Postgraduate students 13-14
PhD students 13-14

Standard 1: Intended Internationalisation

Quality Manual Faculty of Education
2011-14 Quality Plan for the services of the University of Murcia
Strategic plan of the University of Murcia
Internationalisation plan of the University of Murcia
Recognition of studies- Faculty of Education
Self-assessment EFQM 200+
Internationalisation data of the Faculty of Education
Diploma ANECA- UM- International Relations
Final report Erasmus Placements

· Surveys

Erasmus UMU
Erasmus UMU2
Satisfaction of not UMU Students- Erasmus
Satisfaction of not UMU Students- Erasmus 2
Satisfaction of not UMU Students- Erasmus 3
Satisfaction of not UMU Students- ARI

· Quality Processes

PC01. Planificación y desarrollo de las enseñanzas. Evaluación del aprendizaje
PC02. Revisiones y mejora del Plan de Estudios
PC03. Perfiles de ingreso, captación, selección y admisión
PC04. Orientación a estudiantes
PC05. Resultados Académicos
PC06. Movilidad de los Estudiantes
PC07. Prácticas externas
PC08. Inserción laboral
PC09. Información Pública
PA01. Gestión de documentos y Evidencias
PA02. Suspensión de Título
PA03. Satisfacción de Expectativas y Necesidades
PA04. Gestión de Incidencias (SQRF)
PA05. Gestión del personal académico y de apoyo a docencia y PAS
PA06. Gestión de los recursos materiales y servicios
PE01. Política y Objetivos
PE02. Diseño, seguimiento, acreditación
PM01. Medición, análisis y mejora

Standard 2: International and intercultural learning



Memories
PhD Education
BSc Social Education
BSc Preschool Education
BSc Primary Education
BSc Pedagogy
MSc Education and Museums

· **Rules for degree theses**

Bachelor degree theses
Bachelor and Master these projects

· **Examples of degree projects**

Bachelor thesis in French
Bachelor thesis in English
Master thesis in French
Master thesis in English

· **Achievements results 2012-13**

· **Learning agreement 2013-14**

· **Compromiso de reconocimiento académico**

· **Presentación compromiso académico (English)**

· **Studies recognition**

· **Transcript of records**

· **Bachelor/Master theses (English and French)**

· **European Supplement - Bachelor degrees**

· **PhD theses with European Mention (evidence 1)**

· **PhD theses with European Mention (evidence 2)**

Standard 3: Implementation

· Services offered by the International Office
· Guide for tutors - Faculty of Education
· Guide for international tutors- Faculty of Education

· **Web links**

- Video testimonies
- General internationalisation report
- COIE report on internationalisation
- Buddy Program
- List of projects
- Report on international projects
- Events

Tríptico Congreso Internacional
Congreso Educ. Infantil y Primaria

- Students: undergraduate students; graduate students
- Mobility data summary (more information in the next tables)

Annual reports

Report	Documents (academic year)
PAIPUC	08-09, 09-10, 10-11, 11-12, 12-13
Academic memories	07-08, 08-09, 09-10, 10-11a, 10-11b, 11-12, 12-13

Information about mobility programmes

Programme	Report
Erasmus	Agreements; Tutors; Offer
ILA	Tutors; Offer

Students received (mobility programmes)

Programme	Documents (academic year)
Erasmus	08-09, 09-10, 10-11, 11-12, 12-13
Erasmus Mundus	10-11, 11-12
ILA	08-09, 09-10, 10-11, 11-12, 12-13
ISEP	2008-14
Dominican Republic	10-11, 12-13
Interjom	12-13

Students sent for studies (mobility programmes)

Study Programme	Documents (academic year/degrees)
Erasmus	08-09, 09-10, 10-11, 11-12, 12-13
ILA	08-09, 09-10, 10-11, 11-12, 12-13
ISEP	2008-14
West Virginia	BSc Preschool Education, BSc Pedagogy

Students sent for placements (mobility programmes)

Placement Programme	Documents (academic year/degrees)
Erasmus Placements	10-11, 11-12, 12-13
Argentina	11-12, 12-13, 13-14
France	10-11, 11-12, 12-13
Paraguay	10-11, 11-12, 12-13
United Kingdom	09-10, 10-11

Standard 4: Enhancement

· Action plans of the Faculty of Education

2012-13
2011-12
2010-11
2009-10
2008-09



- **Orientation and tutorship programme**

- **Placements offer 2013-14**

- BSc Preschool Education
- BSc Social Education (PE I)
- BSc Social Education (PE II)
- BSc Pedagogy (PE I)
- BSc Pedagogy (PE II)

Standard 5: Governance

- **Internal regulation**

- **Faculty committee**

- **External evaluations**

- BSc Preschool Education
- BSc Primary Education
- BSc Social Education
- BSc Pedagogy
- MSc Education and Museums
- MSc Teachers' Training
- MSc Research and Innovation on Preschool and Primary Education
- MSc on Musical Research
- MSc on Educational Technology

- **Statutes of the University of Murcia**

- **Staff Faculty of Education**

- **Internationalisation survey**

- **Students' satisfaction surveys**

- BSc Preschool Education
- BSc Primary Education
- BSc Social Education
- BSc Pedagogy
- MSc Teachers' Training
- MSc Research and Innovation on Preschool and Primary Education

The panel ask the FE more evidences for the site visit regarding teaching and learning environment, degree international students and trends in numbers of incoming and outgoing student exchanges. The university prepared this information requested and included more documents as Thesis, work of students, information regarding NGO-s.

More evidences included at the meeting room:

International students records (Erasmus, USA, Latin-American, Sicue-Seneca
Trends in numbers of incoming and outgoing student exchanges.
Actas (internationalisation committee education faculty; ECA first self-report committee)
Quality faculty of education data (2012-2013)

Publications

5 articles related to the gypsy group by teachers of the Faculty
3 Articles about immigration by Faculty teachers
8 Articles about English teaching by faculty teachers

Bilingual project
Boletín academ. Norteameric. Lengua española
Practices letter (School CEIP Ana Caicedo Richard)
Mexican Agreement (1 example)
DVD gipsy culutura (DVD cultura gitana.pdf)
3 works elaborated in colaboration with latinoamerican institutions
3 Monographs Educatio XXI journal (Journal of the Faculty) Identity and citizenship pdf.; Intercultural pdf.; Heritage and education. Pdf
Student Gide. Interculturality practices
Student Guide practices Preschool Studies
7 books about interculturality elaborated by Faculty Teachers
List of TFM on Intercultural, Foreign Language ...
Quality Mannual
Memory Master of social inclusion-exclusion
Memory Master of Research, Evaluation and Quality
Teaching Memory Practices in Mexico, Paraguay ...
Memory Practices (Social Education Studies, Pedagogy Studies, Primary Teaching Studies and Preschool Teaching Studies)
Poster international congress held at the Faculty
Practices social insertion
Project programme Angers (example with French Universities)
6 PhD theses by foreign students (Mexico, Baja California, Netherlands ...)
8 TFG about teaching and learning in English, French, and interculturality
3 works about social exclusion, vulnerable groups, violence ... (examples of works done).

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