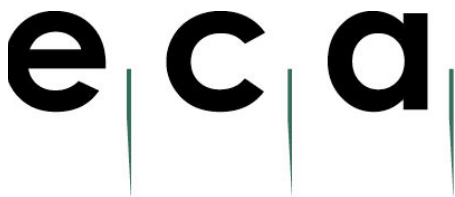


Self-evaluation report

Facultad de Educación, Universidad de Murcia



Certificate for Quality in Internationalisation



european consortium for accreditation

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General overview

.1. Short introduction

The University of Murcia (UMU) of the third millennium has the following distinctive features:

It is a University that seeks excellence in teaching, research and management. An institution that takes care of the future professionals studying at it. A young, dynamic, vibrant and still growing university. An entrepreneurial and innovative university. An autonomous and open university. A modern and effective university using the most advanced information and communication methods in its activities. A University with a strong social commitment. A University that sees new opportunities and challenges in the social transformations. A University with international projection and without borders.

However, it is also a university that does not abandon its original values, its reason for being. A meeting point combining knowledge of different backgrounds and cultures, a forum seeking the *Universitas* materialised in a necessary international projection responding to the current information and communication society within the context of globalisation at the dawn of the twenty-first century (see <http://www.um.es/web/universidad/contenido/resultados/cifras#datos>)

The Faculty of Education of the UMU is the largest Faculty of our University. In the course 2015-16, there are some 5550 students (approximately 4700 undergraduate students, 700 graduate students and 150 PhD students), 350 lecturers and 30 members of the administration and service staff (PAS).

Due to the nature of the studies taught at our Faculty, some of the main objectives are promotion of critical thinking; a culture of freedom, justice, equality and solidarity; transmission of the ethical, civic and social principles of any democratic society; respect diversity and differences, etc. In order to achieve them, we all agree that internationalisation and interculturality are tools to be implemented.

Four Official Undergraduate Degrees are provided in our Faculty:

Primary Education,	Social Education,
Preschool Education,	Pedagogy.

The Faculty of Education also offers the following Master's Degrees, all of which are official Postgraduate Degrees and have been validated by ANECA (Spanish Agency for Quality Assessment and Accreditation):

- Research and Innovation in Preschool and Primary Education;
- Education and Museums: Heritage, Identity and Cultural Mediation;
- Musical Research;
- Educational Technology: E-learning and Knowledge Management;
- Family Guidance, Counselling and Mediation;
- Social and Educational Inclusion and Exclusion: Policies, Programmes and Practices;
- Research, Evaluation and Quality in Education;
- Training of Teachers in Compulsory Secondary and Upper Secondary Education, Vocational Training, Language Teaching and Arts Teaching.

The Faculty offers also the Doctoral Programme in Education. This Programme is managed by the International Doctoral School, the University centre administratively managing Doctoral Programmes taught at the UMU. The students can choose among these lines:

- Policies, practices and evaluation in training and socio-educational contexts.
- Quality and intervention in the teaching-learning process: from disability to high abilities

Research for the improvement of education in specific didactics

More information can be found at <http://www.um.es/web/educacion/contenido/estudios>

The Faculty of Education is one of the most active centres in national and international relations within the UMU. This is shown by the high number of agreements, own mobility programmes and collaboration projects started and developed by the Faculty. We have signed agreements with the universities set out in Annex 5.1.

For us, internationalisation is not a single and universal process. On the one hand, it is difficult to standardize the expectations in internationalisation of very different stakeholders, such as companies and the University. It is not easy either to match the expectations of the Faculty of Chemistry with the ones of the Faculty of Economics. The objectives of the institutions or the studies, the training needs of their workers or their students, the scope and the context where they perform or must perform their work are very different (MECD, 2014; De Wit, 2015). Therefore, they require different processes.

Besides, we believe that internationalisation or interculturality processes cannot focus only on students and graduates, leaving aside the teaching staff and the administration and services Staff (PAS). Without any doubt, these processes should include actions for students and graduates, but it is also necessary to meet the needs of other groups. In our opinion, the best idea would be to create an "internationalisation environment", where all the actions can be integrated.

Internationalising a university is much more than just increasing the language skills of the different groups (lecturers, students and PAS), studying abroad or having many international students (De Wit, 2011). It means knowing the language but also the history, customs, way of living, traditions, location and culture of other people and nations. It also implies exchanges, sharing, cooperation, solidarity, commitment, etc. It means benefiting from the opportunities offered by other contexts to meet our own needs. It implies listening to what others need and helping them solve their problems, if possible. It refers to being aware of what we have and sharing it. It means adapting what we do to the social challenges and demands, which are increasingly more global and universal. It means being a local citizen and a citizen of the world at the same time. At the moment, internationalisation and interculturality form a single paradigm (Morey, 2000; Mc Fadden et al., 2009).

Finally, we think that internationalisation programmes and projects should not be imposed "from the top management". A centre is not international just because their senior management teams "decide so" or just because higher ranking regulations establish it. The models must arise "from a bottom-up approach". Internationalisation and interculturality programmes and projects must be the result of collective sensitivity, of shared feelings, of a common project, and of a history of relationships and partnerships, which will include and integrate actions of many people and for a long time. Members of the community wishing to do so ought to contribute with their ideas and experiences, endorse the model and feel that they really are part of it.

Therefore, our Faculty has its own Internationalisation and Interculturality Plan.

.2. Basic information

Institution:	Facultad de Educación, Universidad de Murcia
Type of institution:	Public Institution
Status:	In Spain there is Programme Accreditation. Bachelor: before 6 years Master: before 4 years
QA / accreditation agency:	National Agency for Quality Assurance and Accreditation of Spain, ANECA. From Institutional point of view, ANECA carries out a Certification of the design of the internal QA System of the Faculty/Centre School. Through the procedure AUDIT
Status period:	... (if applicable)

.3. Mandatory annexes

All the evidence pieces can be checked at <http://www.um.es/web/educacion/contenido/ecca>.

The documented internationalisation goals;	✓
Relevant (internationalisation) action plans;	✓
Action plan regarding intercultural and international learning outcomes;	✓
An overview of the institution's international collaboration	✓
Table of incoming and outgoing students of the last three years;	✓
Example of a Diploma Supplement;	✓
Organisational chart;	✓
Staff (policy) plan or similar document(s);	✓
Quality assurance plan or similar document(s);	✓
Summary of recent evaluation results and relevant management information;	✓

Assessment criteria for institutions

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the institution are documented and these are shared and supported by stakeholders within and outside the institution.

The international tradition of the UMU (it has chaired the Santander Group, the Campus Mare Nostrum...) has caused a dragging effect across our university community. The UMU has an Internationalisation Strategic Plan for its International Relations Office (ORI) (see <http://www.um.es/web/internacionalizacion/plan-propio>), which is the reference framework for its Faculties. This Plan describes the three biggest lines of action:

- a) International dimension in training and teaching.
- b) International dimension in research and knowledge transfer.
- c) International dimension related to society and culture.

However, our Faculty already had its own history in internationalisation: we had contacts with other academic institutions for the execution of joint actions; many lecturers had participated in courses or training activities in other universities; we had carried out research projects with lecturers and departments of other higher education centres; we had participated in calls for student mobility and exchanges; and we were already aware of the need to pay attention to cultural diversity thanks to our involvement with different schools in the Region of Murcia. Thus, we have designed an Internationalisation and Interculturality Plan to the Faculty of Education (see <http://www.um.es/web/educacion/contenido/plan-actuacion>).

Our model of internationalisation must meet the training demands of all Faculty members, of all the Degrees taught at this Faculty, of the context where we work and the needs of the institutions and bodies we work with. Therefore, the objectives of such strategic plan are the following:

- a) *To meet the needs of language communication at the initial training of Primary and Secondary teachers.*

The specialities of Foreign Language -English and French- School teachers have always had a very high demand in our Faculty. On the one hand, students have to acquire not only language skills in