

.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

another language but also be familiar with the lifestyle, traditions, the way of thinking and acting, the history, etc., of citizens living in other contexts and, in addition, they must be trained to teach an L2 (Second Language) to 6-12 years old children. For this reason, we have traditionally offered activities and placements for the initial training for future language teachers (English and French), and have also arranged Teaching Practicum in foreign and bilingual schools in our Region.

Besides, for seven years now, we have been offering English and French as specialities in the Master's Degree in Secondary Education Teacher Training. This Degree has been implemented more recently than the Degree in Primary Education; however, it implies similar requirements in terms of language competences and the need to know the context of MECES 3 (Marco Español de Cualificación para la Educación Superior, equivalent to the Second cycle QF-EHEA). Therefore, teaching activities and practicum should be provided to address the initial training stages of teachers for this educational level; and, as it happens with the Undergraduate Degree, bilingual or Official Language Schools should be included so that students can perform their teaching practicum.

However, the need to communicate in a foreign language is not exclusive of teachers specialising in language teaching. Currently, Primary or Secondary Education teachers, no matter their specialities, need to access information and tools in other languages, to know and understand other realities similar to the ones they are going to work but different at the same time, to communicate with other education professionals (English has been accepted as the common language for communication), and to share the idea of European citizenship and culture. In order to meet these needs, it is fundamental to increase language abilities of all students registered at our Faculty.

b) To meet the interculturality needs at the initial training in Undergraduate Degrees.

After the last reform of university studies, the Undergraduate Degree in Primary Education, taught at this Faculty of Education, includes Interculturality as one of its specialities, because the challenges faced by teachers are growing in complexity. Phenomena such as globalisation, international cooperation, migratory movements, among others, cannot be ignored in Higher Education. We believe that, sooner rather than later, there will be a need for teachers specialised in interculturality; hence the importance of offering this qualification.

The Region of Murcia is amongst the regions with the highest immigration rates within the EU (e.g. it has the largest colony of people from Ecuador in Europe; in the last decade 160000 people have settled in a region of one million inhabitants; more than 10% of school pupils have a nationality other than Spanish, i.e. 31841 out of 289165) and, therefore, teachers must be trained to meet the requirements of such context. It is important that our students know other cultures, customs, beliefs, citizens; and how to take part in the processes of social integration. We therefore believe that, in their initial training, all teachers -not only those taking the speciality of interculturality- must be able to perform tasks and activities aimed at foreign students during their Teaching Placement.

Besides, students taking the Degree in Social Education and the Degree in Pedagogy have similar training needs. As we have previously mentioned, immigration has been one of the most important phenomena in the Region of Murcia in the last decades and it has greatly affected the Region at social, economic and environmental level. At the same time, it has been a diverse phenomenon (European, Latin American, African people) with people from different cultures, origins and lifestyles. All this has had an impact on schools, institutions and NGOs where our students —future social educators and teachers— perform their External Placements. And for this reason we also believe that, when planning Placements, tasks and activities enabling them to cope with these new requirements of their professional work should be included.

c) To internationalise the different Undergraduate Degrees, Master's Degrees and Doctoral Degrees.

The European Higher Education Area (EHEA) assumes permeability for higher education graduates in Europe. However, we believe that higher education institutions should provide university studies with added value, in order for them to be more competitive in increasingly growing geographical

areas. In this sense, we consider it is necessary to offer bilingual studies (degrees or itineraries with an important percentage of credits taught in English and that can receive the European Diploma Supplement). And in this sense, we intend to take action in the Master's Degrees and increase the number of Doctoral Theses with European Diploma Supplement (EDS) to the Doctor Degree or the number of Doctoral Programmes with the European Mention.

We would also like to offer dual degrees with other universities. And in order to achieve this, we have drafted regulations to organise mutual recognition of degrees between our University and other international universities (see <http://www.um.es/web/vicoorint/-/reglamento-de-dobles-titulos-internacionales->). The idea is very simple: incoming students from partner universities can attain an Undergraduate, Master's and Doctoral Degree of the University of Murcia. At the same time and according to mutual agreements, our students can attain the equivalent Diploma in a foreign university, provided that academic conditions allow for it.

Besides, many of the Masters (e.g. Master's Degree in Social and Educational Inclusion-Exclusion: policies, programmes and practices; Master's Degree in Research, Assessment and Quality; Master's Degree in Education and Museums: heritage, identity and cultural mediation; Doctoral Degree in Education, etc.,) have been implemented not only for Spanish graduates but also for Latin American students. Currently, many universities in Central and South America, with which we have been collaborating, are demanding these studies and we believe that there are "some obligations" to meet their requests either with face-to-face teaching (mobility of lecturers in either direction) and/or distance teaching.

Finally, there are actions aimed at meeting training demands of other countries. For example, we have participated in the call issued by the Government of Ecuador to organise the Master's Degree for Teacher Training, addressed to teachers from Ecuador, and we have been selected. Along these lines, it seems that other Latin American governments (Colombia, Mexico, Dominican Republic, etc.) are likely to issue calls in which we are certainly going to participate.

d) To meet the training needs of our educational context.

At present, the authorities in the Region of Murcia are implementing a project according to which every school should teach some modules in another language in compulsory education by 2019. This project is facing the lack of language and teaching skills among practising teachers and it requires future Primary and Secondary Education teachers to acquire new competences from the first stages of their initial training. We believe that the Faculty of Education can and must play a key role to meet this interesting institutional need.

Besides, the Faculty of Education would like to be a point of reference in our Region, for all teachers and professionals related to the teaching and learning of foreign languages, Interculturality and Internationalisation. In this sense, the dissemination and exchange of work and experiences in this field have been and will be promoted, through the organisation of conferences, publications, and, being a meeting point for professionals and specialists working in these areas.

e) To meet the needs of mobility and internationalisation of the educational community in our Faculty

The Faculty of Education has a Vice Dean Office for International Relations and Social Projection. This Office is in charge of managing mobility programmes of the International and Institutional Relations Service (e.g. ILA, ISEP, SICUE...) (see <http://www.um.es/web/internacionalizacion/plan-propio/movilidad/estudiantes>). In addition, we have our own mobility programmes organised with various institutions in Latin America and Europe that can be included in the mobility options of our Faculty. It is therefore necessary to maintain and extend the existing options when grants and subsidies have been dramatically reduced in an area that we consider crucial for our students due to the nature of the degrees taught at this Faculty.

At the same time, we will also implement the "mobility mentor" within the Programa Padrino of the University (see <http://www.um.es/web/iwp/padrino>). These mentors are students of the Faculty of Education who take care of incoming students. We are aware that incoming students face some problems when arriving at the host university, such as academic, accommodation and travelling problems, among others. We believe that "mobility mentors" may facilitate adaptation to the new context of incoming students.

Students will be encouraged to obtain certificates proving the acquisition of language competences in English and French, through the Language Service of the University of Murcia (SIDI) (see <http://www.um.es/idiomas/>) or by any other means. These certificates are often required in any working environment and to work as teachers.

Besides, for a long time now there have been many departments involved in international projects, exchanges of lecturers and PhD students, and research stays of researchers and fellowships in other institutions, in Europe and in Latin America. In this context, we need greater visibility of research groups, improvements in the dissemination of information on calls and collaborations with other groups, an increase in the number of publications in high impact journals, and organisation of international events to the dissemination and exchange of ideas among education professionals.

Teachers need to improve their communication skills in other languages. For this reason, in collaboration with SIDI, specific actions are offered at the Faculty of Education aiming to promote the acquisition of a second or third foreign language and, in addition, to get the relevant accreditation according to the Common European Framework of Reference for Languages.

Finally, there are international projects that offer the possibility of exchanges for Administration and Services Staff (PAS) or stays in other institutions in other countries in Europe, Asia and Latin America. As we need to learn other ways of working, these actions are supported.

However, in order to participate in this kind of activities, the PAS need to improve their language skills in some cases. Therefore, in collaboration with SIDI, specific actions are offered aiming to promote the acquisition of a second language and, in addition, to get the relevant accreditation according to the Common European Framework of Reference for Languages.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the institution's internationalisation goals.

The Faculty of Education of the University of Murcia has established a three-year Internationalisation and Interculturality Plan (2016-2018) to achieve the objectives set out in Criterion 1a (see <http://www.um.es/web/educacion/contenido/plan-actuacion>). These objectives are the following:

- a) To meet the language needs within the Degrees at the Faculty. In order to do that, we should:
- a.1.- Offer bilingual modalities (English) in the Undergraduate Degree in Primary Education, so that students can attain the European Diploma Supplement (EDS).
 - 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.
 - a.3.- Increase the number of Doctoral Theses with European Mention or with the EDS.
 - a.4.- Offer the specialities in the Degree in Primary Education (English and French) in the conditions allowed by the legislation in force. German could be also offered should there be enough demand for it.
 - 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.6.- Offer places to perform Teaching Practicum in bilingual schools or in foreign schools in the Region of Murcia.
- 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)".
- a.8.- Require level B1 as a previous requirement to study the Master's Degree in Secondary Education Teacher Training and suggest this requirement as an access criterion for other Masters.
- a.9.- Include topics related to Foreign Language teaching and learning in research fields for Project Final (TFG, Trabajo Fin de Grado), Master's theses (TFM, Trabajo Fin de Máster) and Doctoral theses, as appropriate, in the different Degrees provided at this Faculty.
- a.10.- Require a summary in English or French in the TFG and TFM presented as part of the course of studies of the different Degrees taught at this Faculty.

b) To meet the intercultural needs of the studies of the Faculty. In order to do that, we should:

- b.1.- Offer the qualification in Interculturality in the Degree in Primary Education Teacher in the conditions allowed by the legislation in force.
- 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.
- 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).
- b.4.- Include topics related to Foreign Language teaching and learning in the research fields for TFG, TFM and Doctoral theses, as appropriate, as part of the course of studies of the different Degrees taught at this Faculty.
- b.5.- Promote international mobility experiences that allow our students to live in different cultural contexts.

c) To make our Degrees available to other groups and international universities. In order to do that, we should:

- c.1.- Provide teachers from Ecuador with the Master's Degree in Teacher Training, and maintain and increase, if possible, the options for the next biennium.
- c.2.- Develop the rules of dual degrees and provide this kind of Degrees.
- c.3.- Make our Master's and Doctoral Degrees available for the Latin American community, increasing the number of institutional preparatory visits for joint actions and the number of agreements on the recognition and simultaneousness of official Degrees.
- c.4.- Increase the number of places for foreign students in the Master's and Doctoral Degrees provided by the Faculty.
- 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).
- c.6.- Establish plans and bilateral agreements for the incorporation of doctoral students to the Doctoral Programme in Education.

d) To meet the training needs of practising teachers, mainly those working in our Region. In order to do that, we should:

- 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).
- d.2.- Increase the number of Postgraduate Degrees in the Faculty, including courses or degrees related to T/L of Foreign Languages or Interculturality.
- d.3.- Promote and organise actions and activities - Conferences, Seminars, Meetings, etc.- related to T/L of Foreign Languages or Interculturality.

d.4.- Promote the dissemination of works on T/L of Foreign Languages or Interculturality in the journal *Educatio Siglo XXI* published by the Faculty of Education.

e) To meet the needs of mobility and internationalisation of the educational community in our Faculty. In order to do that, we should:

e.1.- Offer information to students on projects, services, calls, among others, related to mobility, job offers, working conditions, etc. of other countries.

e.2.- Promote participation, maintain, develop, foster loyalty and expand the number of destinations and improve monitoring of students participating in mobility programmes (Erasmus, ILA, ISEP, SICUE...).

e.3.- Organise seminars so that those participating in international mobility programmes can communicate their experiences to other students.

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. Manage this offer and enable the channels for its monitoring and development.

e.5.- Promote the "mobility mentor" within the framework of the Programa Padrino to ease and improve the reception of students participating in mobility programmes.

e.6.- Give visibility to the Faculty research groups, publishing a research newsletter that includes relevant information related to research work performed by them.

e.7.- Support performance of stays by researchers and lecturers in our faculty and those of our lecturers in other higher education or research centres.

e.8.- Provide information about international project calls and encourage our university community to participate in them.

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.

f) To extend accreditation levels for language skills of all the groups in our Faculty. In order to do that, we should:

f.1.- Collaborate with SIDI (Language Service) in the organisation of actions for language training of students, mainly for those registered in bilingual degrees or participating in mobility programmes.

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.

f.3.- Collaborate with SIDI in the organisation of actions for language training of PAS, mainly for those participating in mobility programmes.

f.4.- Promote the creation of a training centre within SIDI in the Faculty of Education to facilitate access to language training for our educational community.

Criterion 1c: Measures for improvement

As a result of periodic evaluations of the institution's internationalisation, the successful implementation of measures for improvement can be demonstrated.

As it can be seen in Criterion 1b, there are specific measurable and verifiable objectives. The commitments for the next three years (2016-2018) are set out in Annex 5.2.

Every year, at the beginning of the academic year, a Report of Activities will be put forward at the Faculty Board. This report will include all the actions and activities carried out during the previous year. Likewise, the Faculty Board will bring forward the Improvement Plan proposed by the Dean's Team for the following year. This Plan needs to be approved by the Faculty Board. All these documents will be published (see <http://www.um.es/web/educacion/contenido/plan-actuacion>). The first Activity Report and Improvement Plan will be drafted before the end of 2016.

Our aim is not only to verify whether the measure has been executed or not but also to review its quality and results. In order to monitor it, a Faculty Quality Assurance System (SGIC) will be implemented by Quality Guarantee Committee (CGC) (see <http://www.um.es/web/educacion/contenido/calidad>). We will refer to this assessment in Standard 3 of this document.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

To implement the Internationalisation and Interculturality Plan we think it is necessary through programmes to increase its visibility, its follow-up and, obviously, the design of improvement plans in order to achieve the goals set. The table includes the names of the programmes and the relevant general objectives to be achieved.

Specific objectives	Programme
To meet the intercultural needs of the studies of the Faculty.	Programa Estudios Bilingüe
	Programa Especialistas
	Programa Language
To meet the intercultural needs of the Degrees of the Faculty.	Programa Intercultura
	Programa Prácticas
To meet mobility needs.	Programa Movilidad
To meet training needs of international stakeholders and universities	Programa Sin Fronteras
To meet Graduates' training needs	Programa Formación
To meet mobility needs of students, lecturers and PAS	Programa Movilidad
	Programa Investigación
To increase accredited language skills of students, PAS and lecturers	Programa Acreditación

In the following table, some of the aims of each Programme are included.

Programme	Aims
Programa Estudios Bilingüe	<ul style="list-style-type: none"> - To offer bilingual modalities to complete groups within an Undergraduate Degree (more than 70% of subjects should be taught in a language other than Spanish) or bilingual itineraries (for smaller groups, for specific subjects of Undergraduate or Master's Degrees). - To attain the EDS in the relevant Degrees. - To defend Doctoral Theses with European Mention and EDS.
Programa Especialistas	<ul style="list-style-type: none"> - To offer the English and French specialities in the Degree in Primary Education, in the conditions established by the legislation; to offer this qualification for other languages. - To offer the specialities (Foreign Language (English) Teacher and Foreign Language (French) Teacher) in the Master's Degree in Secondary Education Teacher Training, in the conditions allowed by the legislation in force. - To offer places to perform Teaching Practicum in bilingual schools and in foreign schools in the Region of Murcia. - To include topics related to Foreign Language teaching and learning in research fields for TFG (Final Year Project), TFM (Final Master's Project) and Doctoral theses, as the case may be, in all Degrees taught at this Faculty.
Programa Language	<ul style="list-style-type: none"> - To include language skills in the Undergraduate and Master's Degrees taught at this Faculty. - To demand levels of accredited language skills, as an entry requirement for some specialities of the Degrees taught at this Faculty. - To require a summary in English or French in the TFG and TFM presented as part of the course of studies of the different Degrees taught at this Faculty.