

Programme	Aims
Programa Intercultural	<ul style="list-style-type: none"> -To offer the speciality in Interculturality (currently Mention) in the Degree in Primary Education Teacher in the conditions allowed by the legislation in force. - To include intercultural competences, contents and activities, and, when possible, optional subjects on the interculturality topics in the Degrees taught at our Faculty. - To 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.
Programa Prácticas	<ul style="list-style-type: none"> - To include activities related to interculturality in the Teaching Practicum Plan and the External Placement Plan of the different Undergraduate Degrees, and in the Teaching Practicum Plan for the Master's Degree in Secondary Education Teacher Training.
Programa Sin Fronteras	<ul style="list-style-type: none"> - To teach university degrees aimed at teachers from other countries. - To offer dual degrees through agreements signed with other universities. - To set collaboration agreements and specific agreements with other institutions. - To offer places for foreign students in the Degrees taught at the Faculty making the incorporation of visiting students easier. - To offer degrees to be taught as distance courses. - To establish plans and bilateral agreements to incorporate doctoral students to the Doctoral Programme in Education.
Programa Formación	<ul style="list-style-type: none"> - To cooperate in the transformation of schools into bilingual centres of the Regional Department of Education of the CARM. - To offer Postgraduate Degrees in the Faculty including courses or degrees related to T/L of Foreign Languages or Interculturality. - To promote and organise actions and activities —Conferences, Seminars, Meetings, etc.— related to T/L of Foreign Languages or Interculturality.
Programa Movilidad	<ul style="list-style-type: none"> - To inform university members about projects, services, calls, among others related to mobility, job offers, working conditions, etc., of other countries. - To promote and manage participation in mobility programmes. - To offer places for students' mobility within the Faculty Plan. - To implement and use the Programa Padrino. - To make stays available for our Faculty PAS in a foreign country, signing mutual agreements with foreign universities.
Programa Investigación	<ul style="list-style-type: none"> - To disseminate works on Foreign Language T/L and Interculturality. - To make Faculty research groups visible. - To support stays for researchers and lecturers in our faculty and those for our lecturers in other higher education or research centres. - To inform about international project calls and favour participation of stakeholders.
Programa Acreditación	<ul style="list-style-type: none"> - To collaborate with SIDI to carry out actions for language training of students, teachers and administration and services staff. - To support accreditation processes for our Faculty members.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

The ongoing evaluation of programmes – on an objective by objective basis- will enable us not only to assess the effectiveness or the impact of the actions undertaken but also to establish improvement plans, expand the objectives, detect new needs and, if necessary, open up other areas of action. This assessment will be undertaken by the Quality Committee of the Faculty, as it will be shown under Standard 3 y 4.

Regarding the student's self-learning assessment, we must take into account (Pro, 2006):

- The main objective of the assessment must not be confused with the academic performance; it consists in an information collection process, its analysis, critical reflection and the improvement plans of what we do. However, to assess what we do and its effects, the effects of our proposals in the students learning must be known.

- The assessment must provide us with data to know the students' progress, the difficulties found along their knowledge building, their preferences and rejections regarding the activities carried out, their vision on their learning and implication level, their perception about the classroom environment...
- Behind any assessment instrument there are some main objectives. We have to act consequently, when paying attention to internationalisation and interculturality aims, to the importance of transferring knowledge as well as reproducing them, to the significance of what students have learnt, to the utility of what we have taught inside and beyond the classroom...
- Neither the learning assessment must only focus on what the student knows at a certain moment, nor the continue assessment consists in doing exams on a regular basis; a lot of information is available: notebooks, students' doubts and questions, their participations in the activities, their roles in collaborative tasks...
- The assessment must be framed into the knowledge-building process; the higher the reliability of the collected information, the closer it is to the teaching and learning process.
- The assessment is a tool to make decisions on and in the educational practice; decisions must not be always made at the end of the process.
- The assessment must be considered another learning element, both for students and lecturers; we strongly recommend a formative assessment rather than a summative one.
- The assessment of the acquisition of professional competences must take into account the use of students' knowledge and learnings in different situations.

In Annex 5.3, an example where the above-mentioned principles are used in one Degree is included.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

Designing programmes, regardless of the curricular structure of the Degrees, can turn the Plan into "a complementary element" depending on more important objectives and eliminating its consideration as a strategic element of the Degrees. Therefore, many internationalisation and interculturality actions are included in the module programmes.

Undergraduate Degrees (MECES 2, First cycle QF-EHEA)

Amongst the transversal competences (CT) to be acquired by students in any Undergraduate Degree, ALL degrees include two which are considered very important in our Plan (Programa Language and Programa Intercultura):

✓CT2. Understanding and speaking a foreign language in its work field (English or French).

These competences imply that, as learning outcomes (RA), students are able to:

- RA1. Achieve the relevant communication competences included in level B1 of the Common European Framework of Reference for Languages.
- RA2. Understand the main ideas in a speech about educational topics.
- RA3. Understand written texts related to the education field.
- RA4. Speak and write in a foreign language about topics related to their profession.

✓CT5. Being able to use the acquired knowledge, abilities and skills to promote a society based on the following values: freedom, justice, equality and diversity.