

- 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.

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

- RA1. Respect cultural and religious diversity without any kind of discrimination.
- RA3. Accept individual differences as an integral part of the richness of our society and classrooms.

Furthermore, in Programa Prácticas (Teaching Practicum or External Practicum of all degrees) and according to the learning outcomes established in the Teaching Guides of the modules, ALL students must be able to:

- Know the plans, projects and innovative experiences that are carried out in the school (especially in terms of interculturality, social inclusion, cooperation, etc.).
- Observe and reflect on the characteristics of the classroom —Preschool or Primary Education— or of the centre —Social Education and Pedagogy- where they perform their practicum (they should reflect on the presence of migrant students, their adaptation problems, their family situation, their limitations and achievements. etc.).
- Manage behavioural problems and conflicts among pupils (some are unfortunately related to the topic).
- Design a specific activity, at least, on subjects related to Interculturality in the Degree in Preschool Education or Primary Education; put it into practice and assess it.

Within the Language Programme and according to the rules for the preparation of the Final Project (TFG), a module where students must put into practice many of the skills acquired during their studies, it is also mandatory that EVERYONE includes the title, an abstract and some key-words of the project in English or French. In addition, if the TFG is presented in another language, whether it is prepared by a specialist in Foreign Languages or not, the qualification will take this into account.

In addition, the studies can be completed in English and Spanish within the Degree in Primary Education (Programa Estudios Bilingües): a total of 240 students (60 per year) receive 80% of their lectures in English. The regional administrative demands on the generalisation of bilingual centres by 2019 "force" us to promote this initiative.

At last, there are three specialties related to the topic (Programa Especialista and Programa Intercultura):

- A) *Speciality: Foreign Language: French.* The professional profile addressed is that of school teachers that develop the T/L process of a Foreign Language (French), adapting it to the abilities and diversity of 6-12 years old pupils, researching and innovating in the educational action.
- B) *Speciality: Foreign Language: English.* The professional profile addressed is similar to the one in section a) but with a different Foreign Language (English).
- C) *Speciality: Intercultural education.* The professional profile addressed is that of schoolteachers with skills to make the most of or to overcome learning and diversity difficulties arising from multicultural situations.

Master's Degrees (MECES 3, Second cycle QF-EHEA)

Since they are more specialised, the different Master's studies have similar competences but not at the level of Undergraduate Degrees. However, due to the characteristics of the degrees, there are several ones where the presence of learning outcomes related to internationalisation and interculturality is more obvious. Thus, in the Master's Degree in Training of Teachers of Secondary Education, of Vocational Training, of Foreign Languages and of Artistic Studies there are some specific competences of master (CEM) related to Programa Language and Programa Intercultura:

- ✓ *CEM2. Planning, developing and assessing the teaching and learning process enhancing educational processes that facilitate the acquisition of the characteristic competences of the respective teachings, according to the level and previous training of the students as well as the guidance of the latter, both individually and in collaboration with other teaching staff and professionals at the centre.*

It is a truism to defend the need to adapt the T/L process to the characteristics of the students and the context. As it has been previously mentioned, migrant population is growing and where they

work, differences owing to gender, religion, beliefs, etc., are present. Therefore, intervention projects that ought to be designed have to rely on an increasingly multicultural context.

✓ *CEM3. Seeking, obtaining, processing and communicating information (whether oral, printed, audio-visual, digital or multimedia), transforming it into knowledge and applying it to the teaching and learning processes in the different modules.*

It seems unnecessary to justify that such information is not in Spanish and that there is a growing need to receive training in another language (usually English). Therefore, one of the admission requirements is the accreditation of level B1 according to the Common European Framework of Reference for Languages.

✓ *CEM5. Developing and implementing both group and individual teaching methodologies, adapted to the diversity of students.*

Attention is once again drawn to methodologies (techniques, tools, resources, strategies...) to respond to the diversity of the students. Heterogeneity may be due to the family and social origin of students coming from other cultures, traditions, beliefs. It is necessary to provide teachers in their initial stages with knowledge and techniques needed to address this eventuality.

✓ *CEM6. Designing and developing learning spaces with special attention to equity, value-based emotional education, equal rights and opportunities for men and women, training in citizenship and respect for human rights that facilitate life in society, decision-making and the building of a sustainable future.*

We would like to highlight that respect for other cultures is not to be confused with the idea that "anything goes". There are some basic principles - the Declaration of Human Rights and the model of European Citizenship - that should be shown, taught and used as referents: education for peace, for democratic coexistence, for individual and collective health, for sustainable development, for equality, for tolerance and solidarity.

✓ *CEM8. Understanding the processes of interaction and communication in the classroom, mastering abilities and social skills necessary to promote learning and living together in the classroom, and address problems of discipline and conflict resolution.*

As it has already been mentioned, unfortunately multiculturalism sometimes implies episodes of conflict, especially among adolescents.

✓ *CEM9. Designing and carrying out formal and non-formal activities that will help to make the School a place of participation and culture in the environment where it is located.*

It is clear to us that, in multicultural contexts, schools must be a meeting point for the different traditions, beliefs, ways of seeing life; and under no circumstances, a place of narrow-mindedness and intolerance. But, in addition, it must contribute to spreading the culture, to be a social engine for the neighbourhood where the school is located. This is all reflected in the learning outcomes included in the Teaching Guides of the modules:

- To get to know the characteristics of the students, their social context and motivations.
- To identify and plan the resolution of educational situations affecting students with different abilities and learning pace.
- To know and apply resources and information strategies, tutoring sessions and academic and professional guidance.
- To participate in the definition of the educational project and in the overall activities in terms of criteria for quality improvement, attention to diversity, prevention of learning and diversity problems.
- To relate education with the environment and understand the educational role of the family and the community, both in the acquisition of skills and learning as well as in education based on respecting rights

and freedoms, on equal rights and opportunities for men and women and on the principle of equal treatment and non-discrimination of persons with disabilities.

- To know the historical evolution of the family, its different types and the incidence of the family context in education. To acquire social skills in family relationships and guidance.
- To know and apply innovative teaching proposals in the field of the course studied
- To identify the problems related to the teaching and learning of the specialisation modules and propose alternatives and solutions.

On the other hand, within Programa Prácticas, the same information applies to Teaching Practicum (of the 19 specialities) as to the Degrees. Students must acquire the following learning outcomes:

- Know the plans, projects and innovative experiences that are carried out in the school (especially in terms of interculturality, social inclusion, cooperation, etc.).
- Observing and reflecting on the characteristics of the classroom where the Practicum is developed (they have to reflect on the presence of migrant pupils, their adaptation problems, their family situation, their limitations and achievements).
- Managing behavioural problems and conflicts among pupils of these ages (some are related to the topic).
- Designing specific activities, on content related to interculturality; putting it in practice and assessing it.

And, as in any other Undergraduate Degree, there are also issues related to the Regulations of the Master's theses (TFM) that are included within Programa Language. Students of the specialities of English and French submit and defend their dissertations in the relevant languages.

On the other hand, we would like to highlight that the Master's Degree in Teacher Training (in the Specialities English Teacher and French Teacher) includes many skills and learning outcomes of Educational Guidance (Programa Especialista) and in all many skills and learning outcomes related with the Programa Intercultura.

In this context, there are also other actions such as dual degrees, making our Master's Degrees available to other universities (whether based on face-to-face or distance learning), the development of the Master's Degree in Teacher Training (aimed at teachers from Ecuador or Colombia) and all the initiatives resulting from the internationalisation of our degrees (Programa Sin Fronteras).

In this same line, there are other Master's Degrees: "Family guidance, counselling and mediation"; "Social and educational inclusion and exclusion: policies, programmes and practices"; "Research, Evaluation and Quality in Education".

Doctor Degrees (MECES 4, Third cycle QF-EHEA)

There will be an increase in the offer of topics for Doctoral Theses on internationalisation and interculturality (Programa Language and Programa Intercultura), which will lead to an increase in the learning outcomes. They will be mainly included in research line 1 (Policies, practices and evaluation in training and socio-educational contexts) and in research line 3 (Research for the improvement of education in specific didactics) of the Doctoral Programme in Education.

Regarding Doctoral Studies, we wish to expand the number of Doctoral Theses with European Mention or with the EDS (Programa Estudios Bilingües).

Standard 3: Implementation

Criterion 3a: Information system

The institution has a functional management information system which enables it to collect and process relevant information regarding internationalisation.

An information system is a set of elements aimed at collecting, editing and managing information generated to meet a need or a goal - in our case, the improvement of what we do in teaching, in