

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**

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### **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



research, in social projection and, of course, in our plans of action in the field of internationalisation and interculturality.

Four procedures are often distinguished in the operation of these systems: data collection, data processing, drawing of conclusions and follow-up of improvement plans, if appropriate. All these procedures are managed by the Quality Guarantee Committee (CGC) of the Faculty of Education.

The CGC is chaired by the Dean of the Faculty, although he/she may delegate to the Coordinator of Quality. It is made up of Coordinators of each of the official degrees, lecturers, students, PAS and professionals (see <http://www.um.es/web/educacion/contenido/calidad/comision>)

The roles of the CGC are included in Article 2.2.2.5 of the Internal Quality Assurance System (SGIC) of the Faculty of Education (see <http://www.um.es/web/educacion/contenido/calidad/documentos>):

- a) To propose the Quality and Strategic Plans for approval by the Faculty Board.
- b) To propose to the Faculty Board and/or to the University governing bodies the initiatives and incentives for quality improvement to be performed by them.
- c) To approve the methods and tools for quality assessment.
- d) To collaborate in the design, implementation, and monitoring of assessment activities.
- e) To analyse the academic results of the different degrees of the Centre, and to report thereof to the Faculty Board and the Quality Committee of the Academic Senate.
- f) To define, update and disseminate a way to attend to incidences.
- g) To inform the relevant bodies about the procedures and results of quality assessments.
- h) To approve the annual report of the Quality Plan.
- i) To develop and propose a Tutoring Action Plan to ensure that students receive academic and professional guidance.

The CGC is the body involved in the SGIC planning and monitoring tasks, acting as internal communication vehicle in terms of policy, objectives, plans, programmes, responsibilities and achievements of this system. In brief, the CGC is directly responsible for planning and implementing the SGIC in its Faculty, for analysing the evidence collected in the latter, for making proposals for improvement actions and monitoring those approved and for taking in consideration and accurately applying recommendations, suggestions and proposals for improvement included in the required external assessment reports.

The CGC is going to be in charge of collecting data, analysing them, drawing conclusions and making a follow-up of the improvement plans of the Internationalisation and Interculturality Plan. All the information and reports compiled will be submitted to the Dean, the Vice Dean for International and Institutional Relations and to the Faculty Board, the highest governing body of the Faculty.

And, as it was already mentioned under Standard 1, the Dean's Team will present a Report of Activities carried out during the previous year and the Improvement Plan for the following year, to be approved by the Faculty Board (see <http://www.um.es/web/educacion/contenido/plan-actuacion>).

### **Criterion 3b: Information driven**

*The institution makes use of processed information for the effective management of its internationalisation activities.*

As principle guidelines, the 'Internationalisation Quality Review Process' has learned that the following are crucial (Knight, 2008):

- Focused on two aspects: progress (measured by quantitative and qualitative measures) and quality (measured by opinion of those who do the assessment)

- Measured according to the objectives and targets set by the institution
- Focused on both organisational and programme strategies
- More oriented to evaluating the process than the outcomes or impact
- Pointed to where improvement is desirable and necessary
- Accepting that there is no ideal or optimal measurement profile
- Focused on how the different elements work together in an integrated and strategic manner
- Need to take place on a regular basis and over a period of time as to reinforce the process.

We are beginning with four types of information that we need to know for the effective monitoring of internationalisation activities.

a) Data. To this end, the Education Faculty Office, the ORI and other services of the University of Murcia (e.g. ATICA, COIE, Academic Management...) can provide us with the lists of participants in each programme, qualifications or academic performance, regulations, that is to say, they can provide us with objective information in relation to the facts and events that are part of our three-year Internationalisation and Interculturality Plan.

b) Results analysis. The data provided by the Education Faculty Office and the above mentioned university services will be analysed by the Commissions in charge of their corresponding *Programas* (see Standards 5.1 and 5.2) and sent to the CGC.

c) Satisfaction level. A useful tool for the CGC is the use of an application for conducting surveys (ENCUESTAS) (see Annex 5.4). It arises from the need to have a computer application that will enable the members of our university to design surveys, publish them and make use of the results obtained, with the advantage of it being integrated within the corporate database of the University of Murcia. This tool can be accessed from anywhere with an internet connection. The access website is <http://www.um.es/encuestas.um.es>

d) Improvement plans. Following the results and satisfaction surveys, the Commissions will discuss and design Improvement Plans. Actions within these plans must be specific, verifiable and for a determined period of time; once finished, its efficiency will be assessed.

The CGC shall regularly draft a report on each of the actions raised. These will be sent to the Dean and the Faculty Board.

### **Criterion 3c: Realisations**

*The institution can demonstrate the extent to which its internationalisation plans are realised through documented outcomes and results.*

As it has been mentioned, we consider that the information collected, the documents produced and the results disseminated are insufficient. However, at this moment in time, we can point out some:

#### **A) Data**

- Report of Activities and Plans for Improvement of the current Management Team of the Faculty (Year 2013-14, 2014-15 and 2015-16).
- Agreements with other universities: list of framework agreements, specific agreements.
- Programa Bilingüe: bilingual subjects, list of teaching staff and students in each bilingual module, academic results, list of students with EDS.
- Programa Especialistas: language specialities in the different degrees, list of lecturers and students, list of TFG, TFM and Doctorates (with their authors), academic results, etc.
- Programa Language: syllabus of degrees, language regulatory requirements, list of students and accredited competences, regulations of TFG and TFM, etc.

- Programa Intercultura: intercultural specialities in the different degrees, list of lecturers and students of, list of TFG, TFM and Doctorate (with their authors), academic results, etc.
- Programa Prácticas: Placement plan, academic results for Practicum 2 in Preschool Education and 1 in Primary Education.
- Programa Sin fronteras: list of foreign students in the Undergraduate Degrees, Master's Degrees and Doctorate Degrees, academic qualifications, degrees offered as distance programmes.
- Programa Movilidad: calls, list of destinations, academic qualifications, programmes of their own, list of places of origin, etc.
- Programa Investigación for UMU lecturers: list of research groups (main researchers and lecturers), list of destinations/lecturers who have participated in mobility programmes.
- Programa Investigación for incoming lecturers: list of students and institutions supporting them.
- Programa Acreditación: opportunities offered by the Faculty, list of teaching staff and PAS and levels completed by academic year.

#### B) Results analysis

In spite of having general results based upon the different *programas* (Programa Bilingüe, Especialistas, Prácticas...), we do not still have any specific data analysis on Internationalisation and Interculturality

#### C) Satisfaction

- Programa Bilingüe: lecturers and students' satisfaction survey, individual interviews, etc.
- Programa Especialistas: teaching staff and students satisfaction survey.
- Programa Prácticas: Satisfaction Survey of the Practicum 2 for Preschool Education and 1 for Primary Education.
- Programa Movilidad: Satisfaction survey.

#### D) Improvement Plans

- Programa Prácticas: Improvement Plan 2015-2016 (see <http://www.um.es/web/educacion/contenido/practicas>)

As it is shown, we have enough data (list of persons involved, academic results, calls, etc.) but we need to improve about the level of satisfaction (students, lecturers, PAS, administrators, employers, etc.) and obviously, on the basis of these reports, the establishment of improvement plans that boost our strengths and minimise our weaknesses.

## Standard 4: Enhancement

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### Criterion 4a: Internal quality assurance

*The institution's internal quality assurance system covers all internationalisation dimensions and activities.*

Quality assurance can be described as the systematic, structured and ongoing attention to quality in terms of its maintenance and improvement. In the framework of policies and training processes developed within the universities, quality assurance should allow these institutions to show that they care about quality in their programmes and degrees and that they are committed to put in place enough means to ensure and prove such quality.

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