

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



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)