

the Faculty and its degrees. In addition, if there is information that requires doing so, it will be directly submitted to them by means of the usual media (*PC09 Public information*).

Standard 5: Governance

Criterion 5a: Responsibilities

The responsibilities regarding the institution's internationalisation (goals, plans, implementation and enhancement) are clearly defined and allocated.

The current Dean's Team, in its Action Programme (see <http://www.um.es/web/educacion/contenido/plan-actuacion>), raised two objectives about internationalisation and interculturality:

- To promote internationalisation in the fields of teaching, research and management.
- To promote national and international cooperation agreements that will enable the exchange among and mutual enrichment of university centres and between the Faculty and social actors.

Besides, the Quality policy is based on five "axes" (see <http://www.um.es/documents/299436/319898/PE01+Desarrollo+Eje+5.pdf/6117b37c-3db1-4e08-b256-6c691b875cbb>). One of them says:

"Internationalisation and interculturality

Internationalisation is an integral process that seeks to include the international and intercultural dimension in the mission and in the fundamental research, teaching and services functions of our institution. As a result, development of guidelines, structures and processes are valued as an integral part of the quality policy of the Faculty and enable the following:

- *to efficiently manage and enhance the training mobility of the members of the university community;*
- *to support international and intercultural cooperation projects and the participation of researchers from the Faculty, particularly in national and international networks;*
- *to disseminate our lines of research, who our main researchers are and the results obtained;*
- *to respond to the language policy of the University in its promotion of bilingual training;*
- *and to support the international mobility of the educational community, through general programmes managed by the ORI of the University of Murcia and their own programmes of international curricular and extracurricular placements".*

That is to say, the Internationalisation and Interculturality Plan (2016-2018) is considered a strategic action of the Dean's Team of the Faculty. From this perspective, the structural, human organizational, economic, and material resources will be made available to carry out the specific objectives of the various programmes.

Therefore, the ultimate person responsible for it is the Dean of the Faculty (as personal body) and the Faculty Board (as collegiate body). Nevertheless, we deemed it convenient to appoint someone as head of each of the Programmes in order for their implementation to be more feasible.

Programme	Head
Programa Estudios Bilingüe	Vice Dean for Academic Organisation Vice Dean for Postgraduate Studies
Programa Especialistas	Degree Coordinators Master's Degree Coordinators
Programa Language	Degree Coordinators Master's Degree Coordinators

Programme	Head
Programa Intercultura	Degree Coordinators Master's Degree Coordinators
Programa Prácticas	Vice Dean for Teaching Degree Practicum Vice Dean for Social Education and Pedagogy Practicum
Programa Sin Fronteras	Vice Dean for International Relations and Social Projection Vice Dean for Postgraduate Studies
Programa Formación	Vice Dean for Academic Organisation Vice Dean for Postgraduate Studies
Programa Movilidad Estudiantes	Vice Dean for International Relations and Social Projection
Programa Movilidad Profesorado	Vice Dean for International Relations and Social Projection Vice Dean for Research and Result Transfer
Programa Investigación	Vice Dean for Research and Result Transfer
Programa Movilidad PAS	Vice Dean for International Relations and Social Projection Secretary
Programa Acreditación	Vice Dean for Academic Organisation

Taking into account the significance of the project, the Dean will be able to delegate some coordination duties to the Vice Dean for International Relations and Social Projection.

The CGC will be in charge of collecting data (requesting them to the Faculty Office, the Quality Unit, the International Relations Office, SIDI, the Commissions, etc.) for analysis and discussion; of disseminating improvement plans for each Programme; and of providing instruments to monitor the latter. All information collected and reports drafted will be submitted to the Dean and the Faculty Board, the highest governing body of the centre.

At the beginning of each academic year, the Dean will inform the Faculty Board of the actions performed within each Programme of the Internationalisation and Interculturality Strategic Plan of the Faculty, of the assessment of the latter and of any improvement plan taken into consideration. In addition, as proposed by the Dean, and having heard the considerations and ideas of all the members, the Faculty Board will approve the Action Plan for the following academic year.

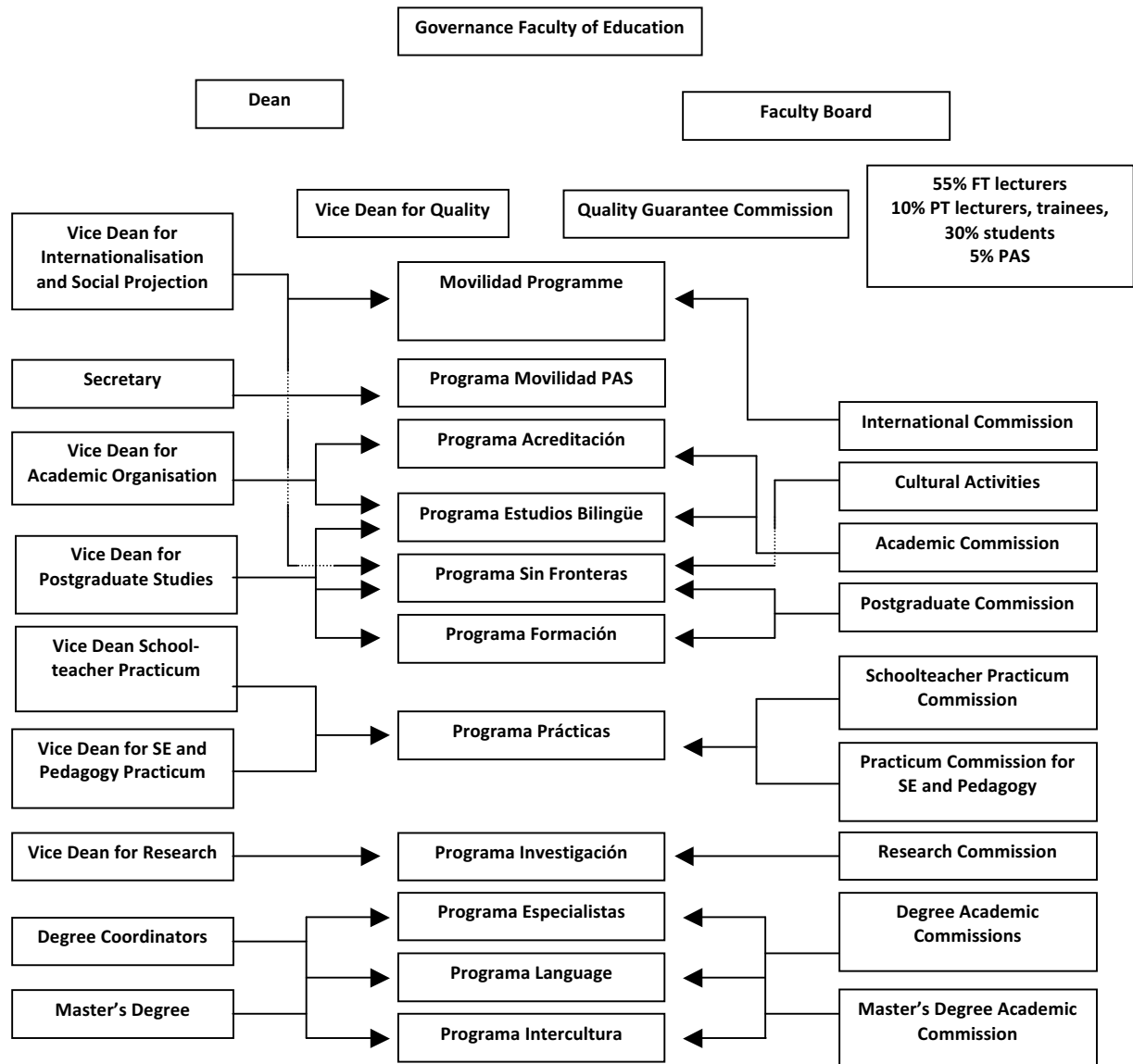
Criterion 5b: Effectiveness

The organisational structure, decision-making processes and leadership support the realisation of the institution's internationalisation goals and action plans.

The structural organisation is represented below. As it has been shown, the personal and collegiate bodies of reference are the Dean and the Faculty Board. All decisions have to be reported, discussed and/or approved by the Faculty Board. Its competences include the approval of the members of each Commission.

On the left-hand side of the chart are the Dean, all Vice Deans and the degree coordinators. On the right-hand side are all the Commissions having an influence on the Programmes (there are others appointed by the Faculty Board that have no influence on this issue, such as the one devoted to Economy and Infrastructure). And, in the middle, all the Programmes mentioned.

The Vice Dean for Quality and the CGC are in charge of collecting information, analysing it, assessing it, disseminating improvement plans and putting forward follow-up proposals.



Criterion 5c: Responsiveness

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

The Faculty of Education has highly qualified academic staff, the majority of them participate in the 27 research teams of the Faculty of Education. Most of research groups are highly valued and they have suitable publications, their research projects are funded by local, national and international organisations. They work together with other academic and educational institutions at national and international level. Details of the qualifications of each of these research groups and their staff can be found on the follow link including all research group members (see <http://www.um.es/web/educacion/contenido/investigacion>). The link provides information such as contact details, projects, publications, conferences and doctoral theses directed. This information is available in order to increase transparency when students select their course curriculum and for other researchers.

In total, 388 staff members are involved at the Faculty of Education (see <http://www.um.es/web/educacion/contenido/centro/pdi>); but only 330 are considered members of this faculty. 134 of them

are full time lecturers (senior lecturers, professors...) and 196 are part time lecturers (associate professors, research fellows...). 199 have the PhD Degree.

In the Faculty of Education, highly qualified academic staff (minimum post-doc level) teaches in the different degrees and courses. Our lecturers and professors belong to one of the eight departments of the Faculty, organised by knowledge and research areas:

- Didactics and Scholar Organisation, see <http://www.um.es/web/didactica-organizacion-escolar/>
- Didactics of Experimental Sciences, see <http://www.um.es/web/didactica-experimental/>
- Didactics of Literature and Language (Spanish, English and French), see <http://www.um.es/web/didactlenguas/>
- Didactics of Mathematical and Social Sciences, see <http://www.um.es/web/didactica-matematicas/>
- Artistic, Musical and Dynamic Expression, see <http://www.um.es/web/expresion-plastica/>
- Development and Educational Psychology, see <http://www.um.es/web/psico-evolutiva/>
- Research Methods and Education Diagnostic, see <http://www.um.es/web/dep mide/>
- Education Theory and History, see <http://www.um.es/web/teoria-historia-educacion/>

In terms of language skills and teaching experience of the teaching staff in English, it is highlighted that the Faculty of Education has sufficient number of lecturers with a good command of the English language who are capable of delivering their lectures in English and of promoting outgoing students mobility as well as supporting incoming students and researchers. In fact, there is an area of research and specialization in the didactics of foreign language (English and French).

In order to find out about other internationalisation and research activities conducted by the faculty academic staff, an on-line survey was designed, which enquired about publications, membership of international committees, collaboration stays with international researchers, and participation in international conferences and research seminars. The results are shown below.

Funded international research projects (last 5 years)	Foreign researchers participating in the projects	International innovation projects (last 5 years)	International research stays in the last 5 years.	International conferences (last 5 years)	Doctorate theses with European Mention (last 5 years)
45	171	8	39	402	4

In this regard, it passed a questionnaire to the principal investigators of the research groups. The mean score for level of internationalisation valuation was M=3.01; SD=1.04.

The results of students' satisfaction are shown in Annex 5.4, see <http://www.um.es/web/educacion/contenido/calidad/sgc/evidencias/informes/2015-16/satisfaccion>

The analysis of mean scores indicates that student satisfaction with the teaching and learning process is high.

Concluding analysis

The Plan for Internationalization and Interculturality of the Faculty of Education has many strengths. These are the main ones:

- a) It is our own scheme. Our model has been developed by and for the members of this community after making a diagnosis of its necessities and a deep consideration of them. We believe that the Plan can improve the teaching, the research and the management of this faculty. Although the Dean Team has been the promoter of this Plan, the Commission for International Relations and the Faculty Council have given ideas, debated and participated pro-actively in this initiative as if it were of their own.