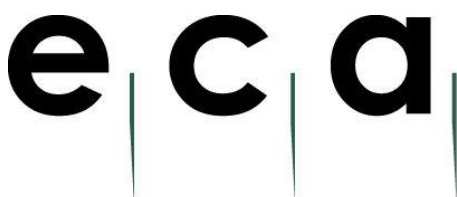


Assessment report

Faculty of Education University of Murcia

Certificate for Quality in Internationalisation



european consortium for accreditation

e c a

Assessment report
- Faculty of Education -
University of Murcia, Spain

Copyright © 2013 **European Consortium for Accreditation in higher education**
ECA OCCASIONAL PAPER

Author: **Axel Aerden**

All rights reserved. This information may be used freely and copied for non-commercial purposes, provided that the source is duly acknowledged.
Additional copies of this publication are available via www.eacaconsortium.net.



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This document is based on CequInt Assessment Report – Institutional level standards and criteria –by the European Consortium for Accreditation, ECA. Standard: 2 and criterion 5c come from the CequInt Assessment Report by ECA -Programme level standards and criteria.

Table of content

1. Executive summary	6
2. The assessment procedure	8
3. Basic Information.....	11
4. Assessment criteria.....	12
Standard 1: Intended internationalisation.....	12
Standard 2: International and intercultural learning	14
Standard 3: Implementation	15
Standard 4: Enhancement.....	17
Standard 5: Governance.....	20
5. Overview of assessments	22
Annex 1. Composition of the Panel	23
Annex 2. Statement of Independence	26
Annex 3. Documents reviewed	30
Annex 4. Site visit programme	35

Glossary

ANECA	National Agency for Quality Assessment and Accreditation of Spain
AR	Assessment Report
CGC	Quality Assurance System
EFQM	European Foundation Quality Management
FE	Faculty of Education
QA	Quality assurance
SER	Self-Evaluation Report
SGIC	Internal Quality Assurance System
UMU	University of Murcia

1. Executive summary

The Faculty of Education of the University of Murcia was assessed by the National Agency for Quality Assessment and Accreditation of Spain, ANECA and this assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project. ANECA convened an assessment panel which studied the self-evaluation report and undertook a site visit at the Faculty of Education, University of Murcia on 6th May 2014.

On the basis of the documents provided and interviews, the expert panel could not recommend to certify the internationalization of the Faculty of Education of Murcia University's satisfactory in the year of 2014 under the CeqInt Pilot procedure. The panel was of the opinion that the Faculty of Education had a strong commitment to internationalization but the way this commitment was documented and presented should be stronger linked to the regional context in which the Faculty operates and with the way this context was applied in that moment in the Faculty. It was for that reason recommended by the panel that the FE is allowed to prepare an updated version of the Self-Evaluation Report and implement the information requested in the conclusions and recommendations. This updated version of the Self-Evaluation Report should be submitted in a period of maximum two years. It was also recommended that the expert panel would assess the progress made on the basis of a report by one of its members via a one day visit and the updated Self-Assessment Report, in order to review if the FE at the University of Murcia would obtain the CeqInt Certificate for Quality in Internationalization.

Following the directions mentioned above, the FE of Murcia presented an updated version of the SER in June of 2016, within the period suggested by the Panel for implementing the recommendations. ANECA, as a Secretary of the process convened with the Chair of the Expert Panel, studied the new SER and together they undertook a site visit, at the FE, University of Murcia on 25th January 2017.

The chair of the panel, in this capacity authorized by the other members of the 2014 panel, concludes that the Faculty of Education complies at a good level with Standard 1 Intended Internationalization: criterion 1.a (Supported goals), 1.b (Verifiable objectives) and 1.c (Measures for improvement). The panel also considers that the FE complies also at a good level with Standard 4 Enhancement: criterion 4.a (Internal Quality Assurance), 4.b (Approaches for enhancement) and 4.c (Stakeholders involvement). Finally the Panel considers that the FE complies at a good level with Standard 5 Governance: criterion 5.a (Responsibilities), 5.b (Effectiveness), and 5.c (Staff composition).

The chair of the panel also considers that the FE complies at a satisfactory level with Standard 2 International and intercultural learning: criterion 2.a (Intended learning outcomes), 2.b (student assessment) and 2.c (Graduate achievement). The chair of the panel also considers that the FE complies at a satisfactory level with Standard 3 Implementation: criterion 3.a (Information system) complies at a good level, criterion 3.b (Information-driven management) and criterion 3.c (Realizations).

Overall conclusion

Based on documented internationalization goals, the FE has implemented effective internationalization activities, which demonstrably contribute to the quality of teaching and learning. The chair of the panel was in particular impressed with the revised internationalization strategy with clear and well supported goals, and clear verifiable objectives. The chair of the panel recommends that the FE develops clearer intended and intercultural learning outcomes related with its international goals and objectives, and pays more consistent attention to graduate achievement of those learning outcomes.

The chair of the panel deems the CeQuInt standards met in such a way that the Faculty of Education deserves the Certificate for Quality in Internationalization.

2. The assessment procedure

This report is the result of the assessment of the Faculty of Education, FE, at the University of Murcia. The procedure was coordinated by the National Agency for Quality Assessment and Accreditation of Spain, ANECA. This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation Project, CeQulnt.

The assessment procedure was organised according to the Framework for the Assessment of Quality in Internationalisation published by the European Consortium for Accreditation (hereinafter: ECA).

Assessment standards and assessment scale

The framework for the assessment of quality in internationalization at Faculty level consist on five standards:

- 1 Intended internationalization
 - 1a: Supported goals
 - 1b: Verifiable objectives
 - 1c: Measures for improvement
- 2 International and intercultural learning
 - 2a: Intended learning outcomes
 - 2b: Student assessment
 - 2c: Graduate achievement
- 3 Implementation
 - 3a: Information system
 - 3b: Information driven management
 - 3c: Realizations
- 4 Enhancement
 - 4a: Internal quality assurance
 - 4b: Approaches for enhancement
 - 4c: Stakeholders' involvement
- 5 Governance
 - 5a: Responsibilities
 - 5b: Effectiveness
 - 5c: Staff Composition

The judgment is provided for each standard and each underlying criterion included in the framework. All standards have the same weight.

The framework consists of a four-point scale: **Unsatisfactory, Satisfactory, Good and Excellent.**

A Faculty/Institution gets the Certificate when at least 3 standards are assessed as good or excellent and there is no standard assessed as unsatisfactory.

On the first visit, a panel of experts was convened by ANECA. The assessment panel consisted of the following members:

Panel Chair	Hans de Wit, Director Center for International Higher Education, Lynch School of Education, Boston College. Former Director Centre for Higher Education Internationalization, Università Cattolica Milan, Italy. Professor of Internationalization of HE at the School of Economics and Management of the Amsterdam University of Applied Sciences, The Netherlands.
Panel Member	Frederik De Decker, Senior Education Advisor, Ghent University Association, Belgium
Panel Member	José Manuel Bayod, Professor of Mathematics at the University of Cantabria, Spain
Panel Member	Éva Réka Fazekas, University of Szeged, Hungary

The composition of the panel reflected the expertise deemed necessary by the Assessment Framework. The individual panel members' expertise and experience can be found in Annex 1: Composition of the assessment panel. All panel members signed a statement of independence and confidentiality. These signed statements are included in Annex 2: Statements of independence. Following the recommendations of the Assessment Report, only one member of the Panel would assess the progress made by the FE via one day visit for updating the AR, in this occasion has been the Panel Chair.

The procedure was coordinated by Olga Ayuso, Officer for Institutional and International relations at ANECA.

The chair of the assessment panel studied the self-evaluation report and annexed documentation provided by the institution before the site visit: (Annex 3: Documents reviewed). The chair of the panel and the coordinator on behalf of ANECA organised a preparatory meeting the day before the site visit. The site visit took place on 25th January 2017 in Murcia. (Annex 4: Site visit programme)

The chair of the panel formulated his preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the self-evaluation report and annexed documentation.

The draft version of this report was finalised taking into account the available information and relevant findings of the assessment. The chair of the panel finalised the draft report on 2 March 2017. It was then sent to the FE to review the report for factual mistakes. The chair of the expert panel received feedback from the Faculty of Murcia with no factual mistakes at all of the CeQuint Assessment Report (ECA Certificate for Quality in Internationalisation), dated March 10th, 2017.

Finally, the chair of the panel sent the report to be submitted by the panel.

The panel approved the final version of the report on March 22nd 2017.

3. Basic Information

Institution:

Type of Institution: Public Institution

Status: In Spain there is Programme Accreditation. Bachelor: before 6 years; Master: before 4 years

QA / accreditation agency: National Agency for Quality Assessment and Accreditation of Spain, ANECA. From Institutional point of view, ANECA carries out a Certification of the design of the internal QA System of the Faculty /Centre School through the procedure AUDIT. The design of the Internal Quality Assurance System of the Faculty of Education has been assessed positively by ANECA in 2009.

Status period:

4. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the institution are documented and these are shared and supported by stakeholders within and outside the institution.

The University of Murcia has an *Internationalization Strategic Plan* for its *International Relations Office (ORI)*, which is the reference framework for its Faculties. This Plan describes the three biggest lines of action:

- a) International dimension in training and teaching.*
- b) International dimension in research and knowledge transfer.*
- c) International dimension related to society and culture.*

The UM has also designed an *Internationalization and Interculturality Plan* by the Faculty of Education, and their objectives are the following:

- a) To meet the needs of language communication at the initial training of Primary and Secondary teachers.*
- b) To meet the interculturality needs at the initial training in Undergraduate Degrees.*
- c) To internationalise the different Undergraduate Degrees, Master's Degrees and Doctoral Degrees.*
- d) To meet the training needs of our educational context.*
- e) To meet the needs of mobility and internationalisation of the educational community in our Faculty.*

The FE undertakes a big number of activities with regard to its internationalisation, such as number of agreements, number of exchanges and participation in ERASMUS and ERASMUS Mundus programmes as well as other European programmes.

Conclusion and recommendations

The two urgent goals, recommended in the past by the Panel on the first site visit, have had a positive response in the objectives already mentioned. One of them was an increasing need for graduates in general and the other was to cover the Murcia Region needs for the urgent demand of teachers to teach in bilingual primary and secondary schools obligatory by 2019.

The chair of the panel considers that the FE activities are described in clear goals, which are well documented and in the context of which the Faculty is operating in close cooperation with its

stakeholders. The Faculty has developed a clear plan in connexion also to University plan. These plans are clear and contain supported goals for internationalisation in the local intercultural context. The chair of the panel concludes that the internationalisation goals for the FE are **good** documented and well supported.

Criterion 1b: Verifiable objectives

The institution has formulated verifiable objectives that enable it to monitor the achievement of its internationalisation goals.

The Faculty of Education has established a three-year Internationalisation and Interculturality Plan (2016-2018) to achieve the five objectives set out in Criterion 1a. This plan contains detailed and well described needs and tasks to be done and already started in 2016 to be implemented as is mentioned in the Self-evaluation Report, Annex 5.2. *Verification commitments for specific objectives (2016-2018)*. Then, in the beginning of each year the FE will present an annual Report, called *Internationalization and Interculturality Plan Memory of Activities*.

Conclusion and recommendations

The chair of the panel considers that the Faculty did formulate clear and verifiable objectives. The faculty has created a Plan of Internationalisation and Interculturality, evidenced in Annex 5.2. that allows test qualitative and quantitative objectives with a very strong connexion with bilingual needs and timeframe.

The chair of the panel assesses this criterion as **good**.

Criterion 1c: Measures for improvement

As a result of periodic evaluations of the institution's internationalisation, the successful implementation of measures for improvement can be demonstrated.

As it has been mentioned in criterion 1.a and 1.b there are specific measurable and verifiable objectives and the commitments for the next years (2016-2018) are set out in Annex 5.2. This document has a new version that was given to the chair of the panel during the visit (it had some factual mistakes). The FE has the aim not only to verify whether the measures have been executed or not but also its quality and results every year in a report taking into account the recommendations to be included in next Plan. In order to monitor it the Quality Guarantee Committee (QAC) will implement a Faculty Quality Assurance System (SGIC). This assessment is also referred in Standard 3 of the SER.

Conclusion and recommendations

The chair of the panel concludes that there are evaluations of the faculty's internationalisation that are organised periodically. Measures for improvement have been implemented in a more coherent and systematic way. This criterion is assessed by the chair of the panel as **good**.

Overall conclusion regarding Standard 1. **Intended internationalisation**

The chair of the panel notices that the FE has taken into account all the recommendations done by the panel during the first visit, and even more. The Faculty has seriously implemented the recommendations, the FE has a very clear and coherent Plan with clear goals and verifiable objectives and a well-designed system of measures for improvement. The Panel therefore assesses *Standard 1. Intended internationalisation* as **good**.

Standard 2: **International and intercultural learning**

Criterion 2a: **Intended learning outcomes**

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

The Faculty has considered necessary, in order to implement the Internationalisation and Interculturality Plan, to increase its visibility through their programmes, as well as its follow-up and the design of improvement plans, in order to achieve the goals set. They have created a table included in the SER that contains the names of the programmes and the relevant general objectives to be achieved. They also presented in the SER a table that includes some of the aims of each Programme.

Conclusion and recommendations

The chair of the panel concludes that the FE has implemented the recommendations done on the first visit. The intended international and intercultural learning outcomes correspond with the programme's internationalisation goals. Both, the Learning outcomes and the goals are explicitly defined in the context in which the Faculty operates. The Chair recommends that these learning outcomes are made more explicit in the curriculum and the courses as part of that curriculum, not only under the general objectives. The chair of the panel considers this criterion as **satisfactory**.

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 chair of the expert panel did find evidences in the Self-Assessment Report of methods to assess the achievement of international and intercultural learning outcomes by the students. There has been made references in the evidences (Annex 5.3). The FE provides several examples where the principles are used in one Degree is included. There is a clear and structural picture of a systematic approach and methodology to assess student's achievement of international and intercultural learning outcomes. The process and the results of the assessment of the

competences acquisition and of the learning results have been considered by ANECA during the programme's accreditation procedure.

Conclusion and recommendations

The student assessment now is more intended, but could require a more systematic approach, still more implicit than explicit. The chair of the panel assesses this criterion as **satisfactory**.

Criterion 2c: Graduate achievement

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

The chair of the expert panel did find adequate evidence in the Self-Assessment Report of how the graduates of the Faculty achieve international and intercultural learning outcomes in the module programmes: Undergraduate Degrees, Master's Degrees and Doctor Degrees. Many internationalization and interculturality actions are included in the module programmes.

Conclusion and recommendations

The FE implemented the recommendations by the panel in the first visit and has a more explicit alumni strategy in which its graduates are followed and assessed on their learning outcomes, including their intercultural and international learning outcomes. The focus on bilingual schools provides a good basis for such a graduate's policy: where do they go, how effective have their language and intercultural skills been in their work and what can be improved. The feedback from the Murcia community on these approaches was very positive. The chair of the panel recommends a more explicit and active alumni plan and policy, in which the feedback and the career track of alumni is followed actively. The Panel considers this criterion as **satisfactory**.

Overall conclusion regarding Standard 2. International and intercultural learning

The chair of the panel found sufficient evidence of explicit and strategic focus on international and intercultural learning outcomes. The chair of the panel therefore assesses *Standard 2. International and intercultural learning* as **satisfactory**.

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.

The Faculty describes an information system as a set of elements aimed at collecting, editing and managing information generated to meet a need or a goal - in their case, the improvement of what they do in teaching, in research, in social projection and, of course, in their 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 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. 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.

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: "Evidences Plan de Actuación".

Conclusion and recommendations

Following the recommendations of the Panel in the last visit, the FE has done a more structural management information system and focused more on the strategic. The chair of the panel considers the *criterion 3a: Information System assessed as good*.

Criterion 3b: Information driven management

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

The Faculty is beginning with four types of information that they need to know for the effective monitoring of internationalisation activities:

a) Data b) Results analysis c) Satisfaction level 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.

Conclusion and recommendations

The chair of the panel considers the criterion on information driven management as **satisfactory** and recommends that it will be implemented systematically.

Criterion 3c: Realisations

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

The Faculty of Education mentioned in the SER that the information collected, the documents produced and the results disseminated are insufficient. The FE has now information (list of people involved, academic results, calls, etc.) but they need to improve about the level of satisfaction (students, lecturers, PAS, administrators, employers, etc.).

Conclusion and recommendations

The chair of the panel considers that the FE recognises that they are on the good way and they are going to produce reports for the establishment of improvement plans that will boost their strengths and then will minimise their weak points. This criterion is assessed by the chair of the panel as **satisfactory**.

Overall conclusion regarding Standard 3: Implementation

The chair of the panel observes good progress but recommends keeping working on it as to make it more systematic and active. For this reason the overall *Standard 3 Implementation* is assessed as **satisfactory**.

Standard 4: Enhancement

Criterion 4a: Internal quality assurance

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

The FE mention in the SER that 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 Degree level. Subsequently, the National Agency ANECA and regional agencies' AQU and ACSUG presented the Program AUDIT which set out the guidelines and contents to be met by the quality assurance systems for its design to be approved

by those Agencies. In fact, ANECA positively assessed the SGIC for the Faculty of Education of the UMU. The SER shows a map of the SGIC procedures at the University of Murcia centres.

There are four types of processes: strategic, key, support and measurement, and analysis and improvement. All of them have been defined and are supported by the Quality Unit of the University of Murcia.

The SGIC includes the specific processes PC06 (Students mobility) and the PC07 (External placements) ensuring the development of quality assessment activities carried out with the support of the ORI (International Relations Office). There are other processes, common to other actions of the Faculty, which they are going to use in the Programmes of the Internationalisation and Interculturality Plan.

Conclusion and recommendations

The chair of the panel concludes that the institution has an internal quality assurance system which does cover internationalisation dimensions and activities. The FE has done a more visible and systematic monitoring, evaluation and development in order to have a good internal QA system, as it was recommended by the panel in the first visit. The chair of the panel assesses this criterion as **good**.

Criterion 4b: Approaches for enhancement

The institution utilises internationalisation approaches as part of its regular quality assurance and enhancement activities.

The SGIC for the Faculty has several procedures, including in its Manual of Internal Quality Assurance System Processes to implement the approach of the General Plan. There are also several actions that somehow affect the degree offered. The FE ensures and demonstrated that its Undergraduate Degrees, Master's Degrees and Doctorate Degrees are in agreement with the reports verified by ANECA (and, thus, the specific actions of its Internationalisation and Interculturality Plan). The results are analysed and transformed into improved actions following the process of SGIC.

The Faculty performs actions that affect the degrees (as it has already been mentioned) but there are other actions aimed at improving the teaching and learning process of the students. To this end, there are procedures enabling to verify that the main purpose of the actions undertaken is to expand the students' academic horizon.

The policy concerning teaching and research staff and that concerning the administration and services staff depend on the Vice-Chancellorship Office and the University Governing Council; but, there are several actions on which FE has influence, according to the SGIC detailed in the SER.

Regarding the training outcomes, the FE analyses two Programmes and has procedures enabling it to ensure that outcomes related to learning, employment insertion and stakeholder satisfaction

are measured, analysed and used in decision-making and teaching quality improvement.

Conclusion and recommendations

The chair of the panel concludes that internationalisation approaches are used by the institution in its regular quality assurance and enhancement activities. The chair of the panel encourages the institution to continue to use these systems for the further development of the internal quality assurance, also applauds the work already undertaken by the Vice dean for Innovation and Quality and the Quality Unit. The staffs' participation in international conferences is also appreciated as a valuable form of enhancing quality and quality assurance approaches. The chair of the panel concludes that criterion 4b: Approaches for enhancement is assessed as **good**.

Criterion 4c: Stakeholders involvement

The institution actively involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation.

The groups participating in each Programme are: students, Lectures, PAS (Administration and Services Staff), Graduates, Administration and employers and other institutions. These groups are going to be present in all SGIC processes since they are going to be participants to whom they need to keep informed, whose satisfaction has to be analyzed as well as the fulfilment of their expectations, whose results have to be assessed and incidences managed.

The integration of the CGC takes into account the participation of students, lectures, PAS, member's representatives of employers and of the Administration, etc.). It is also mentioned in the Criterion 3a of the SER. This was confirmed in the meetings, in particular with the Murcia Community.

Conclusion and recommendations

The chair of the panel concludes that in the first visit the Faculty of Education did not involve actively its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation. In the current situation the FE is going to take them into account for the future if possible, in a clear and positive way. Alumni and the broader region could be more actively be involved, making good intentions more reality. For this reason, the chair of the panel considers to assess this criterion as a **satisfactory**.

Overall conclusion regarding Standard 4: Enhancement

The chair of the panel found that the Faculty of Education's internal quality assurance system consistently covers the internationalisation dimensions and its activities and those international approaches are used for quality assurance and enhancement activities.

The chair of the panel deems the underlying criteria of this standard to be met. The chair of the panel therefore assesses *Standard 4: Enhancement* as **good**.

Standard 5: Governance

Criterion 5a: Responsibilities

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

Regarding this criterion the FE mention in the SER that in the Action Plan 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.

The Quality policy is based on five "axes" and one of them is exclusive to "Internationalisation and interculturality". Development of guidelines, structures and processes are valued as an integral part of the quality policy of the Faculty.

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

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

Conclusion and recommendations

The chair of the panel considers with the information collected from the SER and interviews shows that the roles of the different bodies and offices are well defined and the responsibilities are clearly distributed and documented. This is also reflected in the successful participation by the Faculty of education in European programmes as well as international research, exchanges and partnerships. The chair of the panel assesses this criterion 5a: Responsibilities as **good**.

Criterion 5b: Effectiveness

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

The organisational structure of the development and approval of the curricula of the new degrees is shown in the SER with a flowchart of the process established by the Faculty of Education. The

chart also includes the personal and collegiate bodies, the Dean and the Faculty Board. 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.

Conclusion and recommendations

The chair of the panel concludes that criterion 5b on effectiveness is, like in the first visit, assessed as **good**.

Criterion 5c: Staff Composition

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

Following the SER, regarding the terms of language skills and teaching experience of the teaching staff in English, the FE highlight that they have 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. There is also an area of research and specialization in the didactics of foreign language (English and French). They have found 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. They have presented in the SER a table with the results. The analysis of mean scores indicates that student satisfaction with the teaching and learning process is high.

Conclusion and recommendations

The chair of the panel concludes that the composition of the staff facilitates the achievement of intercultural learning outcomes. The FE has taken into account the recommendation of the panel for stimulating international mobility for the staff as well as training in preparing them for the challenges of a diverse and bilingual education in the region; it was also recommended that having a considerable international academic experience be valued when recruiting new instructors at all levels. The chair of the panel deems this criterion is attained at a **good** level.

Overall conclusion regarding Standard 5: Governance

The chair of the panel found the three criteria in this standard were attained at a good level, therefore it *assesses Standard 5: Governance* as **good**.

5. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Implementation	3a. Information system	Satisfactory
	3b. Information driven management	
	3c. Realisations	
4. Enhancement	4a. Internal quality assurance	Good
	4b. Approaches for enhancement	
	4c. Stakeholders' involvement	
5. Governance	5a. Responsibilities	Good
	5b. Effectiveness	
	5c. Staff composition	

Annex 1. Composition of the Panel

Chair: Dr. Hans de Wit, Director Center for International Higher Education, Lynch School of Education, Boston College. Former Director Centre for Higher Education Internationalization, Università Cattolica Milan, Italy. Professor of Internationalisation of HE at the School of Economics and Management of the Amsterdam University of Applied Sciences, The Netherlands. He also is the Founding Editor of the 'Journal of Studies in International Education' (Association for Studies in International Education/SAGE publishers), and a member of the Scientific Editorial Committee of RUSC, Revista de Universidad y Sociedad de Conocimiento. He is a Research Associate at the Nelson Mandela Metropolitan University, South Africa. He has (co)written several other books and articles on international education and is actively involved in assessment and consultancy in international education, for organisations like the European Commission, UNESCO, World Bank, IMHE/OECD. He has undertaken Quality Reviews of a great number of institutions of higher education in the framework of the visiting Advisors Program (VAP), IQRP, IQR, Eurostrat and the Dutch Flemish Accreditation Agency (NVAO). He is co-editor of 'Quality and Internationalisation of Higher Education' with Jane Knight, University of Toronto, OECD, 1999. He is a founding member and past president of the European Association for International Education.

1. Frederik De Decker, Senior education advisor, Ghent University Association, (Belgium).

After more than 10 years' experience in international relations offices in various higher education institutions, Frederik De Decker became the head of the Office for educational development and internationalisation at University College Arteveldehogeschool in Ghent, Belgium in 2003. From this post he has been seconded since 2006 to the umbrella organisation Ghent University Association as senior education advisor, advising the board in various educational policy matters. He has been or is a (board) member of various national and international organisations and participates very regularly in international projects, mainly dealing with internationalisation, educational development, qualifications frameworks and quality assurance. His special interest is the concept of learning outcomes/competences: how can these be defined, how to measure these, what is the impact of it on e.g. internationalisation etc. At Flemish level he is an

acknowledged expert on topics such internationalisation, diversity, lifelong learning and sustainability in higher education. Frederik is a frequent (invited) speaker at conferences and publishes regularly about a variety of educational topics.

2. José Manuel Bayod, Full Professor of Mathematics at the University of Cantabria, Santander, Spain.

In addition to his duties as a professor of Mathematics, Dr. Bayod has served as a Vice-Rector for Students Affairs and for Academic Affairs at the University of Cantabria. During part of his 8 years tenure, he was also responsible for International Relations at the same university. He also served as the Ombudsman of the university for more than 11 years. During the last decades he has been actively involved in several internationalization endeavours. He is as a founding member of the network of European Ombudsmen in Higher Education (ENOHE). He has worked in various European Higher Education Area developments, such as the Dublin Descriptors and the Tuning projects. Also, in the Spanish accreditation agency (ANECA) he has been a member of the program for European Convergence and he has also served as the head of the commission for ex-ante accreditation of bachelor degree programs in the scientific fields. Furthermore, he actively participates as ANECA's expert in ECA Projects', i.e. E-TRAIN (training for QA experts) where he was member of the Focus Group.

3. Éva Réka Fazekas, University of Szeged, Hungary.

Student in international relations (European studies) at the University of Szeged, Hungary. She received her BA degree in Communication and Media, specialized in Public Relations and International Communication/Tourism. In 2009, she became vice-president of the Foreign Affairs Committee of the Students' Union (University of Szeged). She was the chairperson of the committee between 2011 and 2012. Fazekas organised exchange programs in Cluj Napoca, Krakow, Odessa, Tbilisi, Komárno, Valletta, and Skopje. She became a member of the Foreign Affairs Committee in HÖÖK (Hungarian National Union of Students). She joined the ESU Quality Assurance Experts' Pool in 2012. Fazekas got involved in EUA IEP evaluations in Romania and also evaluated a joint study programme. She has also evaluated the journalism cluster in 2013 at KIMEP University, Almaty, Kazakhstan with AQ Austria. Fazekas was involved in the periodical

review of the Hungarian Accreditation Committee with ENQA in Budapest as an assessment panel member.

Coordinator: Olga Ayuso Rodríguez, Officer for Institutional and International Relations, ANECA

Overview panel requirements

<i>Panel member</i>	<i>Man.</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Dr. Hans de Wit	x	x	X	x	
• Dr. Frederik de Decker		x	X	x	
• Dr. José Manuel Bayod	x	x	X	x	
• Éva Réka Fazekas				x	x

Man.: Management experience;

Internat: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

Annex 2. Statement of Independence



Code of Ethics – CequInt Project- EXPERTS

8. Make available to the National Agency for Quality Assessment and Accreditation, upon completion of their collaboration with the Agency, all the information in their possession relating to the functions carried out as EXPERT and which are subject to the Confidentiality Clause.

The undersigned **DECLARES** have read this Code of Ethics of the Spanish National Agency for Quality Assessment and Accreditation and accepts all the conditions, undertaking to fulfil the duties contained therein.

In Madrid, on the 5th day of May of the year 2014.

Signed:

Name and Surname(s):

Johanna Wilhelms-Meis (Mrs) del Rio



Code of Ethics – CequInt Project- EXPERTS

8. Make available to the National Agency for Quality Assessment and Accreditation, upon completion of their collaboration with the Agency, all the information in their possession relating to the functions carried out as EXPERT and which are subject to the Confidentiality Clause.

The undersigned **DECLARES** have read this Code of Ethics of the Spanish National Agency for Quality Assessment and Accreditation and accepts all the conditions, undertaking to fulfil the duties contained therein.

In Madrid, on the 27th day of March of the year 2014.

Signed:

Name and Surname(s): Frederik DE DECKER

8. Make available to the National Agency for Quality Assessment and Accreditation, upon completion of their collaboration with the Agency, all the information in their possession relating to the functions carried out as EXPERT and which are subject to the Confidentiality Clause.

The undersigned **DECLARES** have read this Code of Ethics of the Spanish National Agency for Quality Assessment and Accreditation and accepts all the conditions, undertaking to fulfil the duties contained therein.

In Madrid, on the 3th day of May of the year 2014.

Signed: 

Name and Surname(s): José Manuel Bayad Bayad



Code of Ethics – CequInt Project- EXPERTS

8. Make available to the National Agency for Quality Assessment and Accreditation, upon completion of their collaboration with the Agency, all the information in their possession relating to the functions carried out as EXPERT and which are subject to the Confidentiality Clause.

The undersigned **DECLARES** have read this Code of Ethics of the Spanish National Agency for Quality Assessment and Accreditation and accepts all the conditions, undertaking to fulfil the duties contained therein.

In Madrid, on the 5th day of May of the year 2014.

Signed: Eva Reka Fazekas

Name and Surname(s): EVA REKA FAZEKAS

Annex 3. Documents reviewed

The Faculty of Education prepared a special web for the panel members including the evidences for the Self Evaluation Report which includes:

<http://www.um.es/web/educacion/contenido/ecca>

- Self- evaluation report, including links in each criterion
- A presentation of the Faculty of Education including information regarding:
Undergraduates students 2013-2014, Postgraduates students 2013-2014
PhD students 2013-2014
- An internationalisation Map
- 15 Testimonies of students

Evidences for Standard 1: Intended Internationalisation

Quality Manual Faculty of Education
2011-14 Quality Plan for the services of the University of Murcia
Strategic plan of the University of Murcia
Internationalisation plan of the University of Murcia
Recognition of studies- Faculty of Education
Self-assessment EFQM 200+
Internationalisation data of the Faculty of Education
Diploma ANECA- UM- International Relations
Final report Erasmus Placements

Surveys

- Erasmus UMU
- Erasmus UMU2
- Satisfaction of not UMU Students- Erasmus
- Satisfaction of not UMU Students- Erasmus 2
- Satisfaction of not UMU Students- Erasmus 3
- Satisfaction of not UMU Students- ARI

Quality Processes

- PC01. Planificación y desarrollo de las enseñanzas. Evaluación del aprendizaje
- PC02. Revisiones y mejora del Plan de Estudios
- PC03. Perfiles de ingreso, captación, selección y admisión
- PC04. Orientación a estudiantes
- PC05. Resultados Académicos
- PC06. Movilidad de los Estudiantes
- PC07. Prácticas externas
- PC08. Inserción laboral

- PC09. Información Pública
- PA01. Gestión de documentos y Evidencias
- PA02. Suspensión de Título
- PA03. Satisfacción de Expectativas y Necesidades
- PA04. Gestión de Incidencias (SQRF)
- PA05. Gestión del personal académico y de apoyo a docencia y PAS
- PA06. Gestión de los recursos materiales y servicios
- PE01. Política y Objetivos
- PE02. Diseño, seguimiento, acreditación
- PM01. Medición, análisis y mejora

Evidences for Standard 2: International and intercultural learning

Memories

- PhD Education
- BSc Social Education
- BSc Preschool Education
- BSc Primary Education
- BSc Pedagogy
- MSc Education and Museums

Rules for degree theses

- Bachelor degree theses
- Bachelor and Master Theses projects

Examples of degree projects

- Bachelor thesis in French
- Bachelor thesis in English
- Master thesis in French
- Master thesis in English

Achievements results 2012-13

Learning agreement 2013-14

Compromiso de reconocimiento académico

Presentación compromiso académico (English)

Studies recognition

Transcript of records

Bachelor/Master theses (English and French)

European Supplement - Bachelor degrees

PhD theses with European Mention (evidence 1)

PhD theses with European Mention (evidence 2)

Evidences for Standard 3: implementation

Services offered by the International Office

Guide for tutors - Faculty of Education

Guide for international tutors- Faculty of Education

Web links

Video testimonies

General internationalisation report

COIE report on internationalisation

Buddy Program

List of projects

Report on international projects

Events

- Tríptico Congreso Internacional
- Congreso Educ. Infantil y Primaria

Students: undergraduate students; graduate students

Mobility data summary (more information in the next tables)

- Annual reports
- Information about mobility programmes
- Students received in mobility programmes
- Students sent for studies in mobility programmes
- Students sent for placements in mobility programmes

Annual reports

Report	Documents (academic year)
PAIPUC	08-09 , 09-10 , 10-11 , 11-12 , 12-13
Academic memories	07-08 , 08-09 , 09-10 , 10-11a , 10-11b , 11-12 , 12-13

Information about mobility programmes

Programme	Report
Erasmus	Agreements ; Tutors ; Offer
ILA	Tutors ; Offer

Students received (mobility programmes)

Programme	Documents (academic year)
Erasmus	08-09 , 09-10 , 10-11 , 11-12 , 12-13
Erasmus Mundus	10-11 , 11-12
ILA	08-09 , 09-10 , 10-11 , 11-12 , 12-13
ISEP	2008-14

Programme	Documents (academic year)
Dominican Republic	10-11 , 12-13
Interjom	12-13

Students sent for studies (mobility programmes)

Study Programme	Documents (academic year/degrees)
Erasmus	08-09 , 09-10 , 10-11 , 11-12 , 12-13
ILA	08-09 , 09-10 , 10-11 , 11-12 , 12-13
ISEP	2008-14
West Virginia	BSc Preschool Education , BSc Pedagogy

Students sent for placements (mobility programmes)

Placement Programme	Documents (academic year/degrees)
Erasmus Placements	10-11 , 11-12 , 12-13
Argentina	11-12 , 12-13 , 13-14
France	10-11 , 11-12 , 12-13
Paraguay	10-11 , 11-12 , 12-13
United Kingdom	09-10 , 10-11

Evidences for Standard 4: Enhancement

Action plans of the Faculty of Education

- 2012-13
- 2011-12
- 2010-11
- 2009-10
- 2008-09

Orientation and tutorship programme

Placements offer 2013-14

BSc Preschool Education

BSc Social Education (PE I)

BSc Social Education (PE II)

BSc Pedagogy (PE I)

BSc Pedagogy (PE II)

Evidences for Standard 5: Governance

Internal regulation

Faculty committee

External evaluations

- BSc Preschool Education
- BSc Primary Education
- BSc Social Education
- BSc Pedagogy
- MSc Education and Museums
- MSc Teachers' Training
- MSc Research and Innovation on Preschool and Primary Education
- MSc on Musical Research
- MSc on Educational Technology

Statutes of the University of Murcia

Staff Faculty of Education

Internationalisation survey

Students' satisfaction surveys

- BSc Preschool Education
- BSc Primary Education
- BSc Social Education
- BSc Pedagogy
- MSc Teachers' Training
- MSc Research and Innovation on Preschool and Primary Education

The Faculty of Education gave the Panel more evidences during the visit, and the documents are the following:

Memoria de Actividades 2016 (by email)

USB 1: Internacionaliación:

Boletín Investigación_Facultad_Educación_2016

PAS_estancias_documentación

Profesores participantes en Mención y bilingües

Selección_TFG

USB2: UM at a glance 15-16

2 Teaching Cooperation Joint Degrees

3 RESEARCH COOPERATION

4 MobiAbility

5 Student Satisfaction

6 Figures – Memoria Académica 2015-2016

7 UMU 2016

8 Video Murcia HD

A Folder with information of the UMU

New version of Document ANEXO 5.2 Compromisos de verificación de objetivos específicos (2015-2016) with corrections "it says, it should say".

Annex 4. Site visit programme

Overview

Date: 25th January 2017
Institution: Facultad de Educación, Universidad de Murcia (Faculty of Education, University of Murcia) 30100. Murcia
Location: Campus Universitario de Espinardo, Sala de Reuniones Decanato.

Programme

Tuesday 24th January 2017

19.00 - 21.00: Coordination meeting of the Panel and dinner

Wednesday 25th January 2017

09.00 – 10.15: Meeting with the representatives of the UFEUM and the representatives of FE

- Antonio de Pro Bueno, Dean of FEUM
- Bernardo Cascales Salinas, Vice-Chancellor of Coordination and Internationalisation
- Matías Balibrea González, Sector management of International Relations Service
- Jose Miguel Nieto Cano, Coordinator of Faculty of Education. Chairman of the quality assurance committee
- Amalia Ayala de la Peña, Vice-Dean of International Relations and Social Projection
- Carmen Ferrándiz García, Coordinator of Self Evaluation report

10.20 - 11.20: Programas Bilingüe, Especialistas y Language

- Juan J. García Pellicer, Coordinator of Programa Estudios Bilingüe (Degree) and Programa Language
- Francisca José Serrano Pastor, Coordinator of Programa Estudios Bilingüe (Post graduate) and Programa Especialistas (Post graduate)
- Raimundo Rodríguez Pérez, Coordinator of Degree Primary Education
- Juan Antonio Solís Becerra, Teacher of Programa Especialista (Inglés), (Skipe)
- Carmen Soto Pallarés, Teacher of Programa Especialista (Francés)
- Fuensanta Monroy Hernández, Teacher of Programa Estudios Bilingüe, (Skipe)

11.25 - 12.25: Programas Intercultura, Prácticas, Sin Fronteras y Movilidad

- Amalia Ayala de la Peña, Coordinator of Programa Movilidad
- Jorge Ortuño Molina and M^a José Martínez Segura, Coordinators of Programa Prácticas. Degrees Educación Primaria and Educación Infantil, Degrees Educación Social and Pedagogía

- Remedios de Haro Rodríguez, Teacher of Programa Intercultura and Programa Prácticas
- Carmen Soto Pallarés, Teacher of Programa Movilidad and Programa Prácticas
- Fuensanta Hernández Pina, Teacher of Programa Sin Fronteras and PhD Studies

12.30 - 13.30: Programas Investigación, Formación y Acreditación

- Francisca José Serrano Pastor, Coordinator of Programa Formación
- M^a Teresa González González, Coordinator of Programa Investigación
- Juan J. García Pellicer, Coordinator of Programa Acreditación
- M^a Paz Prendes Espinosa y Jesús Molina Saorin, Teachers IP of Group of Investigación
- Florentina Mena Martínez, Director of the Language Service (SIDI)
- Sonia Crespo Carrillo, Representative of the Regional Department of Education of Murcia

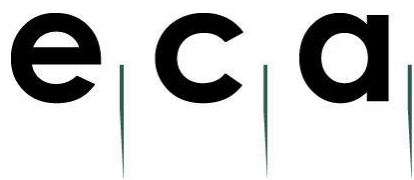
13.35 - 14.15: Working Lunch (President and Secretary)

14.15 - 16.00: Break and preparation/synthesis of findings of the assessment panel

- President and Secretary

16.00 - 16.15: Presentation of findings by the President

- Staff in charge of the CequInt Project that the University considers



european consortium for accreditation

www.ecaconsortium.net

www.grossroads.eu

www.ECApedia.net