

Evaluation and Quality Guarantee Indicators and Instruments

Aspects to value	Instruments	Availability	Instruments used in each University	Responsible of the follow up
Interests and expectations of the students	<ul style="list-style-type: none"> - Motivation letter in PDF format(I01) - Internships report (practicum I y practicum II) in PDF format (I02) 	<ul style="list-style-type: none"> - Queti will provide this information - The representative of each University in the evaluation committee will be in charged of compiling the internships report (Manuel and María José will support this activity by phone/ email) 		
Academic results obtained (graduation, efficiency, results, performance rates, studies average duration)	<ul style="list-style-type: none"> - table of indicators (I03) - Records and data base (I04) 	<ul style="list-style-type: none"> - Queti will fill in the tables of indicators of each University 		
Integration at host universities	<ul style="list-style-type: none"> - Coordinator report (I05) - Survey of satisfaction for Mundusfor students (CSEM) (I06) 	<ul style="list-style-type: none"> - UGR will send it to all the universities. Date line to return the surveys before del 15-07-2010 - design the online survey (María José and Tere) - Application of the questionnaire to all the students(Queti) 		
General satisfaction: -with the training program, - with the administrative Management and academic coordination, - with the internships -with the teaching	<ul style="list-style-type: none"> - Survey of satisfaction for Mundusfor students (CSEM) (I06) - Group discussion (I07) - Survey about internships for the students (CEPE) (I08) - Survey about teaching for the students (CAD) (I09) 	<ul style="list-style-type: none"> - design the online survey (María José y Tere) - Application of the questionnaire to all the students (Queti) - Group discussion 2009 (recorded and mural????) and group discussion 2010 to be held on 28-09-2010 - design the online survey (María José y Tere) - check the situation in the different universities - Application of the questionnaire to all the students (Queti) 		
Internships: results obtained	<ul style="list-style-type: none"> - Internship report (I02) - Tutor report (external)(I10) - coordinator report (I05) - Records and data base (I04) 			
Job seeking	<ul style="list-style-type: none"> - Telephone interview with all graduates (I11) 	<ul style="list-style-type: none"> - Mundusfor office (Granada) will be in charged of making the phone calls 		
Other aspects/ instruments: - Minutes of the coordination meetings of Mundusfor consortium		- Mundusfor organization and management Protocols		

Based on the analysis of this information the Evaluation committee will write a report to identify the weakness and strengths of the program and to make improvement proposals.



Education of Professionals in Education

I01

MOTIVATION LETTER

Available on Mundusfor website

**EXPLAIN BRIEFLY WHY YOU WANT TO APPLY FOR AN ERASMUS MUNDUS
MASTER COURSE**
(Maximum 500 words)



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I02

INTERNSHIPS REPORT

I03

ACADEMIC RESULTS INDICATORS TABLE (MUNDUSFOR)

Postgraduate:

Academic Course:

INDICATORS	Academic course						
	2007/08	2008/09	2009/10	2010/11			
Graduation rates							
Drop out rates							
Efficiency rates							
Result rates							
Studies average duration							



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I04

EVALUATION MINUTE AND DATA BASE

I05

ACADEMIC COORDINATORS REPORT FROM EACH MUNDUSFOR UNIVERSITY (Three pages maximum)

1. How is the teaching of the subjects (modules) organized?
2. Adequation of the structure of the subjects or the contents along the time.
3. Material supplies and organization of the teaching process(classrooms, timetables, teaching aids, online platform)
4. Students' arrival and integration process; main mobility problems at the beginning and at the end of each semester.
5. Description of the language courses provided by the universities, students taking them and main problems faced. Problems due to the minimum level of language competence established to follow the subjects of the program.
6. Description of good practices in the development of the program.
7. Description of the main problems faced during the development of the program.
8. In items, 6 and 7 explain briefly three improvement actions that can be implemented in your University.
9. Experience of the implementation and work carried out by the scholars.
10. Results of the opinions of the students about the teaching.
11. Concrete information about Internships (general description of the process).
12. State the obstacles and supports provided by the management service in your university regarding the development of the master.

I06

SATISFACTION SURVEY FOR MUNDUSFOR STUDENTS.

Here you will find a set of questions related to the development of the MUNDUSFOR master program. The aim of this survey is to know your satisfaction with different aspects of the program to improve it.

1. Gender

- Male
 Female

2. Course

- 2007-2009
 2008-2010
 2009-2011
 2010-2012

3. Age

- 18-20
 21-25
 26-30
 31-35
 36-40
 41-45
 >45

4. Indicate your situation during the master

- Studying full time, with scholarship.
 Studying full time, without scholarship.
 Studying and working at the same time.

5. What kind of knowledge have you acquired, in general terms, during the master?. Order it from 1 to 3 (3 is the highest) check the corresponding column.

	1	2	3
1. Theoretical			
2. Practical			
3. Personal (team work, creativity, decision making initiative, etc.			

6. Express your level of satisfaction according to the following assertions. Take into account that: Take into account that 1 states for quite in disagreement and 4 totally in agreement.

	1	2	3	4
1. I know the competencies ¹ to be developed with the program.				
2. I like how the lessons are taught in the program.				
3. More than the 50% of the subjects use ICT (Internet, moodle, etc.).				
4. The way ICTs (power points, videos, etc.) are used enhance my learning .				
5. The contents of the master will be very useful for my professional life.				
6. The evaluation of my learning is continuous.				
7. The resources for the development of the teaching -learning process are available (library, web, photocopies, etc).				
7. Professors state clearly the program of the modules.				
9. The contents proposed by the professors are adequate for the master.				
10. The quality level of the modules are adequate El nivel de exigencia en los módulos de este master es adecuado.				
11. I have an active role in the development of the classes.				
12. The information on MUNDUSFOR website is updated, useful and complete.				
13. I know what an academic tutorial is.				
14. I have attended some academic tutorial .				
15. In case of having attended them, I am satisfied with the way the academic tutorial was developed.				
16. The needed IT resources are available (home, habitual residency, etc).				
17. The University provides enough and useful IT resources .				
18. I am satisfied with the program.				

7. Express your level of satisfaction with the following aspects related to:

Administrative Management and MUNDUSFOR academic coordination in your specialization University. Keep in mind that 1 is strongly unsatisfied and 4 quite satisfied. If you do not have anything to say just leave blank space.

Name of the University of specialization: _____

	1	2	3	4
1. The temporal distribution and coordination of the modules and/or contents along the course				
2. Adequacy of timetables				
3. Adequacy of classrooms and resources				
4. Technical characteristics of the dissemination resource. Web site of the program.				
5. Professionalism of the management and service personnel of the program				
6. The performance of the principal staff of the program				
7. The available system to attend claims and suggestions				
8. Academic management				
9. Administrative management				
10. Economic Management				

8. Indicate, in your opinion to what extent MUNDUSFOR enhances the acquisition of the following transversal competencies Indica en qué medida consideras que Mundusfor favorece la adquisición de las siguientes competencias transversales.

1. Set of knowledge, attitudes, capacities a person has which is needed to face in an effective way the tasks required by a profession in an specific workplace with the required quality; solve the emerging problems with creativity and autonomy; and get adapted to the social and laboral environment as well as to collaborate in the work organization

Not at all	Little	Enough	Very much
1	2	3	4

	1	2	3	4
1. Creativity. Develop original ideas and projects.				
2. Autonomous work.				
3. Flexibility. Adaptation to changing environments.				
4. Effective problem solution.				
5. Transference. Application of knowledge and habilities into new environments and in multidisciplinary contexts related to your area.				
6. Performance with a critical and responsible spirit.				
7. Considering ethitics and intelectual integrity esencial values in the professional practice.				
8. Professional self steam. Comprehend the value of knowledge and its impact in the society/ community.				
9. Availability to have a committed participation in social life.				
10. Leadership.				
11. Team work and team management.				
12. Clear communication without ambiguity with expert and non expert audience.				
13. Learn to learn.				
14. Planning and organization.				
15. Enhencement of a possitive attitude towards motivation for quality.				
16. Sensibility towards the environment.				
17. Master of foreign languages for the professional development derived from MUNDUSFOR.				
18. Use of the especific ICT tools for the professional development derived from MUNDUSFOR.				
19. Development of a world global perspective of the professional area of MUNDUSFOR.				
20. Development of informational abilities.				
21. Time management for the academic and professional development.				
22. Development of job seeking processes (self employees, enteprenours).				

9. Check the 10 especific competences that have been worked the most so far

1. To know the socio-political bases of the different training models in the European countries.	
2. Analyze the different training types highlighting the general aspects and those that depend on the practical and space-temporal contexts.	
3. Extract the epistemological and methodological principles from the socio political basis and from different points of view.	
4. Analyse and value personal motivations in relation to professional tasks and interpersonal relations.	
5. Elaborate a brief report about the main elements that characterized our vision and our training model.	
6. Keep an open and collaborative attitude towards innovation to improve training and experiment different working alternatives so as to find the appropriate Solutions.	
7. Present a report stating the main elements of a research work.	
8. Be committed with a quality perspective and behave according to the principles of the professional deontology.	
9. Be willing to have a continuous training and to apply strategies of self evaluation, improvement and personal development.	
10. Elaborate different strategies and instruments related to the professional report taking into account the objective and the context of the educative institutions where the students are going to work.	
11. To know, master, use and be able to interpret research data through, at least one statistical analysis software (BMDP, SPSS, Nvivo, Atlas.t, Esphinx).	
12. Analyse the ethics and epistemological basis of training as well as the evaluation models.	

13. Elaborate evaluation strategies and instruments according to the contexts of analysis and its professionals.	
14. Evaluate the process and programs of innovation so as to introduce the due changes to improve the work and the formative and academic results.	
15. Elaborate, develop and evaluate training actions integrating them to the rest of training actions of the institution according to its needs and context.	
16. Follow up and guide the learning process and professional qualifications according to the context.	
17. Manage the infrastructures, and distribute the training actions in different organizations.	
18. Verify and evaluate the qualification level reached, the programs and the actions so as to allow decision making to improve the training.	
19. Determine quality indicators and apply professional and institutional efficiency standards.	
20. Apply indicators and instruments of diagnosing, identification and evaluation of needs and capacities of the individuals in relation to training.	
21. Conceptualize and evaluate the scope of guidance in the different contexts and environments.	
22. Evaluate the principles and critical attributes of reflexion about reflexive practice according to the working contexts (departments, classroom, services, etc.) through reflexion models.	
23. Develop a guidance process taking into account the context, the model to apply and the problem to solve.	
24. Be committed with a quality perspective of the action and act in correspondence with the principles of the professional deontology.	
25. Elaborate, develop and evaluate training processes through ICT.	
26. Produce resources using ICT to develop training process.	
27. Know how to use training strategies through ICT.	
28. Evaluate the process and the innovation programs so as to introduce due innovations to improve the academic work and the training results.	
29. Elaborate curricular projects in which the objectives, contents, sequence, teaching-learning strategies, aids and resources to be used as well as its evaluation are clearly stated.	
30. Analyze and reflect about the practice and on the practice from a personal and professional perspective.	
31. Improve the articulation of the theoretical and practical knowledge acquired during the program and the professional and practical knowledge within the internships context.	
32. Enhance researching and team work while facing real situations and during the internships.	
33. Assist and guide the students to enhance their socio-professional insertion and enhance their personal development.	
34. Analyze and value self motivation in contact with professional tasks and in relation to other people.	
35. Collaborate and have an open attitude towards innovation. To have an attitude that enhances the development of the internship and experiment from the different working alternatives.	
36. Be willing to have a continuous training and apply self evaluation, improvement and professional development strategies.	

10. During your stay in the universities of your MUNDUSFOR mobility path, which are the most frequent problems you have faced?

11. Aspects that have surprised you positively during your stay in the universities of your MUNDUSFOR mobility path.

12. Strong points in the development of the program regarding:

- Welcome
- Timetable
- Content organization
- Teaching methodologies²
- Evaluation
- Academic staff
- Others

13. Weak points in the development of the program regarding:

- Welcome
- Timetable
- Content organization
- Teaching methodologies
- Evaluation

² Master sessions, debates, works, problems, simulations, seminars, etc.

- Academic staff
- Others

14. Describe your level of general satisfaction with the training

THANK YOU VERY MUCH FOR YOUR COLLABORATION

I07

GROUP DISCUSSION

- Group Discussion Protocol- Evaluation Committee.
- Group Discussion Protocol – Students

GROUP DISCUSSION PROTOCOL (EVALUATION COMMITTEE)

1. ADMINISTRATIVE AND ORGANIZATIONAL ASPECTS

1.1. Students, scholars and academic staff admission and selection criteria: (Transparency/ Clarity/ Diffusion; Appropriateness/ Coherence to the profile; adequacy of the admission and selection protocol; temporal adequacy of the selection and notification processes; accomplishment level of the criteria; existence of a "Commitment Letter"

1.2. Administrative Management: paper work, bureaucracy (efficiency)

1.3. Economic Management:(transparency/ Clarity/ difusión; Budget; (Financial report), scholarship management)

1.4. Timetable/calendar: (Difussion; Fulfilment; coordination and Management; Negotiation/ Flexibility; balance; adequacy).

1.5. Communication: (Fluency/ facility, typology and adequacy. Channel, efficiency).

1.6. Difussion of the program:

1.6.1. *Satisfaction with the information:* Adequacy of the information provided to target groups of the program. Usefulness of the information provided. Updating of the information. Availability of the information.

1.6.2. *Satisfaction with the technical characteristics of the difusión devises (webs, others):* Liveliness of the difusión devise; possibilities of intercation in the website and others; technical management of the website and others)

2. ADMINISTRATIVE AND ACADEMIC ASPECTS

Follow up: of the support devices for the studnets (library, platforms, tutorials, language course

- Usefulness
- Strength and weakness

2.1. Coordination protocols Procesos (protocolos) de coordinación: (existente and fulfilment intranet and Internet) (Existencia y cumplimiento intrauniversidad e interuniversidad)

2.2. Coordintion among universities:

- Fluent and permanent communication Coordination meetings: numbers, conditions, meeting logistics, rotation, meeting records.
- Follow up of the agreements accomplishment
- Operatingand function

2.3. Coordination between the Pedagogic Committee and the teaching staff (internal):

- Fluent and permanent communication
- Coordination meetings: numbers, conditions, meeting logistics, rotation, meeting records.
- Follow up of the accomplishment agreements.

- Difussion and communication of agreements
- Operation of the committes

3. TEACHING- LEARNING PROCESS

3.1. Elaboration of the teaching headlines of the disciplines/modules/ subjects: (accesibility/difusión; revision/updating) (Accesibilidad/ difusión;)

3.2. Structure and contenido f the training program: Estructura y contenido del Programa de formación:

- *Training Objectives/ Competences:* (Clarity; correspondance with the graduates´profiles; coherente with the rest of the elements of the teaching guidelines).
- *Contents::* (Existence or not of mechanism to assure: adquate structure, selection, coherence with the objectives and the graduates profile and updates).
- *Teaching strategies:* Existence or not of mechanisms to assure the suitability of the teaching methods (subject tutorials).
- *Teaching resources:* (Diversity; appropriateness and proficiency)
- *Evaluation System:* (Correspondence between the evaluation criteria and the objectives declared; existente or not of negotiation (professors/ students); Diversity of Systems and evaluation protocols.

3.3. Coordination:

- Coordination among professors of the same subject
- Coordination among professors of different subjects

3.4. Development: Incidences during the development of the program and solutions given to them.

3.5. Teaching staff performance: performance of the teaching staff according to the students´opinion.

4. GLOBAL SATISFACTION OF THE STUDENTS WITH THE TRAINING RECEIVED: SATISFACCIÓN GLOBAL DE LOS ESTUDIANTES CON LA FORMACIÓN RECIBIDA:

Regarding:

- Planing and development of teaching
- Results obtained
- MUNDUSFOR Academic Management
- MUNDUSFOR Administrative Management
- Academic, research and professional guidance received Turing the development of MUNDUSFOR.
- Accomplishment of expectations (personal, academic, professional,..)

5. SUGGESTIONS, COMPLAINTS, DEMANDS:

Satisfaction of the students with the Management of complaints, claims and suggestion.

6. MOBILITY:

Mobility path (timetable, administrative procedures, etc); Establishment of a strategy for the follow up of the mobility path and incidents; definition and establishment of diffusion strategies of determining factors such as languages, mobility paths; Level of satisfaction.

8. Internships

Organization and coordination intra University (members of the consortium) and inter universities (agreements, collaboration); tutorial and follow up by the institutions in charged of the internships(satisfaction of the responsible at the institutions); tutorials and follow up by the University (satisfaction of university responsible); Contribution of the internships to the professional training of the students; satisfaction of the students.

With the institutions to carry out internships

- With the academic and administrative management of the internships.

DISCUSSION GROUP PROTOCOL (STUDENTS)

1. ORGANIZATIONAL ASPECTS AND ADMINISTRATIVE MANAGEMENT.

1.1. Admission and selection criteria for students, scholars and professors:

- (Transparency/ Clarity/ Diffusion
- Appropriateness/ Coherence to the profile
- adequacy of the admission and selection protocol
- temporal adequacy of the selection and notification processes
- accomplishment level of the criteria
- existence of a "Commitment Letter"

1.2. Administrative Management: (paper work, bureaucracy)

- diligence
- efficiency

1.3. Economic Management:

- scholarship management

1.4. Timetable:

- Diffusion
- fulfillment
- negotiation/ flexibility
- coordination and management
- adequacy/ balance

1.5. Communication:

- Fluency
- Typology and adequacy. Channels
- Effectiveness

1.6. Diffusion of the program:

1.6.1. Satisfaction with the information:

- Adequacy of the diffusion modality and of the information offered about the contribution of the program to the training needs of the students involved in the program and to the potential applicants.
- Usefulness of the information
- Update of the information
- Availability of the information

1.6.2. Satisfaction with the technical characteristics of the technical resources of diffusion (web and others)

1.6.3. Liveliness of the diffusion aid

- Interactive resources of the web site

- Technical management of the web site and other devices.

2. ADMINISTRATIVE AND ACADEMIC ASPECTS

Follow-up: of the students support resources (specific in each University: library, platforms, tutorials, language courses...)

- Usefulness
- Strength and weakness

3. TEACHING-LEARNING

3.1. Elaboration of the teaching guidelines of the disciplines/ modules/ subjects:

- Accessibility/ diffusion
- Checking/ updating

3.2. Structure and contents of the training program:

- *Training objectives/ competences:*
 - Clarity
 - Adequacy to the graduates profile
 - Coherence with the rest of the elements of the teaching guidelines
- *Contents:*
 - Existence or not of the mechanisms to assure the adequate structure, selection, coherence (with the objectives and graduate profile) and updates.
- *Teaching strategies:*
 - Existence or not of the mechanisms to assure the suitability of the teaching methods (tutorials about the subject)
- *Teaching aids/ resources:*
 - Diversity
 - Appropriateness and proficiency
- *Evaluation system:*
 - Clarity of the evaluation criteria in correspondence with the objectives stated.
 - Existence or not of negotiations (professors and students)
 - Diversity of systems and procedures of evaluation.

3.3. Coordination:

- Coordination among professors of the same subject.
- Coordination among professors of different subjects.

3.4. Development:

- Incidents during the development of the program and solutions offered.

3.5. Teaching performance of the professors:

- Teaching performance of the professors according to the students.

4. COLLECTIVE SATISFACTION:

Students level of satisfaction with:

Planning and development of teaching

- Results obtained
- Academic management of MUNDUSFOR

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- Administrative Management of MUNDUSFOR
- Academic, professional and research guidance and assessment received along the development of the program.
- Level of expectation fulfillment (personal, academic, professional)

5. SUGGESTIONS, COMPLAINTS, DEMANDS:

- Existence of mechanisms to accept and solve claims and demands.
- Transparency and clarity to process claims and demands.
- Typology and number of incidences, and claims presented.
- Typology and Number of suggestions presented.
- Time rates to answer/solve the claims.
- Satisfaction of the groups involved.

6. MOBILITY:

- Level of communications and coordination among partner universities
- Comparison and adequacy of the program with the Erasmus program.
- Students mobility process (timetable, procedures, etc)
- Professors mobility process (timetable, procedures, etc)
- Scholars mobility process (timetable, procedures, etc)
- Establishment of a strategy to follow up the mobility path and the incidences presented.
- Definition and establishment of diffusion and publishing strategies of mobility determining factors (language...)
- Level of satisfaction of the groups involved (students, professors, etc)
- Number of students (per origin country) in each mobility path.

7. INTERNSHIP/PRACTICUM:

- External and internal organization and coordination (agreements,...) in each institution
- Maintenance and renewing of agreements
- Demands of internships by other students
- Tutorial and follow up by the host institutions.
- Tutorial and follow up by the University
- Contribution of the internships to the professional training of the students.
- Contribution of the internships to the specialty training
- Satisfaction of the students:
 - With the hosting institution
 - With the academic and administrative management of the internships
- Satisfaction of the internships external supervisors of the enterprises or institutions (establishment of other ways and opportunities of collaboration).
- Satisfaction of University supervisors.



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I08

STUDENTS EXTERNAL INTERNSHIPS EVALUATION SURVEY

(on line on UGR – Pass onto other universities)

Academic course:

Enterprise/ Institution/ Centre:	Name of the supervisor at the hosting Enterprise/ Institution/ Centre	
Name of the university supervisor:	Place/ City, Zip code:	
Starting date:	Closing date:	
Total amount of hours worked by the students		
Hours per week	Weeks number	TOTAL

List the activities developed in the Enterprise/ institution
<ul style="list-style-type: none"> • •

State your level of agreement with the following assertions: bear in mind that 0 is "totally disagree" and 10 "totally agree"

1. The information received about the Enterprise/institution previous to the selection process was plenty and adequate.	0	1	2	3	4	5	6	7	8	9	10
2. The guidance received during the development of the internships by my internal supervisor has been appropriate.	0	1	2	3	4	5	6	7	8	9	10
3. Nice working environment	0	1	2	3	4	5	6	7	8	9	10
4. Working conditions (security, hygiene) are adequate.	0	1	2	3	4	5	6	7	8	9	10
5. Availability of resources to develop your activities at the working place.	0	1	2	3	4	5	6	7	8	9	10
6. Mastering foreign languages is demanded to develop your work.	0	1	2	3	4	5	6	7	8	9	10
7. The supervisor from the Enterprise/institution becomes involved in your work.	0	1	2	3	4	5	6	7	8	9	10
8. The work carried out meets my expectations.	0	1	2	3	4	5	6	7	8	9	10
9. I would carry out another internship period in this Enterprise/ institution.	0	1	2	3	4	5	6	7	8	9	10
10. The internship program has been fulfilled according to the plan.	0	1	2	3	4	5	6	7	8	9	10
11. The administrative and academic management of the internships has been appropriate.	0	1	2	3	4	5	6	7	8	9	10

Global Evaluation

Evaluate the internship carried out as a whole.

failed					excellent					
0	1	2	3	4	5	6	7	8	9	10



ENQUESTA D'OPINIÓ SOBRE L'ACTIVITAT DOCENT DEL PROFESSORAT

ENSENYAMENT

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

ASSIGNATURA

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Per cada una de les afirmacions següents assenyalu el número que millor expressa la teva opinió, d'acord amb l'escala:
Molt en desacord 1 2 3 4 5 6 7 Molt d'acord

Respon amb objectivitat. Si creus que no pots respondre a alguna pregunta, deixa-la en blanc. Identifica correctament cada professor amb la columna que li correspongui, d'acord amb les indicacions que es fan al moment de repartir l'enquesta.

Segons la meua opinió, el professor o la professora d'aquesta assignatura:

	PROFESSOR A	PROFESSOR B	PROFESSOR C
NOM	NOM	NOM	
COGNOMS	COGNOMS	COGNOMS	
1. En els plantejaments inicials de l'assignatura, especifica clarament els objectius, el programa i els criteris d'avaluació de l'assignatura	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
2. S'ajusta en les seves explicacions als objectius i continguts previstos en el programa	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
3. Demostra amb les seves explicacions que s'ha preparat les classes	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
4. Exposa i explica els continguts amb claredat i rigor	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
5. Es preocupa per estimular l'interès de l'alumnat	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
6. Resol satisfactòriament els dubtes que se li plantegen	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
7. Desenvolupa tècniques d'ensenyament efectives (discurs, elements visuals, noves tecnologies...)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. Compleix les seves obligacions com a professor/a (horaris, tutories...)	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. A més a més dels coneixements bàsics, el/la professor/a els amplia, i (si és el cas) exemplifica amb temes d'actualitat	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Manté un bon clima de relació i comunicació amb els/les estudiants/es	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Dóna coneixement sobre les últimes recerques o novetats que afecten l'assignatura	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Globalment considero que és un/una bon/a professor/a	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7

Segons la meua opinió, en el desenvolupament d'aquesta assignatura:

a. Els diversos professors que l'han impartida han coordinat bé el temari entre ells. (En cas d'haver-hi un sol professor, deixeu-la en blanc.)	1 2 3 4 5 6 7
b. La coordinació amb els continguts de les assignatures precedents i simultànies ha estat correcta.	1 2 3 4 5 6 7
c. S'ha complert satisfactòriament el programa de l'assignatura.	1 2 3 4 5 6 7
d. Les pràctiques s'han adequat als objectius de l'assignatura.	1 2 3 4 5 6 7
e. La bibliografia recomanada és suficient i adequada a les classes.	1 2 3 4 5 6 7
f. La bibliografia recomanada, quan l'he anat a consultar a la biblioteca, estava disponible.	1 2 3 4 5 6 7
g. Les condicions d'aules, laboratoris i altres mitjans han permès un desenvolupament adequat de l'assignatura.	1 2 3 4 5 6 7
h. El temari i els objectius de l'assignatura, en relació amb el temps que dura, són:	1 2 3 4 5
1. Molt reduïts 2. Una mica reduïts 3. Adequats	
4. Una mica extensos 5. Molt extensos	
i. El temps que dedico a la preparació d'aquesta assignatura és:	1 2 3 4 5
1: Molt 2: Bastant 3: Suficient	
4: Poc 5: Gens	
j. Quina utilització fas de les consultes en els horaris de tutoria?	1 2 3 4 5
1: Molt 2: Bastant 3: Suficient	
4: Poc 5: Gens	
k. La meua assistència a classes teòriques en aquesta assignatura ha estat de:	1 2 3 4 5
1: 0-25 % 2: 25-50 % 3: 50-75 % 4: 75-90 % 5: 90-100 %	
l. La meua assistència a pràctiques en aquesta assignatura ha estat de:	1 2 3 4 5
1: 0-25 % 2: 25-50 % 3: 50-75 % 4: 75-90 % 5: 90-100 %	
ll. En el meu currículum aquesta assignatura figurarà com a:	1 2 3
1. Obligatòria 2. Optativa 3. Lliure elecció	

I10

EVALUATION SURVEY FOR EXTERNAL INTERNSHIPS ADVISORS (EXTERNAL)

(By e-mail to all advisors)

Academic course:

Name of the external advisor	Place:
Name of the Enterprise/ institution/ Centre	
Department/ Area	
Start date for the internships	Final date for the internships
Number of students under your supervision	

Evaluate the following aspects. Take into account that 0 is worst and 10 best.

Adequacy of the internships offered by the institutions to the technical/professional profile of the program	0	1	2	3	4	5	6	7	8	9	10
Relation between the competences of the students and the professional requirements of the Institution of the internship	0	1	2	3	4	5	6	7	8	9	10
Communication with the coordinator of the external internships of the program.	0	1	2	3	4	5	6	7	8	9	10
Guidance from the coordination of the program	0	1	2	3	4	5	6	7	8	9	10
Satisfaction with the coordination of the external internships of the program	0	1	2	3	4	5	6	7	8	9	10

Date and signature

I11

PHONE INTERVIEW FOR GRADUATES

General data to be filled in by the interviewer with the information taken from the students records.

Identification data:

Name: _____

Age: _____

Initial training: _____

MUNDUSFOR course: _____

Host University: _____

Specialization University: _____

Professional Experience _____

Questions for the students:

- Professional situation before taking the program
- Professional situation after taking the program
- Present day professional situation
- In which way taking the program has contributed to:
 - o Find a job
 - o Improve your professional competences
 - o Promotions and consolidation in your job