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A. INTRODUCTION.

This is the first of the SW-VirCamp Internal Evaluation Report Series (IERS). SW-VirCamp IERS is a yearly serial report that summarizes the fulfilment of the SW-VirCamp quality standards and criteria defined in the SW-Virtual Campus Quality Guide (Arias, Larsen, Veenkamp and Hole, 2010).

The IERS has a simple structure, close to the structure of the SW-VirCamp Quality Guide. Each SW-VirCamp standard is stated as defined in the SW-VirCamp Quality Guide and evidence and comments about the degree to which the standard's associated quality criteria have been satisfied are presented. When applicable, problems reaching the defined criteria are identified and possible solutions proposed.

Because this is the first of the SW-VirCamp Internal Evaluation Series and because its publication is parallel with the publication of the final version of the SW-VirCamp Quality Guide, some of the measures and tools specifically developed to evaluate internal quality in the VirCamp project cannot be applied during the evaluation period. Future reports will be improved and include data from those measures and tools.

Following the same structure in the Quality Guide, standards are presented in three groups corresponding with inputs/resources, processes/practices and results/competences.

B. SW-VIRTUAL CAMPUS INPUTS AND RESOURCES

Standard 1.1. SW-VirCamp Educative Programme.

The SW-VirCamp Consortium will offer to students of social work (and related disciplines) an educational programme at the bachelor level that combines international social work online courses/modules with study/practice placement abroad and the realization of a bachelor thesis under the SW-VirCamp programme. The International Specialization and its components are able to be fully recognized and integrated into the bachelor curriculum of the student, but SW-VirCamp courses/modules can be studied and recognized as independent courses/modules.

Evidence and Comments:

While this standard does not have to be completely met at least until the academic year 2011/12, during the study years 2009/2011 major steps in this direction have been carried out:

- The SW-VirCamp Consortium has offered students 30 ECTS credits in comparative social work. At the moment these courses include the two VIRCLASS modules in Comparative Social Work (5 and 10 ECTS credits) and the new Community Work module (15 ECTS credits).
- All partners have been asked to make a commitment to arranging practice placements for incoming students and to allow their students to produce a Bachelor Thesis under the SW-VirCamp programme. This has been reflected in the New SW-VirCamp

> Consortium Agreement that will be signed in October 2010 by seven of the present SW-VirCamp partners.
> - Two partners (P5 Miguel Torga and P3 Complutense) have already fully recognized and integrated the 30 ECTS credits in comparative social work in the bachelor curriculum for their students.

Problems detected:

As pointed out in the SW-VirCamp report "From Virclass to Virtual Campus" (Arias, Veenkamp & Larsen, 2009, pp. 29-30) the SW-VirCamp partner institutions are in different positions as regards having the International Specialization fully recognized and integrated into the bachelor curriculum of their students.

Two partners (P3 UCM and P4 HHJ) are not allowed to implement a "Specialization" at the BA level due to national regulations on Higher Education.

One partner (P7 Swansea) is not able at all to implement the SW-VirCamp programme as UK universities are not in a position to autonomously alter their social work curriculum because of national agency social work requirements.

Some partners still have a way to go with aligning their own BA to the Bologna criteria. There are partners without a competence-based curriculum (P8 HSM), partners with a BA programme less than 180 ECTS credits (P9 LPA), and partners with different standards of hours per ECTS credits than recommended in the Bologna agreement.

The length of the BA programme differs among partner institution between 3 and 4 years. This requires special care when planning the future arrangements for exchanges of practice placements/study abroad.

Recommendations:

The use of the term 'International Specialization' has to be reviewed and an alternative expression found to facilitate accreditation and inclusion of the SW-VirCamp educative programme in some of the partner's bachelor curriculum. At present, the alternative agreed by the partners in the SW-VirCamp Consortium is In-depth International Studies.

An associated partnership status could be a useful solution to enable those SW-VirCamp partners that have experienced insurmountable difficulties to remain permanently in the project as full partners.

Two partners (HHJ and HSM) have signed a letter of intent for the coming year.

The problems of some partners to meet Bologna criteria are expected to be solved by 2012.

Standard 1.2. SW-VirCamp courses/modules

All SW-VirCamp courses/modules (including the Practice Placement abroad and the BA Thesis) are detailed described in a written and public document (Curriculum Plan) that follows common academic conventions and is Bologna aligned.

Evidences and comments:

All VIRCLASS/SW-VirCamp online courses are Bologna aligned. They have been described in detail in written, public documents following academic conventions (see http://vircamp.net/index.php?action=static&id=161)

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Results derived from the application of the *"SW-VirCamp Curriculum Plan Check List"* show that the 100 % of the criteria defined in the Quality Guide for this Standard (1.2) have been met during the evaluation period (see Table 1)

Table 1. SW-VirCamp Curriculum Plan criteria

	M1	M2	M3
1.2.1. Introduction to/justification for the course/module.	✓	✓	✓
1.2.2. Course/module objectives.	✓	✓	✓
1.2.3. Course/module contents.	✓	✓	✓
1.2.4. Entry requirement competences for students.	✓	✓	✓
1.2.5. Expected competences at the end of the course/module.	✓	✓	✓
1.2.6. Study methods.	✓	✓	✓
1.2.7. Assessment and completion requirements.	✓	✓	✓
1.2.8. Target groups.	✓	✓	✓
1.2.9. ECTS credits awarded.	✓	✓	✓
1.2.10. Basic reading list.	✓	✓	✓
1.2.11. Institution/s that certificates the course.	✓	✓	✓

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Problems detected:

No significant problems were detected for this standard.

Recommendations:

Future evaluations of this standard could be improved if each of the criteria defined were evaluated using a 5-point Likert scale included in the *SW-VirCamp Weekly Plan Check List.*

Standard 1.3. Curriculum Plan characteristics

The Curriculum Plan is collaboratively prepared by an international group of professional experts in the content of the course/module. The Curriculum Plan is reviewed and approved by the SW-VirCamp Leading Institution, the teachers' group, the SW-VirCamp Steering Committee, the SW-VirCamp Consortium Management Group, and internal and external assessors.

Evidences and comments:

As reflected in WP2 SW-VirCamp minutes, the Curriculum Plan has been prepared collaboratively by an international group of social work and related disciplines faculty teachers (P1 HiB, P2 INH, P4 HHJ, P5 ISMT, P9 LPA, P10 HIBO, P12 KHKempen) representing 6 European countries (Norway, The Netherlands, Sweden, Portugal, Latvia and Belgium). All of these have acknowledged expertise in the course theme (Community Work).

The Curriculum Plan which resulted from the work of this group of international teachers has been reviewed and approved by the SW-VirCamp Leading Institution, the teachers' group, the SW-VirCamp Steering Committee and the SW-VirCamp Consortium Management Group (see respective minutes).

The external assessor has positively evaluated the result and process of the work done by the WP2 teachers group. The only concern she expressed was the number of pages in the reading list of the Curriculum Plan.

Problems detected:

Although no significant problems were detected for this standard, (as noted, apart from the number of pages in the reading list of the Curriculum Plan), further feedback from other external experts would be advisable.

Recommendations:

The number of pages to read needs to be included in the Curriculum Plan. In general, future revisions to the curriculum should include recommendations from a more diverse group of external experts.

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Standard 1.4. Curriculum Plan update

The Curriculum Plan of the SW-VirCamp courses is yearly updated and reviewed to integrate new developments in the specific content of the courses and the suggested improvements and advice from past participants (students and teachers) and other key agents in the SW-VirCamp project.

Evidences and comments:

The evaluation of this standard will be only possible from the second year of the course.

Standard 1.5. Weekly Programme

All the SW-VirCamp courses are described in a detailed and informative written online document that will, on weekly basis, inform its participants about the milestones of the course.

Evidences and comments:

The three SW-VirCamp courses have been described in a weekly program in which all the criteria defined for this standard on the Quality Guide have been met as reflected in table 2.

Table 2. SW-VirCamp Weekly Plan criteria

	M1	M2	M3
1.5.1. Week number and dates.	✔	✔	✔
1.5.2. Subject to be studied during the week.	✔	✔	✔
1.5.3. Learning objectives for the week/period.	✔	✔	✔
1.5.4. Study methods.	✔	✔	✔
1.5.5. Weekly contents.	✔	✔	✔
1.5.6. Weekly task(s).	✔	✔	✔
1.5.7. Task(s) deadlines.	✔	✔	✔
1.5.8. Task(s) feedback deadlines.	✔	✔	✔
1.5.9. Assessment criteria for task(s).	✔	✔	✔
1.5.10. Weekly recommended readings.	✔	✔	✔
1.5.11. Active web links to essential course materials, e.g. screen lectures, triggers, electronic case, etc..	✔	✔	✔
M1=Module 1 Social Work in Europe. Commonalities and Differences M2=Module 2 Comparative Social Work on Core issues of international social work M3= Module 3 Community Work from an International Perspective			

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Problems detected:

No significant problems were detected for this standard.

Recommendations:

Future evaluations of this standard could be improved if each of the criteria defined were evaluated using a 5-point Likert scale included in the *SW-VirCamp Weekly Plan Check List* (see appendices in Arias, Larsen, Veenkamp and Hole, 2010).

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Standard 1.6. SW-VirCamp course/module characteristics

SW-VirCamp course/module objectives, contents, expected competences and learning outcomes are in line with the SW-VirCamp project broad objective (that social work students will be more competent to meet the needs of a knowledge-based, intercultural, socially cohesive European society), and are based on current and future needs of all the stakeholders.

Evidence and Comments

Making use of the "SW-VirCamp Course/Module Evaluation Form" (see appendices in Arias, Larsen, Veenkamp and Hole, 2010) the authors of this report, working as internal evaluators, conclude that the three modules offered to the SW-VirCamp students during 2009-2010 have met all the criteria defined for this standard (see table 3)

Table 3. SW-VirCamp courses/modules characteristics

	M1	M1	M1
1.6.1. Have a European and comparative focus.	✓	✓	✓
1.6.2. Are relevant for social work and allied professions.	✓	✓	✓
1.6.3. Are appropriate to the BA level.	✓	✓	✓
1.6.4. Promote respect for both theoretical and evidence/empirically-based knowledge.	✓	✓	✓
1.6.5. Promote democratic values and respect for human difference (e.g. gender, ethnicity, age, cultural practices, etc.).	✓	✓	✓
1.6.6. Are stated in a clear and understandable way.	✓	✓	✓
1.6.7. Can be taught and learned (or accessed) online.	✓	✓	✓
1.6.8. Are realistic for, and/or achievable along, the course/module	✓	✓	✓
1.6.9. Are in line with the ECTS credits awarded in the course.	✓	✓	✓
1.6.10. Are in line with the current state of scientific research in the thematic area of the course	✓	✓	✓
1.6.11. Are expressed in an observable, demonstrable and measurable way.	✓	✓	✓
M1=Module 1 Social Work in Europe. Commonalities and Differences M2=Module 2 Comparative Social Work on Core issues of international social work M3= Module 3 Community Work from an International Perspective			

Evidence obtained from students' and teachers' surveys and interviews also confirm the fulfilment of the above criteria as has been underlined in the internal evaluation of the Pilot course by Hole, Wouters and Olsson (2010).

Problems detected:

No significant problems were detected for this standard.

Recommendations:

Future evaluations of this standard could be improved if each of the criteria defined were evaluated using a 5-point Likert scale included in the *SW-VirCamp Weekly Plan Check List* (see appendices in Arias, Larsen, Veenkamp and Hole, 2010) and by the use of more than one internal evaluator. The surveys of both students and teachers would be improved by asking questions about the quality criteria included in the SW-VirCamp Course/Module Evaluation Form.

> **Standard 1.7: SW-VirCamp Virtual Campus Web Portal and Learning Management System (LMS)**
>
> *The SW-VirCamp Virtual Campus Web Portal and the chosen Learning Management System allow the fulfilling of the SW-VirCamp project objectives and meet international technical standards of quality.*

Evidence and Comments:

It's learning, the LMS system used by the SW-VirCamp Consortium is one of the world's leading learning platforms designed specifically for the educational sector. *It's learning* meets international technical standards of quality. The platform supports students and teachers in all aspects of the learning process. In table 4 main facilities for students and teachers are highlighted as noted in the *It's learning* web page (see www.itslearning.co.uk).

Table 4. *It's learning* LMS system characteristics

Teachers	Students
- Get full overview of student work and progress - Can work anytime/anywhere with all resources gathered in the same place - Can easily adapt teaching to individual students - Can communicate directly with individual students - Can share resources with colleagues - Can develop teaching resources and tests that can be re-used and shared - Can import external digital resources - Can link marks and basis for assessment for good documentation - Can export marks and basis for assessment	- Get full overview of own work, pending tasks and progress - Can work anytime/anywhere with all resources gathered in one place - Can get and submit assignments in various formats: text, images, sound, video - Can embed content from YouTube, Flickr, Google Maps, blogs etc. in own work - Can communicate directly with teachers and fellow students - Can initiate activities, invite participants and collaborate with fellow students - Can practice as needed: re-submit tests, record own reading and listen to foreign languages etc.

More information about *It's learning* MLS quality characteristics can be found in the online document entitled "*It's learning product principles*" in the references at the end of this document.

The SW-VirCamp Web Portal designed in Bergen with the support of the Media Centre of HiB will be operative during the academic year 2010-2011. It follows conventional and international technical standards, has received the feedback of the SW-VirCamp partners and is accessible, attractive, simple, user friendly and intuitive.

Problems detected:

No significant problems were detected for this standard.

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Standard 1.8: SW-VirCamp virtual learning resources/ other learning resources

SW-VirCamp virtual learning materials and other learning resources are pedagogically adapted to the SW-VirCamp curricula and are technically functional in an e-learning platform.

Evidence and Comments:

At present SW-VirCamp virtual learning materials consist of two fully functional virtual books. The first virtual book, *The Guide to Social Work in Europe* (Larsen, 2006), was developed under the VIRCLASS project and gives support to the Modules 1 and 2. The second, *Community Work from an International Perspective* (Larsen, Olsson and Henriksbø, 2010)*,* is a new virtual book for module 3 that has been produced during the SW-VirCamp project period. It includes 9 screen lectures, 10 triggers and a community case.

Both virtual books have been realized with the support of the HiB Media Centre and produced collaboratively by an international group of qualified academic and media/ICT staff who received additional training to work under the same e-pedagogical and technical principles. In fact, during the life of the SW-VirCamp project a workshop/training course on developing virtual learning material was held for the partners' media staff in Bergen in March 2009.

Feedback from teachers and students has shown that SW-VirCamp virtual materials are appropriate to the purpose of the course/module, learner friendly and attractive and interesting in layout and content.

SW-VirCamp virtual materials exploit multimedia possibilities. Lessons and video cases are presented both in video (with sound) and text. Triggers, depending on the intention and content, also make use of these possibilities. Basic course literature has been made available to students as pdf files.

No cultural, ethnic, age and gender biases have been identified in the virtual learning material. The promotion of cultural sensitivity is evident when viewing the SW-Virtual material. Characters played and situations presented in lessons, triggers and in the cases are close to real world situations and characterized by diversity. Linked to this is the potential to generate student discussion and interaction and to inspire the realization of students' task assignments .

Tasks and exams submitted and marks obtained by students also indicate that SW-VirCamp virtual material is able to facilitate reflection, review, and self-assessment (see comments to the standard 3.1. below).

Some students have expressed the view that virtual materials are close to real situations, this being especially true in the community case presented. Teachers agree that the virtual material content is up to date and in line with the actual state of research in the respective thematic areas.

The virtual material itself and the instructions seems to be easy to understand by non-native English speakers.

No relevant technical problems were detected and the virtual material is easily downloaded and compatible with current technology and ICT standards.

Copyright legislation has been always respected.

Problems detected:

No significant problems were detected in relation to this standard.

Recommendations:

Following the feedback given by some students, some video lessons can be shortened and full lessons can be presented as text files to save time when learning.

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Cost effectiveness of new virtual material should be promoted to assure the future viability of the SW-VirCamp courses.

Standard 1.9. SW-VirCamp practice placements abroad.

Annually and before the beginning of the course, a sufficient number of practice placements and tutoring are offered by the partners so that the SW-VirCamp students can realize their practice placement abroad as Erasmus students. A strategy is developed to solve the potential language as well as cultural problems of practice abroad and to allow the students to participate in work practices and gain the practice periods Learning Outcomes as expected by their universities.

Evidence and Comments:

SW-VirCamp practice placements abroad will not be operative until at least 2011/2012. For this reason this standard (1.9) cannot be evaluated before then.

But there have been important steps towards the possibility of students doing their practice placement abroad. Bilateral agreements among partners have been signed and a strategy to solve language barriers has been presented: The idea is that some students do their practice in those countries in which the local language is similar to their own language (e.g.: A Swedish SW-VirCamp student doing his/her practice placement in Norway; A Portuguese SW-VirCamp student doing his/her practice placement in Spain, etc.) or alternatively to find placements where students can work using English.

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Standard 1.10 SW-VirCamp study courses abroad

Annually, and before the beginning of the course, a sufficient number of study courses abroad are offered by the partners so that interested SW-VirCamp students can study at least 30 ECTS credits abroad. A strategy is developed to solve the potential language and cultural problems.

Evidence and Comments:

SW-VirCamp study courses abroad will not be operative at least until 2011/2012. This is why this standard (1.10) cannot be evaluated before that academic year.

As in the previous standard, the existence of LLP agreements among SW-VirCamp partners allowing bilateral students exchange will facilitate future compliance with this standard. The possibility to study abroad in countries where the students can communicate with others because the language is familiar to theirs will also reinforce its attainment.

Recommendations:

SW-VirCamp partners have to develop a common protocol for student exchange. They also have to make an effort to include in their curricula a minimum number of ECTS credits (30 ECTS) taught in English.

Standard 1.11. SW-VirCamp International Bachelor Thesis tutorship

SW-VirCamp students have the possibility to undertake a Bachelor Thesis (up to 15 ECTS credits) with the support or tutorship of SW-VirCamp educational programme focusing on a comparative international perspective, preferably in English or with an English summary.

Evidence and Comments:

SW-VirCamp International Bachelor Thesis tutorship will not be operative at least until 2011/2012. For this reason this standard (1.11) cannot be evaluated before then.

Recommendations:

A general protocol for the realization of the SW-VirCamp International Bachelor Thesis and its tutorship has to be ready before the start of the academic year 2011/2012. Other aspects need to be clarified before the same date, but specifically the SW-VirCamp teachers available to support the work on the BA thesis need to be identified and the number of students who can benefit from their tutorship need to be ascertained.

> **Standard 1.12. SW-VirCamp promotional material**
>
> *SW-VirCamp promotional material gives to its target groups a clear, informative, real and current idea of the SW-VirCamp objectives and its educational opportunities.*

Evidence and Comments:

A pamphlet including the VIRCLASS/SW-VirCamp courses was designed and printed in sufficient numbers (4000) for future students. As can be seen in table 5, this promotional material met all the criteria defined for this standard (see table 5) except the one related to the information about the dates when the courses/modules start and end, and the two linked with the study/placement abroad and the BA thesis that are not applicable for the evaluated period.

Economic reasons, in part, explain why the pamphlet does not include the dates when the courses/modules start and end. The intention is to write that date on a small sticker, so that the pamphlet could be used in future years. The date of the courses can change from year to year, but the content remains.

Table 5. SW-VirCamp promotional material characteristics (Pamphlet for the pilot course)

	Pamphlet
1.12.1. Identifies the SW-VirCamp consortium and the SW-VirCamp partners as the providers of the educational offer.	✓
1.12.2. Recognizes that the SW-VirCamp project is funded with support of the European Commission.	✓
1.12.3 Asserts that the education programme "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".	✓
1.12.4. Offers a clear description of the SW-VirCamp project, aims and intentions as well as students' recommendations.	✓
1.12.5. Clearly states the ECTS credits awarded at the completion of the SW-VirCamp full education programme and at the completion of each module/course.	✓
1.12.6 Gives a summary of the SW-VirCamp curriculum plan or where such information can be found.	✓
1.12.7. Makes clear that the courses/modules of the educative programme are by e-learning.	✓
1.12.8. Makes clear that the courses/modules of the education programme are at the Bachelor Level.	✓
1.12.9. Specifies the main characteristics of the study/placement abroad under the SW-VirCamp education programme.	Not applicable
1.12.10. Specifies the main characteristics of the BA thesis offered by the SW-VirCamp education programme.	Not applicable
1.12.11. Gives information about the length of courses/modules.	✓
1.12.12. Gives information about the dates when the courses/modules start and end	X
1.12.13. Includes testimonials of former students or the information about where these can be obtained.	✓
1.12.14. Gives easy ways to enquire from potential students.	✓
1.12.15. Informs about/identifies the faculty members in the education programme and provides contact details for relevant members.	✓
1.12.16. Informs about and gives examples of the study method and learning materials of the courses/modules or the ease with which they can be obtained.	✓
1.12.17. Informs about the types of assignments or the ease with which they can be obtained.	✓
1.12.18. Informs about the learning assessment procedures and evaluation criteria or the ease with which they can be obtained.	✓
1.12.19. Gives information concerning the courses/modules regulation or the ease with which it can be obtained.	✓

The SW-VirCamp educative programme has also been promoted by posters and another kind of pamphlet, like miniflyers and pamphlets, to address all the main stakeholders like: professionals, partner Institutions, other HEI, leaders in social service institutions, regional authorities, professional unions, international and national professional organizations and associations as well as the students. A high quality promotional video of the SW-VirCamp educative programme was also produced (see http://vircamp.net/index.php?action=static&id=108)

Problems detected:

No significant problems were detected in relation with this standard.

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Standard 1.13. SW-VirCamp human resources

SW-VirCamp human resources work as a community of learners. This community includes selected students, partner leaders and representatives participating in a Consortium and in different specialized groups, and competent e-teachers, internal and external assessors, media and administrative staff.

Evidence and Comments:

Students

Although contact persons at each SW-VirCamp partner university were provided with clear instructions to evaluate all the candidates and select only those students who showed the competences and circumstances that allowed them to succeed in the educative programme, this was not always the case.

As students indicated in the first of three surveys they completed during the course, only 32% of them did any test, exam or fulfilled any other requirements to be a student on the course.

Competences that had to be assessed were: English skills, basic competences expected at the end of the first year of the Social Work BA degree, a value base in accord with the international ethical principles and values of social work as an academic discipline and a profession, and basic digital competences.

In summary 64% of the students reported that they were informed about the level of English skill needed before the course, all of them had completed the first year of the BA degree, and only 4% of them had obtained marks below average. Table 6 clearly shows that most of the students believed themselves to be competent enough when using the most common software.

Table 6. SW-VirCamp Students' skill level using computer programs and applications

	Do Not Use	Not skilled at all	Little skilled	Skilled	Very Skilled	Not Answered
Email	0%	0%	0%	52%	48%	0%
Messenger (MSN or other chat)	0%	4%	12%	44%	40%	0%
Web surfing (Explorer, Netscape, etc.)	0%	4%	4%	60%	32%	0%
Word processing (Word, etc.)	0%	4%	8%	48%	40%	0%
Spreadsheets (Excel, etc.)	0%	4%	52%	32%	12%	0%
Presentation software (PowerPoint, etc.)	0%	8%	32%	40%	20%	0%
Graphics (Photoshop, Flash, etc.)	20%	16%	28%	24%	12%	0%
Creating and editing video/audio (Windows Media, Director, FrontPage, etc.)	24%	24%	32%	12%	4%	4%
Creating web pages (Dreamweaver, FrontPages, etc.)	48%	20%	28%	0%	4%	0%
Course management systems (Web-CT, Blackboard, *It's learning*, *Moodle*, etc.)	24%	16%	36%	20%	4%	0%
Collaborative software (Google docs, etc.)	32%	8%	20%	36%	4%	0%
Online library resources	8%	8%	40%	32%	8%	4%
Social Networking websites (Facebook, hi5, etc.)	12%	0%	20%	32%	36%	0%

Members of the Consortium Management Group

With one exception, members of the Consortium Management Group have shown competences (or delegated competences) to take decisions that can affect the SW-VirCamp consortium and their respective universities, and the specified time availability to participate in the SW-VirCamp Consortium Management meetings (face to face and online).

E-teachers

SW-VirCamp e-teachers that have participated in the SW-VirCamp educative programme have met the criteria defined in the Quality Guide: demonstrable qualifications in the subject area of the courses/modules in which they teach, demonstrable teaching experience, demonstrable competences as e-teachers and time availability to fulfil their teaching and other duties in the SW-VirCamp education programme.

Especially noteworthy is the fact that all e-teachers had previous experience in e-learning or had completed a specific course in e-pedagogy.

External assessors

SW-VirCamp external assessors also met the two quality criteria defined in the SW-VirCamp Quality Guide for this standard: they showed demonstrable qualifications in the subject area of the courses/modules in which they were to evaluate students, and competences to communicate online with other assessors.

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Media and technical staff

Previous instruction and experience and a specific course for media staff for developing learning material staged in Bergen in March 2009 allowed technical staff participating in the project to fulfil the standard's criteria specified in the Quality Guide. Media and technical staff showed demonstrable qualifications or experience in producing virtual learning material and in the administration of LMS. In addition, they had diverse nationalities, belonging to different partner universities.

Administrative staff:

Bergen administrative staff, who were the staff responsible during the pilot project for programme administration, demonstrated qualifications and experience for this task. They also showed sufficient knowledge of the characteristics of the SW-VirCamp education programme.

SW-VirCamp Consortium Coordinator and specific work package leaders:

Although it is not easy to self evaluate this part of the standard 1.13 as the authors of the report are members of the SW-VirCamp steering Committee, it can be said that the SW-VirCamp Steering Committee met the desirable quality criteria. All the members of the Steering Committee had previous experience and demonstrable competences in the management of, and participation in, international complex educative projects. Specifically all had participated in the VIRCLASS project, among other e-pedagogy initiatives. During the project life, as shown in the report "From Virtual Class to Virtual Campus" (Arias, Veenkamp, Larsen, 2010) the Project Coordinator and the Steering Committee showed a good knowledge of the characteristics and circumstances of the partner institutions and of all the aspects and components of the SW-VirCamp project. Different relevant work skills were also revealed, for example the ability to delegate tasks, to follow the planned time schedule without significant delay, to fulfil the aims and deliverables of the SW-VirCamp project, to initiate evaluation procedures in accordance with the Quality Guide, to match strengths and resources and to promote the involvement of all stakeholders. In short, The Consortium Coordinator and the task leaders showed a clear understanding of the aims and objectives of the SW-VirCamp programme and were able to motivate and create enthusiasm to realize them.

Problems detected

The main problem was that a significant number of students (68%) were not properly assessed at their respective universities prior to the start of the course/module.

Recommendations:

Partners have to be asked to follow the Intake Procedures in the E-learning Courses Guidelines included as per Appendix 1 (p. 50) of the Quality Guide.

Standard 1.14. SW-VirCamp Consortium agreement

The SW-VirCamp project has a Consortium Agreement in which the functioning of the project and the rights and duties of all the partners involved are clearly and publicly stated.

Evidence and comments

During the period between October 2008 and September 2010, SW-VirCamp was governed by a Consortium contract discussed, agreed and signed by the 12 partners participating in the project.

A new Consortium Agreement that includes a decentralized administrative and financial model without external grants and support has been agreed for the period following 1 October 2010. This agreement sets out the legal regulations for the future cooperation and describes the obligations of the partners regarding the administration of the Virtual Campus, its courses and other activities[1].

Seven partners will be able to sign the new Consortium Agreement and two other partners will choose to stay connected to the project through the signature of a letter of intent. Only three HEI institutions have encountered insurmountable difficulties to continue to be active SW-VirCamp partners.

Partners that will sign the new Consortium Agreement are:

- P1: HØGSKOLEN I BERGEN, NORWAY (HiB)
- P2: HOGESCHOOL INHOLLAND, HAARLEM, THE NETHERLANDS (INH)
- P3: UNIVERSIDAD COMPLUTENSE DE MADRID, ESCUELA UNIVERSITARIA DE TRABAJO
- SOCIAL, SPAIN (UCM)
- P5: INSTITUTO SUPERIOR MIQUEL TORGA, COIMBRA, PORTUGAL (ISMT)
- P6: HOCHSCHULE MANNHEIM, FACULTËT FÜR SOZIALWESEN MANNHEIM GERMANY (HSMA)
- P10: HØGSKOLEN I BODØ, NORWAY (HIBO)
- P12: KATHOLIEKE HOGESCHOOL KEMPEN, BELGIUM (KHKEMPEN)

Partners that will sign a Letter of Intent are:

- P4: HÄLSOHÖGSKOLAN, JÖNKÖPING UNIVERSITET, SWEDEN (HHJ)
- P8: HOCHSCHULE MITTWEIDA GERMANY (HSM)

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[1] In this new model the leadership will change between partners every third year. The leading institution will coordinate the activities in the consortium. A steering committee of five persons from different institutions will have responsibility for specific functions of the future Virtual Campus: education, research, development, the web portal, and coordination of the consortium. All partners will have a responsibility to deliver teachers and assessors for the courses, and to present possibilities for practice placements and courses for incoming foreign students. Each partner institution will be responsible for the intake of their own students to the e-learning courses and to ensure that the necessary requirements for admission are met by each student. The partners also have the responsibility to ensure that the ECTS credits the students achieve at the e-learning courses are recognized and included in their final certificates. One institution will take responsibility for giving all students access to the Learning Management System (LMS) used for the e-learning courses.

Partners that will leave the project after 1 October 2010 are:

- P7: SWANSEA UNIVERSITY, WALES, UK (SWANSEA)
- P9: LIEPAJAS UNIVERSITATE, LATVIA (LPA)
- P11: UNIVERSIDAD LUSOFONA DE HUMANIDADES E TECNOLOGIAS, LISBOA, PORTUGAL (ULHT)

The new Consortium Agreement follows and fulfils all the criteria defined in the Quality Guide:

- It is the result of the free decision, discussion and agreement of all the SW-VirCamp leaders and partners.
- Concepts and acronyms used in the new Consortium Agreement are clearly defined and stated within the text (see points 1.1, 1.2 & 1.3., pp. 1-2)
- It specifies the SW-VirCamp aims and future deliverables (see point 2, pp. 2-3)
- It describes the future SW-VirCamp Organization and Management structure (see point 4, pp. 4-6)
- It defines responsibilities of the SW-VirCamp partners and the key persons in the project (see points 3 & 4, pp. 3-6)
- It states the financial and professional responsibilities of partners (see 10.1, p. 8).
- It defines the regulations for acquiring new partners (see point 5, p. 6).
- It defines the communication within the Consortium (see point 6, p.6).
- It specifies the confidentiality rules (see point 7, p. 6).
- It specifies the Academic Property Rights (see point 9, p.7).
- It includes decisions about reporting and accounting (see 10.3, p.8).
- It specifies the duration of the agreement (see point 11, p. 8).

Problems detected:

Problems detected are those in relation to the insurmountable obstacles found by the five SW-VirCamp partners that will be unable to sign the new Consortium Agreement:

- For all of these partners the present world economic crisis is a common factor contributing to their final decision.
- One of the partners has experienced that their Social Work education has not been accredited by the national agency.
- The UK partner has a specific problem for continuing the partnership caused by the accreditation system. The Care Council and not the University itself has responsibility for accredited changes to the curriculum plan. This does not allow the University to offer optional international courses to their bachelor students.

Recommendations:

The SW-VirCamp Consortium, the partners that have signed the letter of intent and the rest of HE institutions that were unable to sign the new Consortium Agreement need to make an effort to continue their future collaboration.

Important steps in this direction have been taken:

- HE institutions are able to participate in the project as an associated partner by signing a letter of intent.
- A financial model that keeps the administrative fee at a minimum has been included in the new Consortium Agreement.
- What was originally planned as an International Specialization will be re-named 'In-depth International Studies', as this makes it possible for more institutions to participate.

Without sacrificing the basic objectives of the Consortium and reducing the high standard of quality achieved so far, it is necessary to articulate new and unique ways to participate in the project to enable the participation of a greater number of members so as to ensure the future survival of the SW-VirCamp educational programme.

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Standard 1.15. SW-VirCamp Quality Guide

The SW-VirCamp has a Quality Guide that informs all SW-VirCamp participants and other interested agents about the quality standards of the SW-VirCamp education programme and a set of quality indicators for each standard. This Quality Guide helps to assure the quality of the SW-VirCamp project and serves as a tool to guide the SW-VirCamp yearly internal evaluation.

Evidence and comments

The SW-VirCamp Consortium has developed a detailed Quality Guide (Arias, Larsen, Veenkamp and Hole, 2010). This Quality Guide defines 24 clear, realistic and achievable quality standards and 230 observable, demonstrable and measurable quality criteria grouped in three major categories: inputs/resources, processes/practices and results/outputs.

The Quality Guide is the product of the collaboration/agreement of all the participants in the SW-VirCamp project. It identifies key persons for the fulfilment and evaluation of each standard and proposes different qualitative and quantitative measurement strategies of the Quality indicators.

As stated at the beginning of this report, the SW-VirCamp Quality Guide will be fully applicable during the Academic year 2011-12

Problems detected:

No significant problems were detected in relation to the SW-VirCamp Quality Guide.

Recommendations:

The Quality Guide should be collaboratively reviewed yearly to minimise its complexity and maximise its applicability by developing more standardized protocols, checklists and easy-to-use and simple evaluative methods.

Standard 1.16. SW-VirCamp e-pedagogy training

The SW-VirCamp offers an e-pedagogy course to future SW-VirCamp e-teachers and provides advice and support and continuous e-pedagogy training to all SW-VirCamp e-teachers.

Evidence and comments

"*The Virtual book e-pedagogy for teachers in higher education*" edited by Anne Karin Larsen and Grete Oline Hole (2009) at HiB is open access to, and available online for, all SW-VirCamp e-teachers trying to improve their pedagogical competences. It consists of a Curriculum Plan for a 10 ECTS credit course, tasks, weekly programmes, and screen lectures by lecturers from HiB and Bergen University. The Media Centre at HiB has contributed to the learning material and layout. The VIRTUAL BOOK is a joint creative venture.

This virtual book and the new inputs about e-pedagogy that are, and will be, updated at the Social Work Virtual Campus allow the fulfilling of the quality standard and criteria related to SW-VirCamp e-pedagogy training. In particular, they allow the programme to have both new and experienced e-teachers collaborating in the same SW-VirCamp course/module and promotes the number of teachers with e-teacher competences among the partner institutions.

Problems detected:

No significant problems were detected in relation to this standard.

Recommendations:

The e-pedagogy course has to be updated as both technical and conceptual developments arise in the field of online higher education.

C. SW-VIRTUAL CAMPUS PROCESSES AND PRACTICES

Standard 2.1. SW-VirCamp management of students

The SW-VirCamp Consortium has a clear, specific, and public policy for the management of students.

Evidence and comments

Three main processes are related to this standard: students' registration procedures, intake of students and management of student records. In table 7 a summary of the quality criteria that have been met for this standard is presented.

Table 7. SW-VirCamp management of students.

Students' registration procedures	
2.1.1. Are easy to follow and identify the name, address, telephone, e-mail of the SW-VirCamp contact person.	✓
2.1.2. Inform interested students about the main characteristics of the Social Work Virtual Campus and its education programme (Curriculum Plan, courses/modules, possibilities to study/placement abroad, BA thesis).	✓
2.1.3. Give the students a clear statement about the expectations.	X
2.1.4. Inform the students about the possibilities to incorporate the ECTS credits gained from the e-learning courses in their ordinary programme.	✓
2.1.5. Include orientation from the students' campus teachers and administrative staff.	X
Intake of students procedures	
2.1.6. Local assessment of students' competences needed to succeed in the SW-VirCamp courses/modules (e.g. English skills).	X
2.1.7. An Official consent from the students' university and a personal statement from the students placing particular emphasis on why they wish to do the course'.	✓
2.1.8. The creation of the student records.	✓
2.1.9. An e-mail to all students with an admission letter.	✓
2.1.10. The administration of admitted students' usernames and passwords to enter the Virtual Campus and the LMS platform.	✓
2.1.11. The students' assistance with technology issues.	✓
Management of student records	
2.1.12. An update of all student records upon completion of each course/module and at the completion of the SW-VirCamp programme.	✓
2.1.13. Official recognition of the ECTS credits awarded in SW-VirCamp by the home universities.	X
2.1.14. Confidentiality with personal records	✓

Problems detected

Although SW-VirCamp has a clear, specific, and public policy for the management of students, at least four main problems were detected by students' surveys in relation to this standard.

The first was that some students didn't have a clear expectation about the workload of the course/module before the start of the programme, and this was attributed to the lack of information given by the teachers from their home university.

Similarly, a second problem is that some students need more support from the campus teachers at their own universities.

Thirdly, as pointed out when analyzing standard 1.13, previous and local assessment of students' competences required for success in the SW-VirCamp courses/modules was not carried out as intended in a very high number of students (68%)

And finally, it is important to underline that 26,3% of the students were not able to have the ECTS credits awarded in the course recognized by their home universities.

Recommendations:

Contact persons and persons in charge of the recruitment and support of the students at partners universities should follow the "Intake Procedures for the E-learning Courses Guidelines" defined in the Appendix 1 of the Quality Guide (Arias, Larsen, Veenkamp and Hole, 2010).

The Consortium as well as local teachers must work harder to make clear to students the workload involved in the SW-VirCamp Educative Program both at the SW-VirCamp website and at their own universities.

Although more than 70% of students are having the ECTS credits awarded in the SW-VirCamp program recognized in their normal BA curriculum efforts are needed to increase this number.

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Standard 2.2: SW-VirCamp delivery and management of learning

The delivery and management of learning under the SW-VirCamp is inspired by the social-cultural learning perspective, and is produced by a community of learners (community of inquiry) that integrates both students and teachers in accord with the following main pedagogical principles (in line with the Bologna process): student-centred, collaborative learning, evidence-based learning, competence-based learning, reflective learning, task-centred and problem-based learning, portfolio assessment & transparency.

Evidence and comments

Table 8 offers the view of the authors of this report of the fulfilment of the quality criteria defined for this standard. As can be seen, all these relevant criteria have been met during this academic year (2009-2010).

This subjective evaluation is in line with that arising from the internal evaluation of the Community Work course presented by Hole, Wouters and Olsson (2010). Its positive value is the result of a long and collaborative experience of some the SW-VirCamp partners and of the intensive work done by the teachers in the design of the Curriculum Plan.

Table 8. Fulfilment of the criteria defined under the standard "SW-VirCamp delivery and management of learning

SW-VirCamp approaches to learning	
2.2.1. Promote active learning.	✓
2.2.2. Build on student's previous students competences.	✓
2.2.3. Promote interaction and collaboration among students and teachers in an international virtual classroom.	✓
2.2.4. Permit students control over time, place and pace of instruction.	✓
2.2.5. Promote integration of theory into practice.	✓
2.2.6. Promote reflection on learning.	✓
2.2.7. Promote academic writing.	✓
2.2.8. Promote openness and sharing of knowledge in a transparent classroom.	✓
2.2.9. Promote students' ICT skills.	✓
2.2.10. Promote students' English language skills.	✓
2.2.11. Promote comparative international studies	✓
SW-VirCamp instructional strategies	
2.2.12. Communicate expectations.	✓
2.2.13. Provide an adequate student-teacher ratio.	✓
2.2.14. Offer timely and constructive feedback to students.	✓
2.2.15. Combine synchronic and asynchronic tools.	✓
SW-VirCamp schedules and time tables are:	
2.2.16. Available from the beginning of the course.	✓
2.2.17. Flexible.	✓
2.2.18. Adequate and realistic.	✓
SW-VirCamp assessment of learning is	
2.2.19. Valid, reliable and relevant for becoming a competent social worker in an international context.	✓
2.2.20. Compliant with the learning outcomes stated in the curriculum plan.	✓
2.2.21. Periodically undertaken and delivered on time.	✓
2.2.22. Achieved through use of portfolio assessment.	✓
2.2.23. Undertaken by both an internal and external expert assessor.	✓
2.2.24. Transparent (all the learners in the community can access the work and feedback given to other learners in the course).	✓
2.2.25. Founded on an assessment guide made available for both students and assessors	✓

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Problems detected:

No significant problems were detected in relation to this standard.

Recommendations:

Future evaluations of this standard could be improved if each of the criteria defined were evaluated using a 5-point Likert scale and by the use of more than one internal evaluator.

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Standard 2.3: SW-VirCamp collaboration through tasks and assignments

The use of communication facilities and the various course tasks and assignments in SW-VirCamp promote academic interchange as well as friendly social interaction among the entire community of learners.

Evidence and comments

Data from students' surveys and the analysis of their interaction at the LSM platform shows that contact between students and teachers, teachers and teachers, and between students and students has been intensive and that flexible opportunities for collaborative interaction and problem solving were offered during the course period.

In the Social Work Community module there were 386 posts in group discussions, 3 posts in teachers' discussion room, 218 posts in Theme discussion and 81 posts in the Café. Students worked on and presented 27 tasks including the final exam during the course. Hundreds of e-mails were sent among participants, and chats and Skype role playing were undertaken on a regular basis.

Problems detected

No problems were detected in relation to this standard. However, the degree of informal interaction among students, being high, was lower than in other previous courses developed under the VIRCLASS Programme.

Recommendations:

An effort should be made to increase the degree of informal interaction among students especially during the early stages of the course.

D. SW-VIRTUAL CAMPUS OUTPUTS AND RESULTS

Standard 3.1. SW-VirCamp student competences

The SW-VirCamp students will acquire competences (knowledge, skills and attitudes) that will help them, as professionals but also as European citizens, to meet the needs of a knowledge-based, intercultural, socially cohesive European society.

It is too early to evaluate if the competences acquired by the SW-VirCamp students will help them as professionals and especially as European citizens. This will require a follow up evaluation.

However, an indirect and subjective measure of these aspects can be obtained through the answers given by the students to certain questions included in the online surveys that students completed during the course.

Thus, 78,9 % of the students thought that during the course they had developed ICT-skills which can be useful in their future work as a Social Worker/Community Worker, increasing, for example, their opportunities to reach and connect with people and professionals that otherwise would be impossible (e.g.: handicapped people, people living far from each other, etc.).

Moreover, Table 9 shows that SW-VirCamp students feel that they developed the necessary competences as community workers in the areas of methods and theories, co-operation, and professional development.

Table 9. Degree in which the SW-VirCamp students think they have develop the necessary competences as community workers in three different areas

| | 0=the lowest mark; 10=the highest mark | | | | | | | | | | |
	0	1	2	3	4	5	6	7	8	9	10
Methods and theories in Community Work	0%	0%	0%	0%	0%	0%	21.1%	21.1%	31.6%	15.8%	10.5%
Co-operation	0%	0%	0%	0%	0%	5.3%	15.8%	21.1%	31.6%	10.5%	15.8%
Professional Development	0%	0%	0%	0%	5.3%	5.3%	21.1%	15.8%	36.8%	5.3%	10.5%

The same conclusion applies to the data included in table 10 in which students' feelings of competence in different areas is presented.

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Table 10. Degree of competence the SW-VirCamp students felt at some areas at the end of the course					
	Not competent at all	**A little competent**	**Something competent**	**Quite competent**	**Very Competent**
I am able to collect and analyze relevant information about communities and able to report the findings.	0%	0%	21.1%	63.2%	15.8%
I am able to see opportunities on macro-, meso- and micro- levels in communities and able to create a plan for a community work project.	0%	0%	36.8%	47.4%	15.8%
I am able to reflect on the understanding of a specific situation and able to justify the chosen community work methods	0%	0%	5.3%	68.4%	26.3%
I am able to reflect on my own continuing professional development.	0%	0%	10.5%	47.4%	42.1%
I am able to express myself in oral and written English	0%	0%	5.3%	52.6%	42.1%
I am able to use ICT more efficiently in my work	0%	0%	15.8%	57.9%	26.3%

It is important to note that no student felt not competent at all or only a little competent in the six areas included in table 10.

Problems detected

No significant problems were detected when evaluating this standard.

Recommendations:

It would be desirable to improve the already positive subjective evaluation made by students of the indicators of the 3.1 standard. But to properly evaluate this standard it would be better to plan both a follow-up evaluation and an external evaluation of the SW-VirCamp students competences by professionals in the field. This would make it possible to know if this standard's criteria have been actually fulfilled (e.g.: if the students competences can promote their employability in a European context or if the students competences are valid both to confront new learning situations and in the professional job market).

Standard 3.2. SW-VirCamp English language skills

SW-VirCamp students will be able to improve their English language skills by participating in the SW-VirCamp education programme.

As shown in table 11, at the end of the course nearly 95% of the students felt that they were quite competent or very competent in English. Of course, it doesn't mean that this degree of competence was acquired only during the course, but the majority of the students (as their responses to qualitative survey questions indicate) felt their English skills, especially their writing skills were significant improved thanks to the SW-VirCamp course.

Table 11. Degree of perceived English competence the SW-VirCamp students felt at the end of the course

	Not competent at all	A little competent	Something competent	Quite competent	Very Competent
I am able to express myself in oral and written English	0%	0%	5.3%	52.6%	42.1%

Problems detected

No problems were detected in relation to this standard.

Recommendations

In order to properly know how much the SW-VirCamp educative programme improves the English language competences of the students pre- and post- test measures will be needed.

Standard 3.3. SW-VirCamp student learning skills

SW-VirCamp students will acquire the learning skills necessary for successfully completing the SW-VirCamp courses and for continued lifelong learning, self-directed learning management, and the use of ICT.

Evidence and comments

The best evidence of the fulfilment of the first part of standard was the good marks obtained by the students:

- 1 student obtained an "A"
- 9 students obtained a "B",
- 10 students obtained a "C",
- and 2 students obtained a "D".
- No student received an "E" or an "F"

It is important to underline that students' marks were given after agreement was reached between an internal and an external assessor.

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At the end of the course all the students who presented their exam met all the criteria defined for this standard. They succeeded in the portfolio assessment, they demonstrated competence in evidence-based writing and in reflection on learning, they operated as proficient LMS users and as independent learners. Further, they showed ability working with groups online and as collaborative learners and they demonstrated competences in theories and methods related to the specific subject they studied.

Students also reported that they acquired learning skills necessary for continued lifelong learning, self-directed learning management and the uses of ICT (see table 10). Whilst it is true that these aspects were not always directly assessed, the qualitative reports of the students confirm this appreciation (see Hole and Wouters and Olsson, 2010).

Problems detected

No significant problems were detected for this standard. However, a possible explanation for this may be that students with poor English competence disappear from the course at an early stage

Recommendations

Some of the quality criteria for this standard must be directly addressed in future evaluations of the SW-VirCamp students.

Standard 3.4. SW-VirCamp ECTS credits

At the successful completion of each SW-VirCamp course/module the student will be awarded ECTS credits. When the student completes the entire SW-VirCamp education programme an International Specialization/in-depth international studies will be recognized in their academic register.

As mentioned when evaluating Standard 3.1, 73,7% of the SW-VirCamp students were able to have the Community Work ECTS credits recognized by their home universities.

Since the opportunity to undertake either a practice placement/study abroad or a BA final thesis under the SW-VirCamp program was not available during this academic year internal evaluation of these is not currently possible.

Problems detected

The main problem concerned the 26,3% of the students that were not able to have their ECTS credits officially recognized at their home university. When the students are in this situation, the work done under the SW-VirCamp program is "over and above", which can produce a false educational failure or increase the probability of drop outs of the educational programme.

Recommendations

The SW-VirCamp Consortium must ensure that HEI partners participating in the program officially recognize the ECTS credits obtained by their students in the SW-VirCamp educative program. This will be of central importance when the entire SW-VirCamp education programme and its associate International Specialization/in-depth international studies is offered to the students.

Standard 3.5. SW-VirCamp students satisfaction

SW-VirCamp educative programme will aim to promote student satisfaction with the process and content of the programme during and at the end of the programme

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High levels of satisfaction have been reported by the students during this academic year as highlighted by Hole, Wouters and Olsson (2010) when reporting the internal evaluation of the Community Work pilot programme.

The majority of students are satisfied with course curriculum plan, course/module processes and practices, learning materials, teachers' supervision and feedback, course content and task, and the learning community and its aspirations (see table 12). In general, they were also satisfied with their own work (see table 13)

Table 12 Satisfaction of the SW-VirCamp students with different aspects of the course

	Very Unsatisfied	Unsatisfied	Good enough	Satisfied	Very Satisfied
The course Curriculum plan	0%	0%	26.3%	36.8%	36.8%
The course processes and practices	0%	5.3%	26.3%	31.6%	36.8%
The learning material	0%	0%	10.5%	42.1%	47.4%
Teachers supervision and feed-back	5.3%	10.5%	5.3%	47.4%	31.6%
Course content and tasks	0%	0%	15.8%	52.6%	31.6%
The learning community	0%	5.3%	36.8%	36.8%	21.1%

Table 13. SW-VirCamp Students satisfaction with their own work during the course

	Very Unsatisfied	Unsatisfied	Good enough	Satisfied	Very Satisfied
Your own work and effort	0%	5.3%	21.1%	31.6%	42.1%
Your learning results	0%	0%	10.5%	73.7%	15.8%
Your improvements as (future) social worker	0%	5.3%	31.6%	47.4%	15.8%
You contribution to collaboration with other students	0%	0%	42.1%	36.8%	21.1%
Your participation in online chats	0%	0%	31.6%	36.8%	31.6%
Your reading of the literature in the course	0%	10.5%	15.8%	52.6%	21.1%
Your work with the tasks in the course	0%	5.3%	21.1%	52.6%	21.1%
Your ability to follow the weekly schedule and work	5.3%	5.3%	42.1%	42.1%	5.3%
Taking into account the situation you have as student with different obligations what is your general satisfaction with your work in this course?	0%	0%	26.3%	52.6%	21.1%

Problems detected

Qualitative and quantitative data derived from the Students' answers to the surveys confirm the latter conclusions, although some comments are needed in this respect.

As can be seen in table 14, students seem to be satisfied with the different aspects of the **feedback and support received from their teachers**. But it is also true that there are some specific aspects that need improvement: to adjust a little bit more the time schedule in relation to when the feedback is given, to make the feedback more concrete and specific, to avoid superficiality and to increase the frequency of the feedback. Notwithstanding, there is positive and impressive data—e.g. 50% of the students indicated that they get more support from teachers in this course than from their campus teachers.

Table 14. Degree of SW-VirCamp students' agreement and satisfaction with their teachers' feedback

	Disagree completely	Disagree	Neither Agree nor Disagree	Agree	Agree completely	Not answered
The feedback from teachers is good and helpful	0%	0%	13.6%	45.5%	40.9%	0%
The feedback is given in time according to the time schedule	9.1%	4.5%	9.1%	36.4%	36.4%	4,5%
I would like to get more concrete and specific feedback	9.1%	36.4%	22.7%	4.5%	22.7%	4,5%
I think the feedback is too superficial	22.7%	36.4%	22.7%	4.5%	4.5%	9,1%
I would like to have feedback more often on the work I am doing	4.5%	31.8%	27.3%	22.7%	9.1%	4,5%
I get more support from teachers in this course than from my campus teachers	0%	13.6%	31.8%	31.8%	18.2%	4,5%

The **transparent classroom** also worked properly. More than the 80% of the students were positive in this respect as can be seen in table 13, although a large number of them (over 30%) did not have time to look into other students work and feedback, from which many students (40%) said they learnt a lot

Table 15. Students opinion about the transparent classroom

	Disagree completely	Disagree	Neither Agree nor Disagree	Agree	Agree completely	Not answered
To participate in a transparent classroom has been a positive experience	0%	0%	13.6%	31.8%	50%	4,5%
I learned a lot from reading the feedback given to other students? tasks	4.5%	18.2%	31.8%	36.4%	4.5%	4,5%
I liked to read the other students' tasks	4.5%	13.6%	27.3%	36.4%	13.6%	4,5%
I did not have the time to look into other students' work and feedback	18.2%	22.7%	22.7%	22.7%	9.1%	4,5%

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Recommendations

Although positively evaluated, feedback from teachers could be improved by trying to deliver it more in accordance with the time schedule and by making it more specific and more frequent.

The transparent classroom should be maintained, but to work even better an effort is needed to increase the students' participation in the feedback of other students.

CONCLUSION

The development of the Quality Guide has made it possible to produce this internal evaluation report and together the two documents will be of great value for quality assurance for the continuation of the SW-VirCamp.

Most of the standards defined in the SW-VirCamp Quality Guide were met, although there were a small number of criteria within standards which were not met. But the global impression of this first internal evaluation is highly positive.

Minor problems were detected in this evaluation but their causes appear to have been identified and specific solutions to them have been proposed

The most important concerns have to be related to the improvements of the preparation of students' language competences and information about the workload related to the courses before they start on the international courses.

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Another important concern is related to the time of the year when courses can be arranged and how the courses can be arranged in a way that allows more flexibility but still keeps the possibility for cooperation among students.

The most important result is that partners have decided to continue cooperation and taken the responsibility for the future finance and administration of the SW-VirCamp.

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