SW-VIRCAMP QUALITY GUIDE

Work Package 6

Deliverable 6.1.

v.1.0. Sept. 2010

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Project: SW-VIRCAMP, Social Work-Virtual Campus.

Project number: 142767-LLP-1-2008-1-NO-ERASMUS-EVC

Grant Agreement: 2008-3252/001-001

Project Leader: Anne Karin Larsen

Work Package 6 Leader: Andrés Arias Astray

Authors: Andrés Arias Astray, Anne Karin Larsen, Remmelt Veenkamp & Grete Oline Hole

Proof-reading: Bob Sanders

1 Bergen University College; 2 Complutense University; 3 InHolland University; 4 Swansea University.
TABLE OF CONTENTS:

A. INTRODUCTION ........................................................................................................................................ 5
   Context of the SW-VirCamp Quality Guide ......................................................................................... 5
   Aims of the SW-VirCamp Quality Guide ............................................................................................ 6
   SW Quality Guide target groups ........................................................................................................... 6
   The Making of the SW-VirCamp Quality Guide ................................................................................ 7
   Structure of the Quality Guide ............................................................................................................. 7

B. QUALITY MANIFESTO ............................................................................................................................. 8
   Introduction ........................................................................................................................................... 8
   Vision and aims .................................................................................................................................... 8
   Target areas for SW-VirCamp ............................................................................................................. 8
   Aims and focus for quality assessment .............................................................................................. 8
   Expected outcomes of the Quality Guide ........................................................................................... 9
   Key words for quality assessment ..................................................................................................... 9
   Core principles ....................................................................................................................................... 9
   Organization and responsibilities ....................................................................................................... 11

C. QUALITY GUIDE ....................................................................................................................................... 15
   1. SW-VirCamp inputs/resources .......................................................................................................... 15
      Standard 1.1. SW-VirCamp Educatve Programme .............................................................................. 15
      Standard 1.2. SW-VirCamp courses/modules .................................................................................. 17
      Standard 1.3. Curriculum Plan characteristics ................................................................................... 18
      Standard 1.4. Curriculum Plan update ............................................................................................... 19
      Standard 1.5. Weekly Programme .................................................................................................... 20
      Standard 1.7: SW-VirCamp Virtual Campus Web Portal and Learning Management System (LMS) .......................................................................................................................... 23
      Standard 1.8: SW-VirCamp virtual learning resources/other learning resources ......................... 24
      Standard 1.9. SW-VirCamp practice placements abroad ................................................................. 26
      Standard 1.10 SW-VirCamp study courses abroad ......................................................................... 27
      Standard 1.11. SW-VirCamp International Bachelor Thesis tutorship ......................................... 28
      Standard 1.12. SW-VirCamp promotional material ....................................................................... 29
      Standard 1.13. SW-VirCamp human resources .............................................................................. 30
      Standard 1.14. SW-VirCamp Consortium agreement .................................................................... 33
A. INTRODUCTION.

This Quality Guide aims to contribute to the quality assurance and evaluation of the SW-VirCamp project\(^1\), and to secure a sustainable high quality and long lasting Virtual Campus\(^2\) beyond the funding period of the project. The Quality Guide is a deliverable of Work package 6.1 as presented in the SW-VirCamp project application.

**Context of the SW-VirCamp Quality Guide**

The *SW-VirCamp* project **broad objective** is that social work students will be more competent to meet the needs of a knowledge based, intercultural, socially cohesive European society, by means of an International Social Work Specialization on BA level realized via a Virtual Campus.

Main SW-VirCamp **specific objectives** are:

1. **To develop an International Social Work Specialization on BA level in Social Work** (IS) implying:
   
   a. A shared Consortium Agreement Bologna aligned and tuned with relevant national quality standards in Higher Education.
   
   b. The development, execution and pilot of an online module on Community Work/Development in which an international group of 55 students will participate.

2. **To set up a Virtual Campus intermediating/serving** this Specialization as an international community implying:
   
   a. Functional and technical upgrading of the existing VIRCLASS system and facilities into a Virtual Campus.
   
   b. Developing Virtual Campus learning materials (for a community work e-learning module).

   c. Upgrading the competences of the technical/media staff involved.

3. **To assure the quality** of 1 and 2 by a quality guide (applying relevant national and international quality standards), internal quality reports, the assessment of the Community Work (CW) pilot and a programme evaluation by an external evaluator.

---

\(^1\) The SW-VirCamp project is a European Commission founded initiative under the Lifelong Learning Programme - Call for Proposals 2008 (EAC/30/07) Erasmus Programme: Erasmus Virtual Campuses under the Education, Audiovisual and Culture Executive Agency. Reference number: 142767-LLP-1-2008-1-NO-ERASMUS-EVC.

\(^2\) The definition of Virtual Campus is in the glossary included in the annexes.
4. To **disseminate, promote and create public awareness** of the SW-VirCamp project in a planned way\(^3\).

A conditional specific objective is an **adequate project organization** which can obtain the planned results. This is done by a dedicated consortium of partners (which to a great extent already cooperates), an experienced contractor, a team of work package leaders (WPL) and the active involvement of all partners arranged by working agreements (working plan, framework agreement etc.), which are managed and monitored.

**Aims of the SW-VirCamp Quality Guide**

The **first aim** of this SW-VirCamp Quality Guide is to serve as a practical guide to agents and target groups involved and affected by the SW-VirCamp project, giving them clear information about:

- Main **quality principles** in the SW-VirCamp project.
- Desirable **quality standards** for each of the main SW-VirCamp project elements (inputs, processes and outputs).
- Quantitative and qualitative **indicators** about the fulfilment of the referred standards.
- Proposed evaluative **methods and instruments** to measure the referred indicators.
- **Routine guidelines and checklists** related to specific SW-VirCamp inputs and processes.

The **second aim** of the SW-VirCamp Quality Guide is to serve the internal evaluation of the SW-VirCamp project; to be used for improvement.

The **third aim** is to have a Quality Guide that secures high quality for a sustainable Virtual Campus after the project period through systematic evaluations and feed-back.

**SW Quality Guide target groups**

The guide is thought to be used by all the persons/agents in the community of learners integrating the SW-VirCamp project. That is: students, campus teachers, e-teachers, media and administrative staff, web masters, partner leaders, project leaders, and work package leaders.

---

\(^3\) See the document *Dissemination Plan* (work packages 5 and 7) at [http://www.vircamp.net](http://www.vircamp.net)
**The Making of the SW-VirCamp Quality Guide**

This Quality Guide is an ongoing document. It is not thought of as a finished product and has to be further developed and improved during and after the project period.

It is inspired both by the quality literature\(^4\) and by the knowledge, skills and attitudes acquired by the SW-VirCamp community of learners under a longstanding collaboration in the VIRCLASS\(^5\) project that goes back to 2004.

**Structure of the Quality Guide.**

The Guide is designed to be a simple and friendly user document. It follows the conventional distinction in the quality literature among inputs/resources, processes/tasks, and outputs/results. Three main groups of standards are stated.

- SW-VirCamp inputs and resources standards
- SW-VirCamp processes and practices standards
- SW-VirCamp outcomes and results standards

Each standard is followed by a sample of indicators, a proposed measurement of the indicators and, in some cases, a suggestion of the main sources of data and a proposal of the key persons/agents responsible to assure, measure and correct, when needed, the specific element (input, process or result) of the SW-VirCamp project.

The indicators aim to give qualitative and quantitative information about the degree to which each standard is fulfilled.

The evaluation methods are stated in a generic form because they are in a process of constant development and refinement.

The guide also includes the following Appendices:

- Examples of SW-VirCamp routine guidelines, checklists and evaluation forms for specific inputs and processes.
- Examples of SW-VirCamp surveys.
- SW-VirCamp Quality Guide glossary.

---

\(^4\) This Quality Guide is especially inspired in the works of Baker (2002) and in the “Open eQuality Learning Standards” (LIfIA &EifEL, 2004). These open standards are recommended among other national and international agencies by the European Institute for E-Learning (EifEL).

\(^5\) VIRCLASS – The Virtual Classroom for Social Work in Europe. Partners in this project were the founders of SW-VirCamp.
B. QUALITY MANIFESTO

Introduction

The SW-VirCamp Quality Guide is based on the Bologna process and quality assurance procedures in the partner institutions of SW-VirCamp.

The Quality Programme for SW-VirCamp is a map for quality assurance for the content of the whole Virtual Campus.

Vision and aims

Social Work-Virtual Campus shall be an authorized Virtual Campus for social work in Europe.

SW-VirCamp is a digital campus promoting integration and which fights against ethnocentrism through international studies, research, knowledge development and lifelong learning.

Target areas for SW-VirCamp

- International education and learning environment within the field of Social Work in Europe.
- A shared Social Work International Specialization Programme, Bologna aligned, and tuned with relevant national quality standards in Higher Education.
- Research, development, innovation and dissemination in the field of Social Work Education with special emphasis in e-learning.
- Cooperation among Higher Education Institution (HEI) and the field of social work.
- Competence development related to e-learning and e-teaching.

Aims and focus for quality assessment

The Quality Guide will:

- Secure high quality on intake of students, curriculum/study programme, teaching and the total e-learning environment, results and relevance and administrative service
- Secure upgrading of virtual learning material and development of new material
- Stimulate ongoing improvements, learning and knowledge sharing
- Report quality work and reveal lack of quality
- Contribute to good reputation in the field of social work and the public.
Expected outcomes of the Quality Guide

• Efficient use of resources, optimal information among participants in the SW-VirCamp, promote implementation of action at all levels

• Clarify tasks and responsibility, as a framework for a clear structure for reports

• All consortium partners will have specific tasks and responsibilities in the development of the learning environment and the educational activity

• Students will participate actively in the development and improvement of their own learning environment and education

By this the Quality Guide will support a thorough evaluation of both the process and the product of the Community Work pilot course as well as future SW-VirCamp courses.

Key words for quality assessment

Simplicity: A collection of all relevant information in one place. Common sense set in system.

Holistic: Quality in all parts.

Development: Build on existing traditions for quality assurance and contribute to continuous improvements and development.

Best Practice: Make possibilities for transferring experiences and knowledge sharing. Convert best practice into common practice.

Unique: The significant emphasis on quality makes SW-VirCamp distinct from other virtual e-learning programmes.

Documentation: The indicators of the quality of work undertaken will be reported in a systematic way and based on existing data.

Core principles

• User orientation and participation.

• Leaders’ committed engagement.

• Participation among staff.

• Cooperation among partner institutions.

• Management and follow up through facts and processes.
• Continuous learning, innovation and improvements.
• Result orientation.
Organization and responsibilities

Quality in SW-VirCamp is a shared responsibility, but an organizational structure and specific roles have to be defined to ensure that SW-VirCamp quality assurance and evaluation are fulfilled.

The general organizational structure and roles in SW-VirCamp has already been defined in the Consortium Agreement. In this Quality Guide only those bodies and positions more strictly related to quality issues are discussed and their roles concerning quality defined.

The Consortium has a “Consortium Management Group” with one representative leader from each institution, and a Steering Committee with 4 – 5 members responsible for the coordination of the different activities.

The “Consortium Management Group” (CMG) is the principal decision-making body of SW-VirCamp. The CMG makes decisions regarding strategic orientation and approves the Quality Guide, the quality plan and the annual quality report.

The “Consortium Coordinator” or “Leading Institution” is the partner responsible for the central administration of the Consortium and chairman of the Steering Committee.

The Leading Institution will have a “Consortium Coordinator” and “Administration Group” from the institution.

The “Consortium Coordinator” gives strategic orientation and, in collaboration with the Coordinator for Research, the research group, and the rest of the Steering Committee, promotes and follows up the planned actions to assure quality, and presents to the CMG the quality assurance plan and the annual quality report for its approval.

The “Administration Group” consists in Administrative staff at the Leading Institution supporting the Consortium Coordinator with accounting and reporting.

The “Steering Committee” is the management executive body of SW-VirCamp. The Steering Committee consists of the Coordinator and 4-5 task leaders for the coordination of the task groups responsible for the different SW-VirCamp activities (Education, Development, Research and Virtual Campus administration -Web Portal-). The “Task Leaders” represents the Task Groups in the Steering Committee.

The “Steering Committee” coordinates, gives strategic orientation, follows up, and approves the Quality Guide, the quality assurance plan and the annual quality report before its presentation to the Consortium Management Group.
The “Coordinator for Research” is the main role responsible of the quality assurance and evaluation in SW-VirCamp. In collaboration with the “Quality Assurance Group” (a part of the research group), the Coordinator for Research is responsible of the making of the Quality Guide and the quality plan, presenting the annual quality report, and evaluating the different quality dimensions in SW-VirCamp as defined in the Quality Guide. The Coordinator for Research reports to the Consortium Coordinator, the Steering Committee and the Consortium Management Group. The research group and the Coordinator for Research collaborate with other task groups and coordinators to promote and evaluate the specific quality dimensions of the SW-VirCamp.

The “(Web Master) Coordinator for the SW-Virtual Campus Web Portal” ensures the quality of the content at the web portal, gives access and support to the Coordinator for Research to upload information about quality assurance and evaluation, and in coordination with the Steering Committee, the Consortium Coordinator and the Coordinator for Research initiates evaluation of the web portal regularly.

The “Coordinator for Education” ensures and evaluates the quality of e-learning courses in coordination with the teachers’ group, the research group, the Coordinator for Research and the Consortium Coordinator; by making the necessary surveys available for the actual respondents.

The “Coordinator for Development” contributes with new inputs to improve the quality in SW-VirCamp.

Teachers and especially “Main Teachers” cooperate with the quality assurance group to assure and evaluate the quality of their respective SW-VirCamp courses.

Students, administrative staff and media staff are informed about the Quality Guide and the quality plan, receive and give input to the quality report and are invited by the teachers to collaborate in all actions related to quality. This will take place within the participatory learning and participatory action framework.
<table>
<thead>
<tr>
<th>Name</th>
<th>Members</th>
<th>Roles related with quality</th>
</tr>
</thead>
</table>
| Consortium Management Group | One representative leader from each SW-VirCamp institution               | - Principal decision-making body of SW-VirCamp  
- Approves the Quality Guide, the quality plan and the annual quality report |
| Consortium Coordinator      | A member of the leading institution                                       | - Gives Strategic orientation  
- Promotes and follows up the planned actions to assure quality  
- Presents to the CMG the quality assurance plan and the annual quality report for its approval. |
| Administration Group        | Administrative staff at the Leading Institution                           | - Supports the Consortium Coordinator with accounting and reporting                         |
| Steering Committee          | Coordinator and 4-5 task leaders (Education, Development, Research and Virtual Campus administration - Web Portal) | - Coordinates, gives strategic orientation, follows up, and approves the Quality Guide, the quality assurance plan and the annual quality report before its presentation to the Consortium Management Group |
| Coordinator for Research    | Elected task leader                                                       | - main responsible of the quality assurance and evaluation in SW-VirCamp  
- Produces the Quality Guide and the quality plan  
- Presents the annual quality report  
- Evaluates the different quality dimensions in SW-VirCamp as defined in the Quality Guide.  
- Reports to the Consortium Coordinator, the Steering Committee and the Consortium Management Group.  
- Collaborates with other task groups and coordinators to promote and evaluate the specific quality dimensions of the SW-VirCamp. |
| Quality Assurance Group     | - A specialized subgroup of the research group                          | - Makes the Quality Guide and the quality plan  
- Presents the annual quality report  
- Evaluates the different quality dimensions in SW-VirCamp as defined in the Quality Guide.  
- Reports to the Consortium Coordinator, the Steering Committee and the Consortium Management Group.  
- Collaborates with other task groups and coordinators to promote and evaluate the specific quality dimensions of the SW-VirCamp. |
<table>
<thead>
<tr>
<th>Name</th>
<th>Members</th>
<th>Roles related with quality</th>
</tr>
</thead>
</table>
| (Web Master) Coordinator for the SW-Virtual Campus Web Portal | Elected task leader | - Ensures the quality of the content at the web portal.  
- Gives access and support to the coordinator of research to upload information about quality assurance and evaluation  
- Initiates evaluation of the web portal regularly (in coordination with the Steering Committee, the Consortium Coordinator and the Coordinator for Research) |
| Coordinator for Education | Elected task leader | - Ensures and evaluates the quality of e-learning courses in coordination with the teachers’ group, the research group, the coordinator of research and the Consortium Coordinator  
- Makes the necessary surveys available for the evaluation of the e-learning courses. |
| Coordinator for Development | Elected task leader | - Contributes with new inputs to improve the quality in SW-VirCamp |
| Teachers | Expert e-teachers belonging to the different SW-VirCamp partners. | - Cooperate with the quality assurance group to assure and evaluate the quality of their respective SW-VirCamp courses |
| Students | VirCamp Students | - Are informed about the Quality Guide and the quality plan, receive and give input to the quality report and are invited by the teachers to collaborate in all actions related to quality |
| Administrative staff and media staff | Administrative and media staff from partner institutions | - Are informed about the Quality Guide and the quality plan, receive and give input to the quality report and are invited by the teachers to collaborate in all actions related to quality |
C. QUALITY GUIDE

1. SW-VirCamp inputs/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 in the bachelor curriculum of the student, but SW-VirCamp courses/modules can be studied and recognized as independent courses/modules.

Indicators

The SW-VirCamp educational programme includes at least the following four components:

1.1.1. Online courses up to 30 ECTS credits in comparative social work.

1.1.2. An offer of international practice placements in which the student can develop professional experience abroad and be accredited with the number of credits needed to fulfil the student’s Curriculum Plan.

1.1.3. International tutoring and support for the realization of a BA thesis in an international comparative perspective on social work preferably in English, or as a minimum, with an English summary.

1.1.4. An administrative procedure to have the ECTS credits obtained in the SW-VirCamp International Specialization fully integrated and recognized in the student’s national BA curriculum.

Measurement proposed

- Assessment of central documents of the SW-VirCamp Consortium Agreement and SW-VirCamp partners’ BA curricula and partners’ administrative procedures (to do the necessary adjustment if needed)

- A summary and yearly report of the practice placements available for the SW-VirCamp Educational Programme at the partner universities and which addresses the actual use that SW-VirCamp students made of them will be presented at the website. Evaluation of their experiences and necessary adjustment will be taken.
- Evaluation by surveys and other means to all stakeholders in the Consortium.

- A summary and yearly report of the Bachelor Thesis presented under the SW-VirCamp Educational Programme will be produced at the website.

- Internal and external evaluation including online or telephone interviews of project participants.

- Student surveys at the start, midway and end of the course module.

**Sources of data:**

- Consortium Management group.

- Teachers’ group.

- SW-VirCamp students.

- Supervisors for practice placements.

- Partners’ International Offices.

- Thesis supervisors.

- Documents: SW-VirCamp Consortium Agreement; Partners BA Curricula; Partners Administrative Procedures.

**Key staff/agents responsible to assure, measure and adjust quality**

- Consortium Coordinator.

- Coordinator for Research.

- Quality Assurance group.

- Teachers’ group.

- Coordinator for Education.

- Partners’ International and Practice Placement Offices.

- Supervisors for practice placements.

- Bachelor thesis’ supervisors.
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.

Indicators
- The Curriculum Plan includes at least the following components:
  1.2.1. Introduction to/explanation of the course/module.
  1.2.2. Course/module objectives.
  1.2.3. Course/module contents.
  1.2.4. Competences required before students’ begin the e-learning courses.
  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 accredit the course.

Measurement proposed
- Checklist and content assessments will be used to measure the fulfilment of the above indicators.
- National and international regulation will be taken into consideration.
- Internal and external and expert assessors will evaluate the curriculum plan.

Sources of data
- SW-VirCamp students
- SW-VirCamp teachers
- Internal, external and expert assessors
- Curriculum Plan and related documents
Key persons/agents responsible to assure, measure and correct quality

- Consortium Management Group.
- Steering Committee
- Teachers’ group.
- Coordinator for Education
- Consortium Coordinator.
- Coordinator for Research.
- University leaders.

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.

Indicators

These aspects related to the making of the Curriculum Plan are demonstrated by:

1.3.1. Academic certificates in the specific field of the course/module.
1.3.2. Records, minutes and documents from the collaborative work of the teachers.
1.3.3. Minutes from the SW-VirCamp meetings.
1.3.4. Internal and external / expert assessors’ evaluation.

Measurement proposed

- Assessment of documents, internal and external evaluation.

Sources of data

- Professional/ subjects experts
- Teachers’ group
Key staff/agents responsible to assure, measure and adjust quality

- Consortium Management Group.
- Steering Committee.
- Teachers’ group.
- Consortium Coordinator.
- Internal, external and expert assessors
- Coordinator for Research
- Quality Assurance group.

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.

Indicators

- When needed, new versions of the Curriculum Plan include observable changes in:
  1.4.1. Course/module objectives.
  1.4.2. Course/module contents.
  1.4.3. Course/module expected competences.
  1.4.4. Course/module study methods.
  1.4.5. Course/module learning results.
  1.4.6. Course/module assessment and completion requirements
  1.4.7. Course/module reading list.
  1.4.8. Prerequisites of knowledge for the course

Measurement proposed

- Assessment of documents
- Internal, external evaluation.
Sources of data

- Curriculum plan and related documents
- SW-VirCamp Students
- Teachers’ group
- External academic experts
- Professionals in the working field

Key staff/agents responsible to assure, measure and adjust quality

- Consortium Management Group.
- Steering Committee.
- Coordinator for Education
- Teachers’ group.
- Consortium Coordinator
- Coordinator for Research
- Quality Assurance group.
- Internal and external evaluator

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.

Indicators

- The Weekly Programme includes at least the following components:
  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. Contents for the specified period.
1.5.6. Tasks for the specified period.

1.5.7. Task deadlines.

1.5.8. Task feedback deadlines.

1.5.9. Assessment criteria for tasks.

1.5.10. Recommended readings.

1.5.11. Active web links to needed course materials, e.g. screen lectures, triggers, virtual case, etc.

**Measurement proposed**

- Checklist, guidelines and peer review procedures
- Students’ feed-back through reflections notes and surveys.
- Student surveys at the start, midway and end of the course module.
- External evaluation

To ensure that both process and end product are evaluated

**Sources of data**

- Weekly programme documents
- SW-VirCamp students
- Teachers’ group

**Key staff/agents responsible to assure, measure and adjust quality**

- Teachers’ group.
- Coordinator for Education
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research
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.

Indicators

- Course objectives, contents, expected competences and learning objectives:
  
  1.6.1. Have an International, 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. Are in accordance with theoretical evidence and empirical based knowledge.

  1.6.5. Promote democratic values and the respect for all kind of human difference (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 achieved) online.

  1.6.8. Are realistic for, and/or achievable along, the course/module

  1.6.9. Are in accordance with the ECTS credits awarded in the course.

  1.6.10. Are in line with the recent state of research in the respective thematic areas.

- Objectives, competences and learning outcomes:

  1.6.11. Are expressed in an observable, demonstrable and measurable way.

Measurement proposed

- Students and teachers surveys, interviews and group discussions.

- Course Module Characteristics Evaluation form.

- Peer review.

- Internal, external and expert evaluation.
Sources of data
- SW-VirCamp students
- Teachers’ group
- Subject/professional experts

Key staff/agents responsible to assure, measure and adjust quality
- Consortium Management Group.
- Steering Committee.
- Teachers’ group.
- Coordinator for Education.
- Consortium Coordinator.
- Quality assurance group.
- Coordinator for Research

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.

Indicators
- The Virtual Campus:
  1.7.1. Has a user-friendly design and best available technical solutions.
  1.7.2. Gives all relevant and necessary information needed for all stakeholders.
  1.7.3. Offers simple and efficient navigation.
  1.7.4. Is updated regularly.
- The Learning Management System:
  1.7.5. Is user friendly
1.7.6. Has tutorials and FAQs that help students and teachers to find their way in the online learning arena.

1.7.7: Offers adequate and timely technical support.

1.7.8. Allows synchronic and asynchronic interaction.

1.7.9. Permits use of both standard as well as innovative ICT tools by allowing access to necessary sites.

1.7.10. Permits use of e-portfolios.

1.7.11. Permits an easy overview and presentation of all participants.

1.7.12. Allows the overview of students’ progress and deliverables.

1.7.13. Offers survey tools

1.7.14. Gives options for online assignments and assessments.

Measurement proposed
- Feedback from target users
- Survey to students
- Internal and external evaluation

Key staff/agents responsible to assure, measure and adjust quality
- Consortium Management Group.
- Steering Committee.
- Teachers’ group.
- Coordinator for Education.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.

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 technically functional in an e-learning platform.
Indicators

- Learning resources (e.g.: virtual books with virtual cases, screen lectures, triggers, etc.) and other learning resources are:

  1.8.1. Developed by qualified academic and media/ICT staff.
  1.8.2. Appropriate to the purpose of the course/module.
  1.8.3. Learner friendly.
  1.8.4. Attractive and interesting in layout and content.
  1.8.5. Exploiting the multi-media possibilities
  1.8.6. Able to promote cultural sensitivity and freedom of cultural, ethnic, class, age and gender bias.
  1.8.7. Able to promote discussions and interaction.
  1.8.8. Able to facilitate reflection, review, practice experiences and self-assessment.
  1.8.9. Close to real world situations.
  1.8.10. Able to inspire or motivate the realization of students’ tasks or assignments.
  1.8.11. Provided with clear instructions to guide the learner towards the wanted learning outcomes.
  1.8.12. Easy to understand to non-native English speakers.
  1.8.13. Focused on providing multiple representations of the content (e.g. text to screen lectures, voice-over, podcast, PowerPoint, etc).
  1.8.14. Checked and updated frequently to ensure that links point to the wanted pages.
  1.8.15. Readily accessible or downloaded, in accordance with the available bandwidth of the SW-VirCamp participants.
  1.8.16. Compatible with current technology and ICT standards.
  1.8.17. In line with the actual state of research in the respective thematic areas.
  1.8.18. Updated.
1.8.19. Cost effective.

1.8.20. In accordance with copyright legislation.

**Measurement proposed**

- Surveys and other feedback forms to students and teachers.
- Academic and Media/ICT staff profiles or Qualifications credentials.
- Peer-review through participating in national and international conferences and presenting papers in national and international journals.
- Internal, external and expert evaluation.

**Key staff/agents responsible to assure, measure and adjust quality**

- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- Coordinator for Education.
- Teachers’ group
- Media Staff

**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.

**Indicators**

- The practice placements are:
  
  1.9.1. Sufficient in number and in ECTS credits as to meet the demand and need on the part of the SW-VirCamp students.
1.9.2. Diverse both in countries of destination and areas of specialization.

1.9.3. Described in detail in terms of number of weeks, hours per week, necessary competencies before intake (language skills as well as subject knowledge) and students’ obligations.

1.9.4. Supported by a university tutor and a placement supervisor at the receiving country.

1.9.5. Satisfactory both for the SW-VirCamp students and their home university supervisors.

1.9.6. Designed to allow the students to practice social work professional competences learnt during the BA.

1.9.7. Announced to the students from the beginning of the Academic year.

1.9.8. Able to be realized under the Life Long Learning Programme (former Erasmus Exchange Programme)

- Partner universities have:

1.9.9. Signed bilateral agreement to allow students mobility among all of them.

**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.*

**Indicators:**

- The study courses abroad are:

  1.10.1. Sufficient in number and in ECTS credits in each destination country as to meet the demand and need on the part of the SW-VirCamp students.

  1.10.2. Diverse both in countries of destination and study topics.

  1.10.3. Described in details in terms of schedule, number of weeks, hours per week, prerequisites (e.g. language skills), expected
competences, teaching methods, learning objectives, contents &
evaluation methods.

1.10.4. Compatible with the Standard 1.6 described before (p.22)

1.10.5. Supported by academic university tutors from both home
university and receiving partner institution.

1.10.6. Satisfactory both for the SW-VirCamp students and their
academic tutors.

1.10.7. Designed to be recognized in the Social Work BA curriculum at all
the SW-VirCamp partner universities.

1.10.8. Announced to the students from the beginning of the Academic
year.

1.10.9. Able to be realized under the LLP (former Erasmus Exchange
Programme).

1.10.10. Offered in English in a percentage yearly defined by the
Consortium Management Group.

- Partner universities have:

1.10.11. Signed bilateral agreement to allow LLP students mobility
among all of them.

**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) under the support or tutorship of SW-VirCamp educational programme
focusing on a comparative international perspective, preferably in English or with an
English summary.*

**Indicators:**

1. 11.1. SW-VirCamp teachers are available to support the work on the
BA thesis by the SW-VirCamp students.

1.11.2. A list of BA thesis topics and SW-VirCamp tutors are available for
the SW-VirCamp students at the beginning every academic year.

1.11.3. External BA thesis assessors are available for SW-VirCamp
students when needed depending of the university norms of the
students.
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.

Indicators:

- The SW-VirCamp promotional material:

  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 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.

  1.12.10. Specifies the main characteristics of the BA thesis offered by the SW-VirCamp education programme.

  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

  1.12.13. Includes testimonials of former students or the information about where these can be obtained.

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.

**Measurement proposed**

- Check list.
- SW-VirCamp members and target groups evaluation of the promotional material.

**Key staff/agents responsible to assure, measure and adjust quality**

- Steering Committee.
- Media-staff.
- Intake and assessment office.
- Consortium leader.
- SW-VirCamp target groups.
- SW-VirCamp students.

**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.*
Indicators

Before the starting of the course:

- **SW-VirCamp students are able to show:**
  1.13.1. English skills that permit them to succeed in the SW-VirCamp courses/modules.
  1.13.2. That they have sufficient available academic time to succeed in the SW-VirCamp education programme.
  1.13.3. Basic competences expected at the end of the first year of the Social Work BA degree.
  1.13.4. Sufficient and proper motivation to enter the SW-VirCamp programme.
  1.13.5. Inclined to act according to the International ethical principles and values of social work as an academic discipline and a profession.
  1.13.6. Basic digital competences. (or necessary digital literacy)

- **Members of the Consortium Management Group have:**
  1.13.7. Competences (or delegated competences) to take decisions that can affect the SW-VirCamp consortium and their respective universities.
  1.13.8. The specified time availability$^6$ to participate in the SW-VirCamp Consortium Management meetings (face to face and online).

- **SW-VirCamp e-teachers have:**
  1.13.9. Demonstrable qualifications in the subject area of the courses/modules in which they teach.
  1.13.10. Demonstrable teaching experience.
  1.13.11. Demonstrable competences as e-teachers.
  1.13.12. The specified time availability to fulfil their teaching and other kind of duties (e.g. meetings) in the SW-VirCamp education programme.

- **SW-VirCamp external assessors have:**
  1.13.13. Demonstrable qualifications in the subject area of the courses/modules in which they have to evaluate students.

---

1.13.14. Competences to communicate online with others (e.g. internal assessors)

- **SW-VirCamp media and technical staff have:**

  1.13.15. Demonstrable qualifications or experience in producing and using virtual learning material and the administration of LMS.

  1.13.16. Diverse nationalities, belonging to different partner universities.

- **SW-VirCamp administrative staff have:**

  1.13.17. Demonstrable qualifications and experience in the administration of students.

  1.13.18. Sufficient knowledge of the characteristics of the SW-VirCamp education offer.

  1.13.19. A friendly attitude when contact with students is needed.

- **SW-VirCamp Consortium Coordinator and specific task group leaders show:**

  1.13.20. Demonstrable experience in the management of/participation in international educative projects.

  1.13.21. Demonstrable competences to manage complex educative projects.

  1.13.22. A good knowledge of the characteristics and situation of the partner institutions and of all different aspects and components of the SW-VirCamp project.

  1.13.23. Ability to delegate tasks to the WP-leaders and partners in the project according to the work plan.

  1.13.24. Ability to follow the planned time schedule without severe delay.

  1.13.25. Ability to fulfil the aims and deliverables of the SW-VirCamp project

  1.13.26. Ability to initiate evaluation procedures according with the Quality Guide.

  1.13.27. A clear understanding of the aims and objectives of SW-VirCamp and are able to motivate and create enthusiasm to realise these.
1.13.28. Ability to match strengths and resources.

1.13.29. Ability to promote involvement of all stakeholders.

**Measurement proposed**

- Students, teachers and staff surveys.
- Students’ intake evaluation or curricula credentials.
- Teachers and staff profile or credentials.

**Key staff/agents responsible to assure, measure and adjust quality**

- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- Coordinator for Education.
- Teachers’ group.
- Administrative staff.
- Media staff.
- Partners’ leaders.

**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 public stated.*

**Indicators**

- the SW-VirCamp consortium Agreement:
  
  1.14.1. Is discussed, agreed and signed by all the SW-VirCamp partner leaders.

  1.14.2. Reflects the free decision of the SW-VirCamp partners.
1.14.3 Defines the concepts used in the Agreement.


1.14.5. Specifies the Organisation and Management structure and the responsibilities of the SW-VirCamp partners, and all the key persons in the project.


1.14.7. Defines the regulations for intake of new partners.

1.14.8. Defines the communication within the Consortium.


1.14.11. Includes decisions about reporting and accounting.


**Measurement proposed**

- Survey to partners involved in the project

**Key staff/agents responsible to assure, measure and adjust quality**

- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- The EACEA administration office.

**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 the SW-VirCamp project and serves as a tool to guide the SW-VirCamp yearly internal evaluation.
Indicators

- The Quality Guide:
  1.15.1. Establishes clear, realistic and achievable quality standards for each of the main inputs, processes and outputs of the SW-VirCamp project.
  1.15.2. Defines a set of observable, demonstrable and measurable quality indicator for each standard in the Quality Guide.
  1.15.3. Propose different measurement strategies of the quality indicators.
  1.15.4. Identifies key persons for the fulfilment and evaluation of each standard
  1.15.5. Is the product of the collaboration/agreement of all the participants in the SW-VirCamp project.
  1.15.6. Is updated and improved regularly.

Measurement proposed

- Survey to all key persons involved in the project

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.*

Indicators

1.16.1. An online and updated e-pedagogy course is available at the SW-VirCamp Virtual Campus.
1.16.2. New inputs about e-pedagogy are updated at the SW-VirCamp Virtual Campus.
1.16.3. New e-teachers and experienced e-teachers collaborate in the same course/module.
1.16.4 The partner institutions increase their number of teachers with e-teacher competences
Measurement proposed

- Survey to e-pedagogy students and SW-VirCamp teachers
- Registration of the e-pedagogical competences among academic staff in partner institutions

Key staff/agents responsible to assure, measure and adjust quality

- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- Coordinator for Education.
2. SW-VirCamp 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.

Indicators

- The 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.

  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.

- The intake of students procedures include:

  2.1.6. Local assessment of students’ competences needed to succeed in the SW-VirCamp courses/modules (e.g. English skills).

  2.1.7. An Official consent from the students’ university and a personal statement from the student giving particular emphasis to why they wish to do the course’.

  2.1.8. The opening of the student records.

  2.1.9. An e-mail to the student 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.

- The management of student records includes
2.1.12. An update of all student records after the 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.

2.1.14. Confidentiality with personal records

**Measurement proposed**

- Check list & Routine guidelines

**Key staff/agents responsible to assure, measure and adjust quality**

- Contact persons at each partner institution
- HiB contact for access to the LMS, “It’s Learning”
- Consortium Coordinator

**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 it 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.*

**Indicators**

SW-VirCamp includes **approaches to learning** that

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 makes use of **instructional strategies** that

  2.2.12. Communicate expectations.

  2.2.13. Incorporate an adequate student-teacher ratio.

  2.2.14. Offer on time and constructive feedback to students.

  2.2.15. Combine synchronic and asynchronic tools.

- SW-VirCamp establishes **schedules and time tables** that are:

  2.2.16. Available from the beginning of the course.

  2.2.17. Flexible.

  2.2.18. Adequate and realistic.

- SW-VirCamp **assesses learning:**

  2.2.19. That is valid, reliable and relevant for becoming a competent social worker in an international context.

  2.2.20. In terms of the learning outcomes stated in the curriculum plan.

  2.2.21. Periodically and in time.

  2.2.22. Making use of portfolio assessment.

  2.2.23. By internal and external expert assessor.

  2.2.24. In a transparent way, allowing all the learners in the community to know the work and the feedback given to other learners in the course.

  2.2.25. utilising an assessment guide to tasks available for students and assessors
Measurement proposed
- Students and teachers surveys
- Internal and external evaluation

Key staff/agents responsible to assure, measure and adjust quality
- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- Coordinator for Education.
- Teachers’ group.

Standard 2.3: SW-VirCamp collaboration through tasks and assignments

*The use of communication facilities, and the different course tasks and assignments in SW-VirCamp promote academic interchange but also a friendly social interaction among all the community of learners that integrates the educative programme.*

Indicators
- Communication tools, tasks and assignments in SW-VirCamp favour:
  2.2.1. Contact between students and teachers, students and students, and between members of the courses and guest participants.
  2.2.1. Flexible opportunities for collaboration, interaction and problem-solving.

Measurement proposed
- Registration of interaction in theme discussions, chats and group work
- Survey to students and teachers

Key staff/agents responsible to assure, measure and adjust quality
- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- Teachers’ group.
- SW-VirCamp students.
3. SW-VirCamp results and competences.

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.

Indicators

- Students will acquire competences that:
  
  3.1.1. Can promote their employability in a European context
  
  3.1.2. Are valid both to confront new learning situations and in the professional job market.
  
  3.1.3. Can promote their further learning and working in the field of comparative social work.
  
  3.1.4. Can promote new professional and personal visions and practices in their local contexts.
  
  3.1.5. Can promote their ability to recognize, appreciate and give meaning to cultural differences and backgrounds and can communicate this both in writing and orally.

Measurement proposed

- Students SW-VirCamp assessment
- Tasks delivered in the SW-VirCamp courses
- Follow up surveys to SW-VirCamp students
- Internal, external and expert evaluation
- Students participation in chats

Key staff/agents responsible to assure, measure and adjust quality

- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- Coordinator for Education.
- Teachers’ group.
- SW-VirCamp students.

**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.*

**Indicators**

3.2.1 The students will show better English writing skills upon completion of the SW-VirCamp individual modules/courses and/or at the end of the full education programme.

3.2.2. When possible (if virtual meetings with sound are available) students will show better English oral skills upon completion of the SW-VirCamp individual modules/courses and/or at the end of the full education programme.

3.2.3 Students will experience an improved competence in English language and have increased their ability to use the language both socially and professionally.

**Measurement proposed**

- English level tests.
- Internal assessors survey
- Students survey
- Students self evaluation (reflection notes)

**Key staff/agents responsible to assure, measure and adjust quality**

- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
Standard 3.3. SW-VirCamp student learning skills

*SW-VirCamp student 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.*

**Indicators**

- At the end of the course/module the student will be able to:
  
  3.3.1. Succeed in the portfolio assessment.
  
  3.3.2. Demonstrate competence in evidence based writing.
  
  3.3.3. Demonstrate competence in reflection on learning.
  
  3.2.4. Demonstrate proficiency as LMS users.
  
  3.2.5. Demonstrate ability in independent learning.
  
  3.2.6. Demonstrate ability to undertake group work online.
  
  3.2.7. Demonstrate competence as collaborative learners.
  
  3.2.8. Demonstrate competences in theories and methods related to the specific subject they are studying.

**Measurement proposed**

- Students’ SW-VirCamp assessment.
- Tasks delivered in the SW-VirCamp courses.
- Students self reflection on learning.
- Follow up surveys to SW-VirCamp students.
- External and expert evaluation.

**Key staff/agents responsible to assure, measure and adjust quality**

- Consortium Management group.
- Steering Committee group.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- Coordinator for Education.
- Teachers’ group.
- Internal evaluators.
- SW-VirCamp students.
- External evaluator.

**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.*

**Indicators**

- Former SW-VirCamp students:
  3.4.1. Will have the ECTS credits awarded in the SW-VirCamp programme in their record.
  3.4.2 Will be recognised with in-depth international studies in Comparative Social Work. This should be mentioned as a subtitle on the students’ certificate (diploma).

**Measurement proposed**

- Checking students’ certificate / diploma.

**Key staff/agents responsible to assure, measure and adjust quality**

- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Partner university leaders.
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.

Indicators

- Students show satisfaction with:
  
  3.5.1. Course curriculum plan.
  3.5.2. Course/module processes and practices.
  3.5.3. Learning materials.
  3.5.4. Teachers’ supervision and feedback.
  3.5.5. Course content and task.
  3.5.6. The learning community and its aspirations.
  3.5.7. The transparent attitude to learning.
  3.5.8. The learning atmosphere and collaboration among students and teachers.

Measurement proposed:

- Student survey(s)
- External evaluation

Key staff/agents responsible to assure, measure and adjust quality:

- Consortium Management Group.
- Steering Committee.
- Consortium Coordinator.
- Quality Assurance group.
- Coordinator for Research.
- Coordinator for Education.
- Teachers’ group.
- External evaluator.
D. REFERENCES.

Baker (2002). *Canadian recommended e-learning guidelines (CanREGs)*. FuturEd and CACE (Canadian Association for Community Education).


http://www.liv.ac.uk/~cll/files/LinkingLevelsplusasscrit.doc (accessed 9.08.10)

F. APPENDICES:

Appendix 1: Examples of SW-VirCamp ROUTINE/PROCEDURE GUIDES

  Intake procedures for the e-learning courses–guidelines
  Assessment and Certificate Procedures–guidelines

Appendix 2: Examples of SW-VirCamp CHECKLISTS and EVALUATION FORMS

  Curriculum Plan checklist
  Weekly Plan checklist
  SW-VirCamp Course/Module Evaluation Form
  SW-VirCamp Teaching/learning virtual materials and other learning resources Evaluation Form

Appendix 3: Example of SW-VirCamp SURVEYS

Appendix 4: SW-VirCamp Quality Guide glossary
Appendix 1: Examples of SW-VirCamp ROUTINE/PROCEDURE GUIDES

Intake Procedures for the E-learning Courses Guidelines

1.1. The partner institutions advertise the e-learning courses for their Bachelor and alumni students every year during the Spring before the beginning of the following academic year.

The courses are offered to students as optional courses in their BA programmes and the credits are approved by their institutions.

Students will receive a certificate from the Partner Institution where they undertook the VirCamp programme.

1.2. The partner institutions designate one of their teachers to be the contact person for handling the intake procedures for applicants to the SW-VirCamp courses.

1.3. The contact person will follow this procedure:

- Interview the applicant in English.
- Receive a personal statement (including why the applicant wishes to undertake the programme/course) in English.
- Ensure that the applicant has the necessary language skills to be able to succeed in the courses, by asking him/her to take an English language test (presented at the website: www.vircamp.net), or to provide other evidence of language skills (e.g., a certificate or diploma).
- Ensure that the applicant has read the curriculum plan and understands the demands and structure of the courses.

1.4. The contact person will make a list of successful applicants.

The list will contain the following information:

- Institution name, address.
- Name of contact person, e-mail address and phone number.
- Applicant’s name, address, phone number, e-mail address (must be checked).
- Applicant’s date of birth and sex.
- Applicant’s grade of study (which study year they are in).
- Applicant’s study programme.
- Name of the e-learning course applied for (module number).

1.5. Two weeks before the course starts the list with the above information for each student will be sent by mail to the contact person at Bergen University College (HiB)
who will provide access to the It’s learning platform and the courses for the students, their contact person, the teachers and the Consortium coordinator.

The list of selected students will be sent to the leading institution by the Consortium coordinator.

HiB will send a list with username and password to the contact persons at the student’s institution who will distribute this and an admission letter to their students.

1.6. In the beginning of the first week of the course(s), the contact person at the students’ institution will offer students direct help and hands-on training to facilitate access to the e-learning platform.

1.7. HiB will offer back-up support for it’s learning to the contact persons and the students.
# APPLICATIONS FOR THE SW-VIRCAMP COURSES

<table>
<thead>
<tr>
<th>NAME OF INSTITUTION:</th>
<th>Institution Phone no:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(including International Dialing Code)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact person name</th>
<th>e-mail address</th>
<th>Phone number with prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students name</th>
<th>e-mail</th>
<th>Applying for Module number</th>
<th>Address</th>
<th>Phone number</th>
<th>Date of birth</th>
<th>Sex (f/m)</th>
<th>Study programme</th>
<th>Study year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Table with columns for students' information]
Assessment and Certificate Procedures Guidelines

2.1 The Consortium leading institution will administrate the final assessment.

2.2. The Consortium Coordinator (CC) will make sure that the regulations for assessment are presented in the It’s Learning courses and inform the students about this at the beginning of the courses.

2.3 The CC will have access to all the e-learning courses.

2.4 The CC is responsible for coordination of the assessors and will arrange assessor teams for the courses.

2.5 When the assessment is delivered the CC will collect the tasks from students in It’s learning and send the tasks and an assessor guide to the assessor team by e-mail.

The deadline will be not more than 3 weeks after the students have delivered their assessment.

2.6 Where there are two assessors (one internal -the course teachers- and one external), the two assessors will consult each other after doing their individual assessment and come to an agreement about the final marks.

The internal assessor will fill in the marks in the assessment form including written feedback from both assessors, sign the form and send this to the other assessor for signature.

The external assessor will sign and send the completed form to the CC.

When possible an electronic signature will be used by the assessors.

2.7 Upon receiving the assessment form the CC will give the students their marks in It’s learning where they delivered their final assignment.

The CC will send a list with the students’ names and marks to the contact person at their home institution.

The contact person at the students’ institution will ensure that students receive their certificate for the course and that the mark and ECTS credits are recognised in the students BA programme.

2.8 The students receive marks graded from A-F, where F is failure.

If the home institution is using another marking system they will recalculate this to their own system.

2.9 The CC will compile and present statistics about the number of students and marks on it’s learning.

2.10 Students that fail can apply for a new assessment.
The new assessment will be arranged within half a year after the marks have been announced.

Students can apply twice for a new assessment.

2.11 Students who deliver a written specified complaint about the mark within two weeks of the marks being announced can have their final assignment assessed by another commission.

If the student has already received a certificate, it must be returned before a new certificate with an adjusted mark will be given.
Appendix 2: Examples of SW-VirCamp CHECKLISTS and EVALUATION FORMS
**Curriculum Plan checklist**

SW-VirCamp course ID: .................................................................
student ☐  teacher ☐  External assessor ☐  Other (specify): .................................................................

**NAME OF THE COURSE** .................................................................

Please check the curriculum plan of the SW-VirCamp course and indicate below if it includes the following elements. When the elements are included in the curriculum plan, please rate them from 0 (not adequate at all) to 4 (completely adequate). Please, add further comments in the blank space below.

<table>
<thead>
<tr>
<th>Element</th>
<th>Yes</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1. Introduction to/justification of the course/module.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.2. Course/module objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.3. Course/module contents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.4. Entry requirement competences for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.5. Expected competences at the end of the course/module.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.6. Study methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.7. Assessment and completion requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.8. Target groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.9. ECTS credits awarded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.10. Basic reading list.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.11. Institution/s that certicates the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**


**Weekly Plan checklist**

**SW-VirCamp course ID:** ..........................................................

**student □**  **teacher □**  **External assessor □**  **Other (specify):** ..........................................................

**NAME OF THE MODULE/COURSE** ..........................................................

Please, check the Weekly plan and indicate if it includes the following elements. When the elements are included in the curriculum plan, please rate them from 0 (not adequate at all) to 4 (completely adequate). Please, comment your answers in the blank space below.

<table>
<thead>
<tr>
<th>Element</th>
<th>Yes</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.1. Week number and dates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.2. Subject to be studied during the week.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.3. Learning objectives for the week/period.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.4. Study methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.5. Weekly contents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.6. Weekly task(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.7. Task(s) deadlines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.8. Task(s) feedback deadlines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.9. Assessment criteria for task(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.10. Weekly recommended readings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5.11. Active web links to essential course materials, e.g. screen lectures, triggers, electronic case, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**
NAME OF THE MODULE/COURSE ……………………………………………………………………………

Please, rate the following from 0 (Nothing at all) to 4 (Absolutely) in relation to the objectives, contents, expected competences and learning objectives. Please provide comments in the blank space below:

<table>
<thead>
<tr>
<th>ID</th>
<th>Description</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6.1</td>
<td>Have a European and comparative focus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.2</td>
<td>Are relevant for social work and allied professions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.3</td>
<td>Are appropriate to the BA level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.4</td>
<td>Promote respect for both theoretical and evidence/empirically based knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.5</td>
<td>Promote democratic values and respect for human difference (e.g. gender, ethnicity, age, cultural practices, etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.6</td>
<td>Are stated in a clear and understandable way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.7</td>
<td>Can be taught and learned (or accessed) online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.8</td>
<td>Are realistic for, and/or achievable along, the course/module</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.9</td>
<td>Are in line with the ECTS credits awarded in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.10</td>
<td>Are in line with the current state of scientific research in the thematic area of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6.11</td>
<td>Are expressed in an observable, demonstrable and measurable way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:
SW-VirCamp Teaching/learning virtual materials and other learning resources Evaluation Form

SW-VirCamp course ID: ............................................................
student ☐ teacher ☐ External assessor ☐ Other (specify): ............................................................

NAME OF THE MODULE/COURSE ............................................................

Please, rate from 0 (Nothing at all) to 4 (Absolutely) the degree to which the following applies. Please, comment your answers in the blank space below.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8.2. Is appropriate to the purpose of the course/module.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.3. Is learner friendly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.4. Is appealing and interesting in layout and content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.5. Exploits multimedia possibilities and opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.6. Is able to promote cultural sensitivity and is free from cultural,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ethnic, class, age and gender bias.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.7. Promotes discussions and interaction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.9. Is close to real world situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.10. Is able to inspire or motivate the realization of students’ tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.11. Includes clear instructions to guide the learner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.12. Is easy to understand for those whose first language is not English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.13. Provides multiple representations of the content (e.g.: text to screen lectures).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.15. Is readily accessible or downloadable and available within bandwidth constraints</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.17. Is in line with the current state of scientific research in the respective thematic areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.18. Is updated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.19. Is cost effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8.20. Operates within copyright requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:
Appendix 3: Example of SW-VirCamp Surveys
Midway evaluation
SW-VirCamp

Dear Partners in SW-VirCamp project.

It is 10 month left of the project period, and we would like you to respond to this survey, which will be a midway evaluation of the work and progress of our project. We also hope that this survey will give information about what will be the best strategy to realize the aims of the project and to secure that we after September 2010 will continue as a SW-VirCamp Consortium with a Virtual Campus and an international study program.

The section called "The projects implementation in your institution" demand more "thinking work" than the others. Before you start to fill in the form we recommend you to click on "take survey" and continue to the page with all the questions. We suggest that you make a print of the questions or read through the survey before you start to answer. It is not possible to return to the survey to finish it later when you have started to fill in.

THANK YOU FOR YOUR COLLABORATION! 😊
Midway evaluation
SW-VirCamp

1

BACKGROUND INFORMATION

Your name:

2

The name of your institution is:

- P1 HIB
- P2 INH
- P3 UCM
- P4 HHJ
- P5 ISMT
- P6 HS Manheim
- P7 Swansea university
- P8 HS Mittweida
- P9 LPA
- P10 HIBO
- P11 ULHT
- P12 KH Kempen

3

What is your position in your institution?

- Manager
- Teacher/researcher
- Technical staff
- Administrative staff
Which Workpackage are you involved in?

The list below refer to the WP numbers and some main deliverables for these working areas. Please check the application if you need more information about the content in each WP:

- WP1 From Virtual Class to Virtual Campus
- WP2 Curriculum Development, Pilot course
- WP3 Virtual learning material production/workshop
- WP4 Consortium Contract - administrative work and meetings
- WP5 Exploitation of our project, promotional work
- WP6 Development of Quality Guide for Virtual Campus
- WP7 Dissemination of the project at conferences etc.

What has been your main work in the project till now?

(Column 1 indicate main work - column 7 minor work)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>not participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP1 related work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP2 related work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP3 related work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP4 related work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP5 related work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP6 related work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP7 related work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THE PROJECTS IMPLEMENTATION IN YOUR INSTITUTION

How well informed about the project are the following staff at your university/university college?

(well informed = have heard about the project and know about the main objectives)

<table>
<thead>
<tr>
<th></th>
<th>not at all informed</th>
<th>a little informed</th>
<th>moderately well</th>
<th>Quite well informed</th>
<th>very well informed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rector/University Head</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Institute leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My colleagues/teacher group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media/IT staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Board of our institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please specify in the next questions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Have you managed to inform the important stakeholders or who else do you think should be informed about our project?

8. How well are your students informed about the project?

   (well informed = have heard about the project and know about the main objective)

<table>
<thead>
<tr>
<th></th>
<th>not at all informed</th>
<th>a little informed</th>
<th>moderately well</th>
<th>quite well informed</th>
<th>very well informed</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are informed about the Community Work Module</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are informed about the Virtual Campus idea</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are informed about the plans for an international specialisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. How many people in your institution know about our project and the implications for a future Virtual Campus and an international specialisation?

   Please just write a number:

10. What needs to be done to make the project and its ideas and objectives better known in your institution?
11. What steps need to be taken in your institution during the following year to make a sustainable Virtual Campus after September 2010? Please suggest a procedure.

12. What steps need to be taken the following year in your institution to offer an international specialisation in social work on a BA level as an option for students from 2011?

13. What do you consider possible to do (given time, resources and so on)?
14

How can the project administration assist you regarding the issues raised in Q8 till Q11?

15

ROLE AND PROJECT WORK

Do you think you have a clear overview of the following aspects in the project?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>YES</th>
<th>NO</th>
<th>Just a little</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aims of the project?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project deliverables?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project outcomes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your own role in the project clear to you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the workpackage leaders' role clear to you?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16

If answering NO to some of the questions above please elaborate your answer(s):

17

Are you satisfied with the role and work you have in the project?
Please mark the scale below:
1= very unsatisfied, 10= very satisfied

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with my role in the project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am satisfied with my own work and efforts in the project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Do you find the project:
   a) interesting (1= not at all interesting; 10= very interesting
   b) important (1 not at all important, 10= very important
   c) pleasure(1= no pleasure at all; 10= a lot of pleasure

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find the project interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I find the project important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project gives me pleasure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Do you find the project demanding?

<table>
<thead>
<tr>
<th>not at all demanding</th>
<th>quite demanding</th>
<th>just right</th>
<th>too demanding</th>
<th>much too demanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find the project demanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. The project has been more time and work consuming than expected

<table>
<thead>
<tr>
<th>much less work than expected</th>
<th>less work than expected</th>
<th>just as much work as expected</th>
<th>more work than expected</th>
<th>much more work than expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>My experience of workload</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. Is there anything that has stopped you from doing what you wanted to do in the project?
COLLABORATION AMONG PARTNERS

<table>
<thead>
<tr>
<th></th>
<th>totally disagree</th>
<th>disagree</th>
<th>neither agree nor disagree</th>
<th>agree</th>
<th>fully agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find the collaboration among the partner institutions good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The collaboration in the WP I'm involved in is good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in the project gives me new opportunities for collaboration within my own institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23

Anything else you want to add in relation to collaboration in the project?

24

INFORMATION IN THE PROJECT

Do you receive enough information about the project? YES NO

Do you receive too much information about the project? YES NO

25

Please elaborate your answer to the questions above:
26

PROJECT WEBSITE

www.vircamp.net

<table>
<thead>
<tr>
<th>never</th>
<th>very rarely</th>
<th>once a month</th>
<th>several times a month</th>
<th>once a week</th>
<th>several times a week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How often do you visit the website?

27

What is your impression of the SW-VirCamp website?

<table>
<thead>
<tr>
<th>The structure is clear</th>
<th>Totally disagree</th>
<th>disagree</th>
<th>neither agree nor disagree</th>
<th>agree</th>
<th>agree fully</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>It is difficult to find the information I want to see</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>It gives a good overview of the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The design is good</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
</tr>
</tbody>
</table>

28

Do you have any suggestions for change of the website?

Please present this here:
PROMOTIONAL MATERIAL
We have made different promotional material. Please give your opinion about these:

- minifyer
- poster
- posterfolder (for students)
- logo (the green one)

If you think there is a need for more promotional material what would you suggest that we make?

FINANCIAL ASPECTS IN THE PROJECT
Do you have a clear overview of the regulations of grants in the project, regarding refunding of staff costs, travel costs and subsistence costs?

If no, please elaborate this in the next question.

☐ Yes
☐ No

If you do not have a clear overview of the regulations of grants please elaborate your need for information.
LEARNING OUTCOMES
What did you learn from participating in the project?

WHAT IS GOOD AND WHAT NEED TO BE IMPROVED?
What have you enjoyed most about the project so far?

Is there anything you miss regarding the project?
What changes will be important in the project during the following year?
Appendix 4: SW-VirCamp Quality Guide glossary

The following glossary aims to define a common vocabulary for SW-VirCamp participants.

**Bulletin Board:** The opening page of the e-learning courses where messages are given to students about news and expected progress

**Consortium:** A cooperative and legally defined network of partners

**Curriculum Plan:** A document defining the learning objectives, expected competences, learning outcomes and the content of a course

**E-pedagogy:** Teaching methods for e-learning courses

**International Specialization:** An option for students at the partner institutions to undertake international in-depth study of social work. Students who choose this option are offered e-learning courses in an international virtual classroom, a period of study abroad and/or a placement abroad, and write their final thesis focusing on a comparative international theme – preferably in English, or with an English summary.

**It’s Learning:** A Norwegian based Learning Management System (LMS)

**Portfolio:** A collection of responses to tasks and assignments produced by the student during the course.

**Portfolio assessment:** A specific number of tasks presented in the students portfolio which are assessed at the end of the course

**Promotional Material:** Pamphlets, posters, mini-flyers, web page targeted at specific and various stakeholders

**Record:** Student’s certificate of the study programme

**Screen lecture:** A short video recorded lecture of 10-15 minutes duration.

**Trigger:** A short combination of audiovisual material as (e.g. pictures, flash animations, sound) on a social action theme that aim to stimulate the student’s thinking in relation to an aspect of social work.

**Video case:** A short dramatisation illustrating social situations, problems and challenges relevant to social work practice. Students use the case to develop skills in intervention and actions.
Virtual Campus:

“Cooperation between higher education institutions in the field of e-learning, regarding: design of joint curricula development by several universities, including agreements for the evaluation, validation and recognition of acquired competences, subject to national procedures; large-scale experiments of virtual mobility in addition to physical mobility and development of innovative dual mode curricula, based on both traditional and on-line learning methods.

This broad definition involves many issues from partnerships between traditional and/or distance universities and HEI with a view to offering joint certifications (for undergraduate and/or postgraduate levels) and cooperation with learning support services. This might also include collaborative activities in strategic areas of education or research through cooperation involving researchers, academics, students, management, administrative and technical personnel. 'Virtual campuses' should not be confused with e-learning platforms”.

Weekly Programme: An online document which describes what students in the e-learning courses are expected to do, week by week.

---