



**SOCIAL WORK-VIRCAMP CONSORTIUM
YEAR REPORT 2020-2021**

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1. INTRODUCTION

This Year report presents an overview of the VirCamp Consortium activities in the Academic year 2020-2021. As happened last Academic year 2019-2020, the usual functioning of Higher Education in general, and of VirCamp in particular, has been deeply affected by the long-lasting COVID19 pandemics, which has impacted students and teachers in all countries in Europe and elsewhere in the world.

Academic year 2020-2021 has been marked by two main events for the VirCamp Consortium. As far as the administrative and managerial aspects are concerned, University Complutense of Madrid (UCM) in Spain takes the rotatory duty of Leading Partner of Consortium, a role that had been performed by Thomas More (Belgium) for the last 3 years.

In this first year of Leadership, UCM has understood as a priority to get acquainted with and to become proficient in all aspects related to the VirCamp management that fell now under its responsibility, which was not an easy task, because, despite being UCM one of the oldest members of the Consortium, the people in charge were, at the moment, new to VirCamp. In this context, the Leading team wishes to express its recognition and gratitude to former Leader Wim Wouters (Thomas More, Belgium), for his availability, his kind help and for all his help for a smooth transition.

On the academic side of the affairs, VirCamp launched the Pilot Course VC4 Social & Impact Entrepreneurship in an international perspective, whose success, in terms both of students and collaborators, exceeded all expectations.

2. THE VIRCAMP CONSORTIUM

PARTNER INSTITUTIONS

(In alphabetical order)

1. Complutense University of Madrid (UCM) – Madrid, Spain (Consortium Leader) (Full member)
2. Fachhochschule Potsdam University of Applied Sciences (FHP)– Potsdam, Germany (Partner with Letter of Intent)
3. Mannheim University of Applied Sciences (HSM) – Mannheim, Germany (Full member)
4. Thomas More University of Applied Sciences (TM) – Geel, Belgium (Full member)
5. University of Applied Sciences Würzburg-Schweinfurt (FHWS) – Würzburg, Germany (Full member)
6. Western Norway University of Applied Sciences (HVL) – Bergen, Norway (Full member)

NEW PARTNERS

University of Wolverhampton (WVL) – Wolverhampton, United Kingdom (Partner with Letter of Intent, starting 2021-2022)

3. STAFF INVOLVED 2020-2021

STEERING COMMITTEE

- Begoña Leyra Fatou (UCM), HEI representative in SC. Leading Partner.
 - Alejandra (Sandra) González Bonilla, acting as administrative support to Leader.
- Ulla Törnig (HSM), HEI representative in SC. Chair of CMG.
- Wim Wouters (TM), HEI Representative in SC. Course Coordinator.
- Dagmar Unz (FHWS), HEI representative in SC. Coordinator of Development & Research.
- Padmaja Barua (HVL), HEI representative in SC. Coordinator of Webpage.
(standing in for Inger Kristin Heggdalsvik, on temporary leave)
- Kati Schroeder (HP), HEI representative in SC.

CONSORTIUM MANAGEMENT GROUP

- Ulla Törnig (HSM), (Dean), Chair of CMG
- Begoña Leyra Fatou (UCM), Leading Partner
- Aurora Castillo Charfolet, (UCM) (Dean)
- Padmaja Barua (HVL)
- Svanaug Fjær (HVL) (Dean)
- Wim Wouters (TM)
- Christien Broeckmans (TM) (Dean)
- Dagmar Unz (FHWS) (Dean)
- Kati Schröder (FHP)
- Frank Früchtel (FHP) (Dean)
- Arne von Boetticher (FHP)

TEACHERS AND ASSESSORS

Table 1: VirCamp Teaching Staff 2020-2021

Teacher	HEI	Course
Dagmar Unz	FHWS	VC2
Harald Bolsinger	FHWS	VC4
Vera Taube	FHWS	VC1
Thomas Wagner	HSM	VC2
Winfried Weber	HSM	VC1, VC4
Elena Bauer	external	E-PED
Lennart Lorås	HVL	VC3
Masego Katsi	HVL	VC2
Bieke Dierckx	TM	VC3
Inge Vervoort	TM	VC4
Katrien Verelst	TM	VC1
Wim Wouters	TM	EPED
Andrés Arias Astray	UCM	VC1, VC3
Carmen Roncal	UCM	VC3
Linda Ducca	UCM	VC1
Marta Blanco Carrasco	UCM	VC3

WORKSHARE

Balance in the workload distribution and equal workshare amongst Partners is one of the pillars of the VirCamp consortium agreement. This balance, however, is not always possible. Several circumstances, not always easy to foresee, may deviate the average workload.

One element greatly influencing the equal workshare amongst Partners is the availability of teachers able to fulfil VirCamp requirements (E-pedagogy background). For this reason, HEIs sometimes do not match the estimated average workload, whereas others exceed it. When underachievement exceeds 10% of the average workload, compensation may be requested.

Table 2 below shows workshare in Academic year 2020-2021. Except for a little deviation, due to an unforeseen change, Partners are balanced on their workload distribution. Acknowledgement is due to VC4 Teachers, whose effective workload was much higher than reflected in this table, due to the overwhelming success of the call for VC4 applications. FHP is not included in the share because this Academic year FHP has not teaching duties, being its first year as a Partner.

Table 2: Workshare 2020-21

Partner	TASK							SUM	
	Hours/task								
HVL	HT M2 71	T M2 111,5	T M3 171,5				WEB 40	SC 48	442,0
TM	HT M1 51,0	H TM3 91,0	T M3 157,5	EA M4* 15			CC 80	SC 48	285,0
HSM	T M1 69,4	T M2 111,5	HT M4* 71	T M4* 125,5			CHAIR 16	SC 48	441,4
FHSW	T M1 69,4	T M2 111,5	T M4* 125,5				DEV 40	SC 48	394,4
UCM	T M1 69,4	EA M1 15,8	EA M2 16,0	T M3 171,5	EA M3 21,0	EA M3 21,0	RES 40	SC 48	402,6
Average (5)								393,08	1965,4
FHP								SC 48	48
TOTAL HOURS									2013,4
Average (6)								335,5	

*workload VC4 pilot calculated for 10 students.

Table 3 below gives an overview of the evolution of workshare in the past years (estimated average: 278 hours/ partner).

In academic year 2020-2021, UCM, who had been under average in the last years due to lack of teachers, has been able to increase its figures and equal the workload of the rest of partners.

Table 3: Evolution of workshare 2016-2021

Partner	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
HIB/HVL	321	279	340	430,3	442,0
UCM	266,5	245	282,5	163	402,6
TM	352,5	282	327,5	443,0	285,0
INH ¹	309,5	254,5	296,5	71	---
HSM	213	256,5	214,5	244,9	441,4
FU ²	-	129,5	85,5	-	--
FHWS	-	10	70,5	109,8	394,4
LU ³	33,5	0	0	-	---
TOTAL	1496	1456,5	1616	1390,95	1965,4

4. EDUCATIONAL PROGRAMMES

The following educational programmes have been offered in Academic year 2020-2021:

- VC 1: Social Work from an International Perspective (5 ECTS)
- VC 2: Social exclusion and inclusive practices in social work (10 ECTS)
- VC 3: Community Work from an International Perspective (15 ECTS)
- VC 4 (pilot): Social & Impact Entrepreneurship in an International Perspective (10 ECTS)
- E-pedagogy (10 ECTS)

Figure 1 below shows the calendar for Academic year 2020-2021.

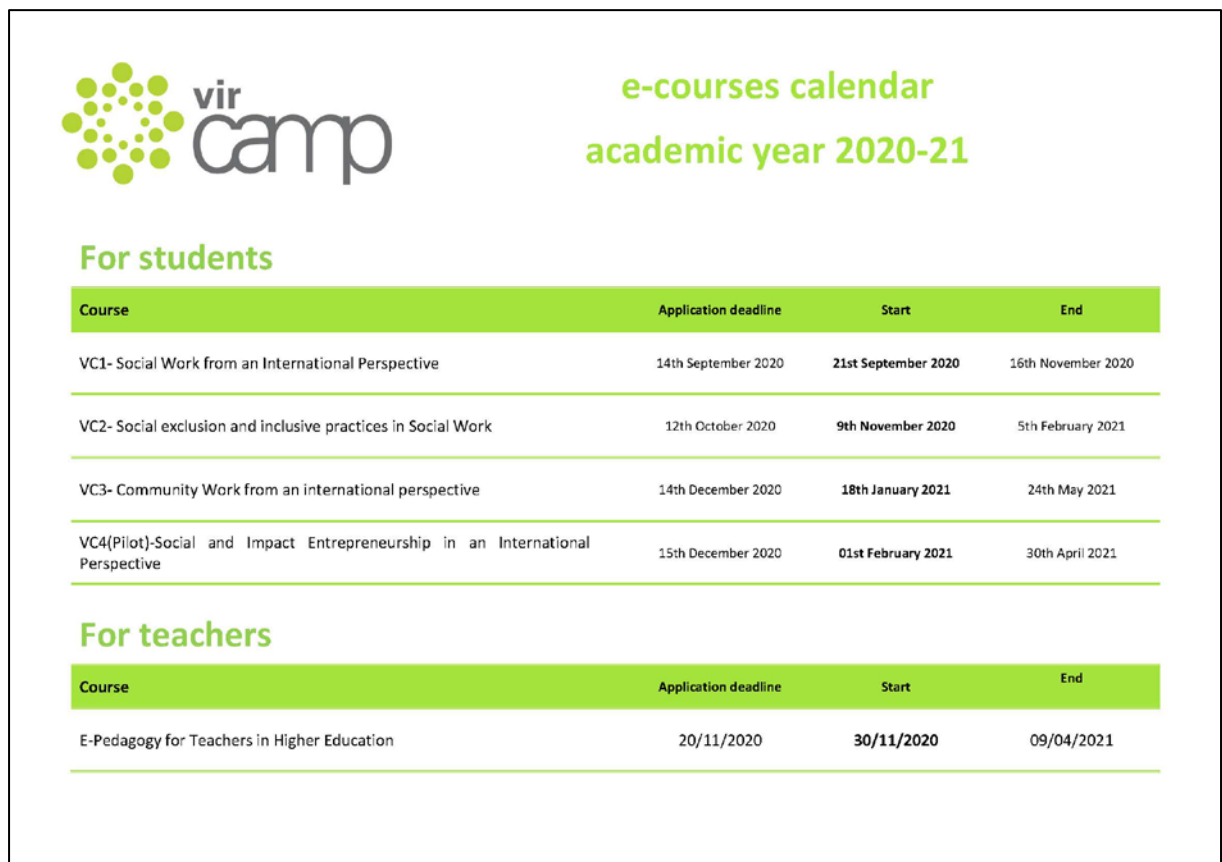
To be noted: Courses will no longer be alluded to as “modules”, but as VirCamp Courses (acronym VC).

¹ INH: Inholland University of Applied Sciences (Haarlem, Netherlands). No longer a member.

² FU: Federation University (Ballarat, Australia). Associated Partner. No longer a member.

³ LU: Lund University (Lund, Sweden). No longer a member.

Figure 1: VirCamp courses calendar 2020-2021



**e-courses calendar
academic year 2020-21**

For students

Course	Application deadline	Start	End
VC1- Social Work from an International Perspective	14th September 2020	21st September 2020	16th November 2020
VC2- Social exclusion and inclusive practices in Social Work	12th October 2020	9th November 2020	5th February 2021
VC3- Community Work from an international perspective	14th December 2020	18th January 2021	24th May 2021
VC4(Pilot)-Social and Impact Entrepreneurship in an International Perspective	15th December 2020	01st February 2021	30th April 2021

For teachers

Course	Application deadline	Start	End
E-Pedagogy for Teachers in Higher Education	20/11/2020	30/11/2020	09/04/2021

VC 1: SOCIAL WORK FROM AN INTERNATIONAL PERSPECTIVE

➤ Description

Duration: 8 weeks (5 ECTS). September 21st 2020- November 13th 2020

This is a 5 ECTS credits course about general social work aspects. In module 1, students will learn about commonalities and differences between countries in the field of social work and how these contextualise and influence living conditions. The students will explore social organisations, welfare systems and methods within social work.

Throughout the course, students cooperate on cases that illustrate the phenomenon of poverty in a broad perspective. Students are assigned to work with challenges related to social work with elderly people, adults or children and to compare the living conditions with two other countries than their own. Students get familiar with the function, methods, laws and services within the field of social work in their own and other countries. They get an introduction to different social welfare models with a special focus on the relation between the social welfare models and the daily work of the social worker in different countries.

Students learn how to reflect upon commonalities and differences of social work, social policy and welfare systems.

➤ **Students and Teachers**

Head Teacher: Katrien Verelst

Teachers: Vera Taube, Linda Ducca, Winfried Weber

External Assessor: Andrés Arias

Table 4: VC1 students per HEI

	2014/15	2015/16	2016/17	2018/19	2019/20	2020/21
HVL	7	5	4	5	2	3
FHWS	-	-	-	3	2	1
TM	18	12	7	4	5	4
UCM	17	8	8	7	6	3
HSM	5	5	6	8	6	9
INH ⁴	15	6	13	4	----	---
FHP						2
Total	63	36	38	31	21	22
7 students quitted.						
Countries of origin of the students: Norway, Germany, Spain, Belgium, Sweden						

➤ **Results of the Final Assignment**

Grades achieved: 7 A, 6 B, 6 C, 1 D, 1 E.

1 student failed. Refused re-examination.

➤ **General evaluation VC1**

• **Start of the course**

There was a delay at the beginning of the course. The students did not have their logins and tutorials in time, which caused them to enter the course after the actual start of the course.

• **Groups**

The course started with 8 students per group. They were not divided into smaller groups because of the risk of dropouts and of underrepresentation of nationalities.

• **Workload**

Students have reported an imbalance in the workload. (Will be checked out by VC1-team).

• **Grading scale**

The grading scale registered in Canvas did not correspond with the grading scale used to give the students their marks.

⁴ INH: Inholland University of Applied Sciences (Haarlem, Netherlands). No longer a member.

- **Points of attention for 2021-2022**

- Students should have access to Canvas at least one week before the course starts.
- A group leader I to be appointed at the beginning of the course. This person will oversee contacting 'inactive' students and making the arrangements for the group conferences.
- 'Old' assignments are to be removed from the Canvas course in order not to confuse students.
- Students are to be encouraged to use the 'announcements' tool to communicate on group level.
- We have to make sure that it is clear whether the word limits for the assignments include the references or not.
- The imbalance in the workload is to be revised.
- The template for the final assignment should require the name of the student.
- Information on academic writing is to be aligned with the information given for the other courses.
- More interaction should be made possible throughout the course
- Literature and reading list are to be revised and checked for updated items.

VC 2: SOCIAL EXCLUSION AND INCLUSIVE PRACTICES IN SOCIAL WORK

➤ Description

Duration: 12 weeks (10 ECTS) November 9th 2020-February 5th 2021

This is a course that helps social work students to understand what is going on in our societies, in order to support people who are marginalized. In VC 2, the concept of 'intersectionality' is used as a critical analytic tool to help to understand social exclusion and discrimination and to address anti-oppressive social work. The intersectional approach focuses on the complexity of gender, sexuality, class, age, ethnicity and race.

For social workers it is important to understand the concepts of 'social exclusion and discrimination' to be able to support potential clients or groups of clients in an anti-oppressive way. The methodical approach to do this in a constructive way will be another important element in this course.

Within an online learning environment, social workers living and working in very different situations will have the opportunity to learn from each other and to share information and knowledge important for their work with their clients.

➤ Students and Teachers

Head Teacher: Masego Katisi

Teachers: Masego Katisi, Dagmar Unz, Thomas Wagner

External Assessor: Andrés Arias

Table 5: VC2 students per HEI

	2014/15	2015/16	2016/17	2018/19	2019/20	2020-21
HVL	7	5	4	5	2	2
TM	23	2	2	0	2	1
UCM	8	4	3	12	4	2
HSM	2	3	4	6	4	8
INH	0	0	0	4	--	--
FHWS	-	-	-	-	4	3
FHP						1
Total	40	14	13	27	16	17
4 students quitted. Countries of origin of students: Germany, Ukraine, Belgium, Spain, Norway, Finland						

➤ **Results of the Final Assignment**

7 A, 6 B, 3 C

1 student did not deliver final exam. Declined re-examination.

➤ **General evaluation VC2**

Over and above our frequent meeting during the course that ran between November 2020 and February 2021, we met as teachers to conclude and evaluate the course, on March 10, 2021.

The following points were covered.

• **Students**

- We had 19 students who stayed on the course until the end
- More than 20 students registered but a few dropped out. Some informed us but one just disappeared, and we never got hold of them even though we followed up
- We observe that there are a few students participating in the course from Norway and many from Germany. Regardless, in this 2020/2021 course, we had a good mix of students sitting in 5 different countries. That really helped in group discussions. We concluded that we need to Market VirCamp course internally within our institutions, as well as in Europe and beyond more and more. However, we also observe that at least in Norway HVL students tend to have several courses to choose from when VC2 is running, and so this affects the numbers in VC2.

• **The course**

- The course was thoroughly edited by VC2 teachers in 2020. There were therefore very few technical issues to address.

- Students were happy with the literature and the CANVAS platform.
- We were not sure, as teachers if we need to post student feedback on speed grader CANVAS as well as on E-portfolio.
- Students participated in both morning and evening video conferences. It was great to have a student in Australia (though registered under Mannheim University. She wrote a lot about social work in Australia and that expanded the number of countries for comparison
- Students do not use discussion forum as expected but were in touch through social media more than on CANVAS. However, this worked effectively for them. Assignments reflected that they generously and transparently shared their assignments.
- We also note that they barely use CANVAS to give feedback to each other. We wish this can improve so that we see the intended interaction.

All 3 teachers would like to continue with VC2 2021 and forward.

VC 3: COMMUNITY WORK FROM AN INTERNATIONAL PERSPECTIVE

➤ Description

Duration: 18 weeks (15 ECTS) January 18th-May 28th 2021.

Community Work from an international perspective Focuses on participation and fosters empowerment, emancipation and change through collective action. Community work is closely related to work for human rights. The community work process is about people in communities creating opportunities for growth and change. The course focuses on different theories, methods and approaches in community work from an international perspective and consists of several parts. One part focuses on theories and methods, another part consists of a case-study related to a virtual case. Students make a project plan related to the case, by collaborating and comparing different approaches. The students learn about community work and its historic background and come to understand the risk of manipulation when community work is not worked out from a grass-root level. Students also learn about the advantages and power in approaches carried out from a bottom-up perspective. One of the main aims of the course is that students develop a critical understanding of the wide range of theories and methods of community work, develop the ability to recognize these in current projects and are able to design a project plan of community work, and show which steps and facilities are needed for realising and managing processes and products.

➤ Students and Teachers

Head Teacher: Bieke Dierckx

Teachers: Carmen Roncal, Lennart Loras

External Assessors: Andrés Arias, Marta Blanco

Table 6: VC3 students per HEI

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
HVL	2	7	6	3	6	2	2
TM	8	17	23	14	7	8	4
UCM	5	5	5	3	2	10	2
HSM	6	4	5	9	8	5	5
INH	3	0	3	1	0	--	--
UIN	0	5	-	-	-	--	---
FHWS	-	-	-	-	-	3	2
FHP							0
Total	24	38	42	30	23	28	15
7 students quitted. Reasons: personal reasons, COVID, and the workload. Countries represented: Germany, Norway, Belgium, Spain							

➤ **Results of the Final Assignment**

7 A, 6 B, 6 C, 1 D, 1 E.

1 student failed, declined re-examination.

➤ **General evaluation VC3**

• **Positive comments on:**

- Work in pairs and work in groups
- Know different points of view about the community, linked to the cultural diversity of the students
- The methodology
- The meeting with the partners in the stakeholders meeting, the performance of different roles, and the preparation of that meeting
- Possibilities of community work
- The strong connection between theory and practice and the usefulness to carry out a project
- The readings, with the strong link to the project. It was a good idea to ask the home-universities to inform the students about the fact that students need to have the 2 books (book or digital version) available at the start
- The groupwork: communication and commitments, the importance of collaborative work, how to handle differences
- The dynamics in E-learning

- **Suggestions for improvement on:**

- The workload: much more than expected. For some students more than 15 hours a week (average of 25 hours) is not easy to handle
- Request: Home universities should inform the students about the high amount of work (15 ECTS, 15-18 hours workload a week)
- Make the literature smaller because the texts are complex, perhaps decrease the number of articles
- More conferences with the teacher and in the groups
- Ask for more "mandatory" meetings, because not often attended if they are voluntary
- The videos are fine on the content. Maybe modernizing the format, making it more attractive
- The introductory session
- Starting video (platform, the portfolio and general information for each course)

VC 4 SOCIAL & IMPACT ENTREPRENEURSHIP IN AN INTERNATIONAL PERSPECTIVE

➤ Description

Duration: 12 weeks (ECTS) February 1st 2021-April 30th2021

Social & Impact Entrepreneurship in an International Perspective is an online course that allows students from social sciences and entrepreneurship in various countries to learn from each other and to share information, knowledge, skills and values about social innovation. The course brings together diverse professional and cultural backgrounds of students, who will cooperate and learn from each other and together.

Social entrepreneurship is defined by doing business for a social purpose. Social entrepreneurs combine social and economic actions in a way that improves the lives of people connected to the cause. They don't measure their success in terms of profit alone or dominantly. They measure their economic performance just on a slightly positive breakeven. Whereas success to social entrepreneurs is measured outside the social start-up whether they have improved the world and have had a positive impact on society based on the common good.

➤ Students and Teachers

Coordinators: Winfried Weber, Harald Bolsinger

External assessor: Inge Vervoort

External cooperators:

- Prof. Dr. Liv Marit Kleppe, Western Norway University of Applied Sciences, Norway-consulting

- Prof. Dr. Andrés Arias Astray, Universidad Complutense Madrid, Spain –evaluation & consulting
- Prof. Dr. Tokie Anme, Tsukuba University, Japan
- Dr. Ndidi Nnoli-Edozien, Club of Rome, Ghana
- Dr. Natalie Beinisch, Circular Economy Innovation Partnership Academy, Kinetic Thinking, Portugal
- Raïssa Mpundu (PhD candidate), University of Burundi, Burundi
- Asst. Professor Femi Odebiyi, LCC International University, Klaipeda, Lithuania

Pilot VC4 was open to SW students from VirCamp Partner Institutions (Internal students). Also, to students from the VirCamp consortium but studying other disciplines (Guest students). Additionally, the call for applications was open to students from other HEIs not belonging to the Consortium (External students).

Although the course was initially intended as a pilot for 10 or 15 students, the amount of students finally reached 50, from 29 different countries in 4 continents.

Internal students: SW students from VirCamp Partner Institutions.

Table 7: VC4 Internal students (VirCamp SW)

<i>HEI</i>	<i>Faculty</i>	<i>Students</i>
FHP	Social Work	1
FHWS	Bachelor Social Work	4
HSM	Social Work	3
HVL	Faculty of Health and Social Sciences	1
Total		9
Countries of origin of the students: Germany, Norway, Brazil. 2 students quitted		

Guest students: Students from the VirCamp consortium but not studying Social Work. Most guest students came from FHWS (20), and 2 from UCM. Disciplines represented: Economics, Business Administration, Engineering, Logistics.

External students: Students coming from Non-partner Universities in India, Nigeria, Sweden, Rwanda, Russia and Japan. Disciplines represented: Economics, Community organization, Development practices, Social Work, Business, Management, Medicine, Community Work.

Table 8: VC4 External students

University	Country	Students
Tata Institute of Social Sciences	India	3
Jönköping University	Sweden	3
University of Lagos	Nigeria	2
University of Rwanda	Rwanda	5
Lomonosov Moscow State University	Russia	2
University of Tsukuba	Japan	2
Total		19

Two features are to be highlighted about Guest and External students: the great variety of academic backgrounds (multidisciplinarity), and the impressive multiculturalism of the set, as can be seen in Table 9.

Table 9: VC4 Guest & External students: countries of origin

Country	Students
Bahamas	1
Benin	1
Bolivia	2
Burundi	1
Canada	1
Chile	1
Colombia	1
Egypt	1
Germany	5
India	3
Italy	1
Japan	1
Morocco	1
Nigeria	4
Pakistan	1
Panama	1
Peru	1
Romania	1
Russia	1
Rwanda	3
Spain	3
Sweden	1
Turkey	2
USA	1

➤ **Results of the Final Assignment**

Table 10: VC4 Grades achieved by Internal students (VirCamp SW)

Institution	Grade
FH Potsdam	C
FHWS	A
FHWS	B
FHWS	A
HS Mannheim	A
HS Mannheim	A
HS Mannheim	A
HVL	A-

Table 11: VC4 Grades achieved by Guest and External students

Country of origin	Field of Study	Country of Institution	Grade
Bahamas	Business Administration	Rwanda	A
Benin	Logistics Engineering	Germany	F
Bolivia	Business and Engineering	Germany	B+
Bolivia	Economics	Russia	D
Burundi	Community Work	Rwanda	D
Canada	Business and Engineering	Germany	B+
Chile	Logistics Engineering	Germany	B
China	International Business School	Sweden	A
Colombia	Business and Engineering	Germany	B+
Germany	Business Administration	Sweden	A
Germany	Economics and Business Administration	Germany	B+
Germany	Economics and Business Administration	Germany	B
India	Community Organisation & Development Practices	India	A
India	Social Work	India	A
Italy	Business and Engineering	Germany	B
Japan	Medicine	Japan	A

Morocco	Economics and Business Administration	Germany	A
Nigeria	Business and Engineering	Germany	D+
Nigeria	Business and Engineering	Germany	D+
Nigeria	(data not provided)	Nigeria	C
Panama	Logistics Engineering	Germany	B
Peru	Business and Engineering	Germany	D+
Romania	Business and Engineering	Germany	B+
Rwanda	Economics	Rwanda	B
Rwanda	Business Administration	Rwanda	A
Spain	Economics	Spain	A-
Spain	Business and Engineering	Germany	C
Spain	Economics	Spain	B
Turkey	Business and Engineering	Germany	B
Turkey	Economics	Russia	C
USA	Business Administration	Sweden	A

➤ **General evaluation VC4**

- Positive comments on:
 - Evaluation and feedback from peers.
 - The personal insights, recommendations by professor.
 - Reevaluating ideas, challenging assumptions.
 - Insight to areas not thought of before. Guidance to helpful resources.
 - Support to keep moving forward.
 - New perspectives from different fields and cultures.
 - Pointing out blind spots.
 - How an appropriate Pitch works.
 - Motivation.

For more details and complete report, see **Annex 1: Report on Pilot VC4 S&IE**

E-PEDAGOGY

➤ Description

Duration: 18 weeks, November 30th 2020-April 9th 2021

The E-Pedagogy course promotes and strengthens the participants' skills in teaching, supervising, planning and organising good e-learning courses in a Virtual Learning Environment (VLE). All teachers acting in VirCamp are requested to successfully pass this course.

➤ Students and teachers

Head Teacher: Wim Wouters

Teachers: Wim Wouters, Elena Bauer

External assessor: Ulla Törnig

Students: 7

➤ General evaluation E-Pedagogy

To organize the e-pedagogy course in during the pandemic was challenging. On the one hand, it seemed to be a great opportunity to promote the course. But on the other hand, teachers all over Europe were challenged to switch to online teaching, higher education institutions need to accelerate in technical development and support which was time consuming. In the feedback participants stressed that they felt supported and lucky to be part of this course. The combination of pedagogical and technical content of the course has been appreciated as well as the constructive feedback and the flexibility of the teachers. All participants found the course very intensive and struggled with the available time, due to the fact that the course is on top of regular activities. A possible option could be to spread the course on more weeks. The past year, online tools changed and improved rapidly as providers of online tools respond actively to the mass needs of teachers during the pandemic, were they were forced into online teaching. This means that in the coming period, we also need to look critically to the e-pedagogy course in order to keep it updated.

5. BUDGET AND ACCOUNTS

Table 12: VirCamp budget 2020-2021

Income		Expenses	
Contributions partners		E-Pedagogy	
UCM	€ 3.950,00	Head teacher (W. Wouters)	€ 3.630,00
TM	€ 3.950,00	Teacher (E. Bauer)	€ 2.750,00
HVL	€ 3.950,00	External assessor (U. Törnig)	€ 1.100,00
FHWS	€ 3.950,00	subtotal	€ 7.480,00
HSM	€ 3.950,00	Zoonlog	€ 190,00
FHP	€ 1.975,00	Webhosting	€ 215,00
subtotal	€ 21.725,00	Leading partner	€ 17.600,00
E-ped			
Javier Sánchez Espada	€ 1.500,00		
subtotal	€ 1.500,00		
TOTAL INCOME	€ 23.225,00	TOTAL EXPENSES	€ 25.485,00
RESULT 2020-2021		-€ 2.260,00	

Table 13: Evolution of VirCamp budget

Year	Surplus	Year result	Final result
2014	€ 6.752,00	€ 27.878,73	€ 34.630,73
2015	€ 34.630,73	-€ 11.517,18	€ 23.113,55
2016	€ 23.113,55	-€ 3.917,71	€ 19.195,84
2017	€ 19.195,84	€ 1.058,70	€ 20.254,54
2018	€ 20.254,54	-€ 5.808,56	€ 14.445,98
2019	€ 14.445,98	€ 3.564,52	€ 18.010,50
2020	€ 18.010,50	-€ 2.260,00	€ 15.750,50

6. MEETINGS 2020-2021

TEACHERS MEETING

Due to the COVID-19 pandemics, meetings were held online on Thursday June 3rd 2021. The day was divided in 3 different thematic sessions (rooms), with independent zoom links to every room, as follows:

- 09:30 Room 1: General evaluation of Courses VC1, VC2, VC3
- 13.30 Room 2: Pilot VC4 Social & Impact Entrepreneurship in an international perspective
- 16.30 Room 3: E-Pedagogy

➤ General evaluation of courses 2021-2022 (main topics)

- Start-process in CANVAS
- Introduction session for all students
- Referencing and academic writing module in every course
- Grading scale
- E-portfolio as evaluation tool
- literature
- Clarifying roles (leading partner, head teacher, teacher)

➤ Pilot VC4 Social & Impact Entrepreneurship in an international perspective

- Positive general evaluation of the course.
- Decisions to make: integration of VC4 as a regular course in the VirCamp portfolio; multidisciplinary and multiculturalism (students and teachers); potential organizational and budgetary consequences.

➤ E-Pedagogy

- The course is still very relevant and literature on pedagogical approach is updated
- Actions to take: expectations on potential participants 2021-2022; Virtual learning tools: consult the support teams of the partner universities

See full teachers Meeting report on **Annex 2- Report Teachers meeting**

FINAL YEAR STEERING COMMITTEE (SC)

The SW-VirCamp Steering Committee (SC) is an executive committee. The SC monitors the Virtual Campus, takes care of the daily management of the courses (eg.: website, the intake of students, following up on the modules and how to engage new partners, etc.), and proposes amendments in budget allocations, which will be later decided in the Consortium Management Group (CMG). Each Consortium member has a representative in the SC, who acts as liaison between the CMG, the SC and the HEI, forwarding the minutes of the meetings and other relevant VirCamp information to their own institution. Additionally, some SC members have special roles as persons in charge of specific areas considered essential for the development and functioning of the Consortium.

For SC composition 20-21, see section 2.

The Steering Committee meets on regular basis 5 or 6 times a year (4 or 5 regular online meetings + Year meeting). In 2020-2021, Final Year SC meeting was also held online due to Covid19.

SC meetings are presided by the Leading Partner (Begoña Leyra, UCM).

Table 11 below is an overview of the SC meetings held in Academic year 2020-2021.

Table 14: Summary of SC meetings 2020-2021

SC meetings 2020-2021	
Date	Main topics
28/09/2020	<ul style="list-style-type: none"> - Padmaja Barua as new contact person in HVL. - Kati Schroeder, as representative of FH Potsdam (FHP), is to be invited to fully attend all SC meetings in the future. - E-Ped applicants from FHP Social Work will not pay E-Ped fees. - Calendar of Meetings 2020-2021.
30/10/2020	<ul style="list-style-type: none"> - Guidelines about plagiarism are presented, including how to define plagiarism in the VirCamp context, and how to deal with it when detected. - University of Wolverhaptton will become a Partner with Letter of Intent in 2021-2022. - Updating of VirCamp calendar of courses and meetings
27/11/2020	<ul style="list-style-type: none"> - University of Wolverhampton officially becomes a Partner with a Letter of Intent. - A contribution has been submitted for the next ECSWE (European Conference on Social Work Education) 2021, to be held in Tallinn (COVID permitting). Authors: Wim Wouters, Harald Bolsinger, Winfried Weber. - Proposal as to the convenience of creating a new Course in VirCamp about "Digital technologies in Social Work". - Contacts with potential new partner universities in Sweden and Finland.
05/02/2021	<ul style="list-style-type: none"> - Website Workgroup is created: (Ulla Törnig, Padamaja Barua, Kati Schröder, Sandra Bonilla). First meeting held on Tuesday January 25th. Fruitful ideas, but not sure if technically possible. Work-folder with ideas (in progress).

	<ul style="list-style-type: none"> - Pursuit of conversations with potential new partner university in Finland.
11/05/2021	<ul style="list-style-type: none"> - Agreement on: <ul style="list-style-type: none"> - -Index of the Year Report 2020-2021. - Agenda for Year SC meeting. - Agenda for Year CMG meeting. - A is received so as to VirCamp to participate in a digital workshop on Digital Teaching and Learning in October.
07/06/2021	<p>Year SC Meeting</p> <ul style="list-style-type: none"> - Workshare 2021-2022 (proposal). - Course calendar 2021-2022 (proposal). - Next meetings schedule (proposal). - Budget 2021-2022: preliminary approach. - Further development proposal: New Erasmus blended programs.

FINAL YEAR CONSORTIUM MANAGEMENT GROUP (CMG)

The CMG Meeting is the General Assembly of the Consortium, and its role is to decide on the proposals presented by the SC on the overall organisation of the VirCamp and its activities.

For composition of CMG in 2020-2021, see section 2.

The CMG meets twice a year: one time online, at the beginning of the Academic year, and the Final Year Meeting. In 2020-2021, due to Covid-19, both meetings were held online.

Meetings of CMG are presided by the Chair of Consortium (Ulla Törnig, HSM).

This is an overview of the CMG meetings in Academic year 2020-2021.

Table 15: Summary of CMG meetings 2020-2021

CMG meetings 2020-2021	
Date	Main topics
11/12/2020	<p>Ordinary Consortium Management Group (online)</p> <ul style="list-style-type: none"> - Complutense Team introduce themselves as Leader team. - FH Potsdam attends CMG for the first time as Partner with a Letter of Intent. - It is reported that University of Wolverhampton (UK) has signed Letter of Intent. Membership will be fully effective next Academic year 2021-2022. - Proposal of SOCNET 98 (European Network of Social Work Universities) as a source for potentially interesting new partnerships. - Plagiarism procedure is agreed to be distributed amongst all partners and been made available on VirCamp website before exams start. - Budget: still being managed by former Leader TM, since economic affairs are ruled by fiscal/natural year calendar. The transference of funds, accountancy, and all necessary information and documents from TM to UCM will take place in January 2021 (new fiscal year).

	<ul style="list-style-type: none"> - Website updating: it is agreed to create a Website Workgroup. Components: Ulla Törnig (FH Mammheim), Kati Schröder (FH Potsdam), Padmaja Barua (HVL), UCM Team, Padmaja Barua (HVL). - Proposal for a new VirCamp Course: “New technologies and Social Work”. - Year meetings 2020-2021: due to COVID 19, are to be held online again, as in 2019-2020. Meetings to be held in in three (3) sessions extended in different weeks (proposed dates:Teacher meeting -May 26th; Steering Committee-June 11th; CMG-June 18 th).
<p>11/06/2021</p>	<p>Year Consortium Management Group (online)</p> <ul style="list-style-type: none"> - Calendar of VirCamp Meetings for Academic year 2021-2022 is agreed. STEERING COMMITTEE #1: Friday September 24th, 9-11 h (next SC meetings to be decided). CMG#1: Friday December 17th, 9-14 h. Year meetings 2021-2022: to be held face-to-face (if possible). Proposed location: Bergen (Norway) (to be confirmed). - Calendar for VirCamp Courses 2021-2022 is agreed. (see Annex 3 VirCamp Courses calendar 21-22) - Course Coordinator reports the results of the Year Teachers meeting held on June 3rd. - Workshare: Teachers and external assessors’ distribution in VC courses and allocation of workshare for 2021-2022 is presented and discussed. Parameters: Teaching hours in every course calculated on average 20 students per course (estimation based on 2020-2021 figures), except VC4 (30 students). Main new elements: incorporation of new UCM teachers; incorporation of FHP to teaching duties with 1 external assessor (to be confirmed); allocation of Dagmar Unz to VC2 or VC3 to be confirmed (depending on students’ enrolment); incorporation of 1 HSM external assessor to VC3 to be confirmed. - Leadership & coordination: Research & Development merge (Head: Dagmar Unz); Academic coordinator (Wim Wouters) assumes management of Students’ surveys. CMG agrees to review and eventually determine a new distribution of Management roles and duties in the December 2021 CMG meeting. - Dissemination & Visibility: report on presence on workshops and seminars. - Web updating: report on creation of Website workgroup and its progresses so far (for details and full report, see Annex 4 Report VC Website). Suggestions from CMG for website improvement are received. - A forum of discussion was intended in the Agenda, where Deans & CMG members were invited to contribute their own experiences, ideas, plans and hopes for next academic year 2021-2022, including topics such as Digital teaching & learning in times of pandemics, What future for digital pedagogics?, Role of VirCamp in the current scenario. Challenges and opportunities. Due to lack of time and oversized duration of the meeting, the Forum had to be cancelled.

7. RESEARCH & DEVELOPMENT

(Report by Head of Research & Development, Dagmar Unz (FHWS))

In 2020, the partners agreed to take a new initiative in research and development. After several consecutive years of focusing on further developing the educational programs, stable VirCamp courses now exist. The Consortium can focus more on the goal of doing research again.

At the beginning of 2021, an application was submitted to EASSW for funding in the “Small Projects” program. The project designed in the application aimed to conduct accompanying research on the new social entrepreneurship course. However, in the meantime, the EASSW informed us that the project could not be funded. However, the aim, the content, and the design were assessed as good and suitable. But due to many submissions this time, the EASSW did not prioritize the evaluation of already existing educational models; instead, new initiatives and networks are funded.

Steps to be now pursued further:

- Continuous monitoring of the EU calls for proposals and the calls for proposals of the German Academic Exchange Service (DAAD) for suitable funding programs.
- Consideration of an application in the new program generation “BIP Blended Intensive Programs” within EU Erasmus + funding.
- Consideration about drafting a study on the effects of participation in VirCamp courses on developing competencies for international/intercultural cooperation, competencies for working in virtual teams, and personality development.

8. VISIBILITY

DISSEMINATION

- A Contribution has been submitted by Wim Wouters for the next European Conference on Social Work Education (ECSWE), 2021 organized by the European Association of Schools of Social Work (EASSW) to be held in Tallinn, Estonia (Covid permitting). On June 15th. Authors: Wim Wouters, Harald Bolsinger, Winfried Weber. Topic: M4 Social entrepreneurship. The Conference is considered also a good chance not only to promote M4, but also for making new contacts ECSWE 2021 - European Conference on Social Work Education and potentially find new partners.

- A Proposal from Hochschule Saarbrücken (HTW Saar) is received that Wim Wouters (course coordinator) & Leaders to participate in a digital workshop (BUKO) within the Federal Social Work Congress to be held in by HTW Saar in October. The workshop is scheduled for the second panel on Day 2 (15.10.2021) "Qualification and Professionalisation" in the area of Internationalization. The title of the workshop will be: "Digital teaching and learning - beyond (simply) substituting campus teaching" and will be fully devoted to VirCamp as a positive example of international cooperation in the field of (international) digital teaching and learning.

WEBSITE UPDATING

A good website is critical for a wider and better visibility of the VirCamp Consortium, as well as an essential informative tool for students, teachers, and partners (actual and new).

One of the most important actions taken by the Consortium in Academic year 2020-2021 is to engage in a deep and serious revision and updating of the VirCamp website, aiming to improve both its structure and its contents for the sake of better information and usability.

UCM has embraced this website updating and improvement as a hallmark goal of its Leadership period, with the invaluable cooperation of the Website Workgroup.

Website workgroup consist of:

- Ulla Törnig
- Sandra Bonilla
- Padmaja Barua
- Kati Schröder

Overview of Changes proposed:

- Nomenclature: from Module to Vircamp Course (VC 1 / VC 2 / VC3)
- «Home» and «About Us» to be merged into just «About Us» -1st page
- Rather than have 2 pages called «For Students» and «E-courses», change to one page entitled «E-courses»
- Current «New partners» , «For partners» and «Development and publications» to be deleted, replaced by « Archive» and «Research and development»

“About us” Page: Starts with a one paragraph introduction to VirCamp with picture; principles we follow, a section entitled «How we collaborate» ; Then «How to become a partner» section (benefits , rules etc.); then description and link to all the existing VC partners and links to their institutional websites.

“E-courses” Page: New structure; Links on the left hand side to all courses; links to information on how to apply for these courses, exams and certificates , resources for first time e-learning students and virtual books and learning material.

“Research & Development” Page

“Archive Page”: outline and description of the history of VC and its present status; Year reports; Other relevant documents (if any)

For full and detailed contents of Web Workgroup activities report, see **Annex 4 Report VC**

REACHING OUT

In Academic year 2020-2021, conversations and contacts with several HEIs have been initiated or continued, pursuing the integration of new Partners into the VirCamp Consortium, in different countries: Germany, Italy, India, Spain, Greece, Sweden, and Finland.

9. PLANS FOR THE FUTURE

- Continuation of contacts already initiated with Potential new Partners.
- Enlarging VirCamp scope: from Europe to the world (contacts with future partners and collaborators).
- Possibilities offered by new European Mixed Mobility programmes.
