SOCIAL WORK-VIRCAMP CONSORTIUM

YEAR REPORT No 1/2013-14

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Partners in the SW-VirCamp Consortium:

Bergen University College (HiB)

Inholland University of Applied Sciences (INH)

Complutense University (UCM)

Mannheim University of Applied Sciences (HSMA)

Thomas More University College (TMUC)

University of Nordland (UiN)

VIA University College (VIA)

Mittweida University of Applied Sciences (HSM)

Associated Partners:

Malawi University (MIU)

Lund University (LU)

CONTENT

INTRODUCTION

The economic crisis has a huge impact on all countries in Europe. The intensity of this differs from country to country. But the effects are inevitably for Social Work as well as for Social Work educational institutes.

We have experienced this in our Consortium last year with the withdrawal of our Danish partner. Cause for this decision was that they had to prioritize their resources.

This experience shows us that cooperation in International educational programs is vulnerable. There for it is of importance to underline the importance of International educational programs as VirCamp.

The VirCamp courses are based on collaborative learning. What we have experienced within VirCamp is that in all VirCamp partner countries social work is part of the infrastructure of national states. The contexts and the conditions for social work differ. But what we also experienced is that share values. The body of knowledge and the body of skills are shared values. Based on this we can state that social workers of different background can communicate and interact with each other, and have opportunities to learn from different national approaches and methods.

In this perspective VirCamp, as an online learning environment is therefore a unique platform. The end surveys proof yearly that the students encounter the VirCamp courses as a real international experience because of the international student and teacher group.

STATUS OF THE VIRCAMP CONSORTIUM

Since the last Partner meeting in Madrid, June 2013 some changes in the partnership were settled.

After several years as associated partner Mittweida University of Applied Science decided to become a full partner in the Consortium, starting this academic year. This meant that the VirCamp Consortium group existed this academic year of 8 partner institutions. Lund University continued as associated partner.

At the start of this academic year, there the cooperation between the Malawi University and the VirCamp consortium was not intensified.

In October we got the very sad news that Pearson Robert Ntata had passed away on 13 October 2013 at the age of 47. Pierson was the representative of the Malawi University in the VirCamp consortium.

We have contacted the Malawi University again, and they are re-orientating on their participation in VirCamp.

In December VIA University College informed us that they want to resign as partner from the Consortium. The reason for this was that they had financial budget cuts, and because of that they had to prioritize their financial means.

The arrangement we have made in relation to the resignation of VIA University College is that they would fulfill their responsibilities in this study year, and will leave the Consortium from the next academic year.

As defined in the Consortium Agreement there is a coordinating partner in the Consortium. The runtime for this coordination is three years. Inholland University was the coordinating partner since 2011. In the Consortium Management Group of December it was decided that Thomas More University College will become the coordinating institute for the next 3 academic years.

COOPERATION AMONG THE ARTIC UNIVERSITY AND THE VIRCAMP CONSORTIUM

The cooperation between the Thematic Network on Social Work in the Arctic (TNSWUA) and VirCamp which started in 2012 resulted in the start of the master course 'Contextual Social Work'. The course had the status of a pilot course. It was recognized in the curriculum of the University of Nordland, Norway, and of Umea University, Sweden. Complutense University gave their Master students the possibility to follow the course for one of the four subjects which was presented in the programme.

Halfway this year it was decided by Umea University not to continue this process. This due to the fact that integration of this online course did not gave the expected results. In line with Umea University also Nordland University decided not to continue this project. Therefore the cooperation between the Artic Network and VirCamp will stop, and this pilot will end.

PROJECT APPLICATION OF THE VIRCAMP CONSORTIUM

In November 2013 Bergen University College in cooperation with VirCamp partners sent an application for grants to the Norway Opening Universities. Our project was to develop an online course in e-help for social and health care workers. This project idea was in line with the project plans of 2012-2013. The pre application was approved, but the final application was resigned.
The application was built on a previous project idea for an EU-LLP application.

EDUCATIONAL PROGRAMMES

During the study year 2013/14, four modules have been arranged by the SW-VirCamp Consortium, namely Module 1, Module 2A, Module 3 and the new Master course, Contextual Social Work, which was a pilot course arranged by the Artic Network in cooperation with SW-VirCamp. For realizing this pilot course a pilot group was formed with representatives of both networks.

MODULE 1 SOCIAL WORK IN EUROPE, COMMONALITIES AND DIFFERENCES 2013

This is a 5 ECTS credits course about general social work aspect. All the SW-VirCamp courses have a competence based curriculum plan where theory and practice are integrated. M1 focus on basic knowledge about social problems, social work in history and today, and social work education in a European perspective. The module starts with how to do comparative studies in international social work. Students describe, analyse and compare living conditions and the social problems in different European countries, and how these are met in social work. They explore commonalities and differences in welfare systems and social policies, and how these may affect nowadays social work in Europe and social work education.

The main objectives of this course are:

- Students will be able to describe, analyse and compare social problems, social work and social work education in European countries
- Students will be able to expand knowledge and reflect upon commonalities and differences in historical development of social work and social work today
- Students will be able to compare commonalities and differences in chosen social issues, and the legal and social policy framework for social work and social work education

- Students will be able to work together with students and teachers from other countries in a virtual classroom
- Students will give and share information about their own country in a problem solving process
- Students will be able to collect and present data in an international context

Students will be able to use methods for comparative international studies The 7 weeks course started 23. September 2013 and ended 18. November 2013.

This year 43 students took part in this course. This was an increase of the number students compared to the previous study year. This means that promotion and information about the course has been improved and changes in the academic year among some of our partners have become more suitable. The student group represented almost all the partners in the Consortium, and made it possible to build a strong international group, which is essential for 'comparative learning', one of the core learning principles in this course.

The number of Dutch students was not so high this time, with only 7 students applying for this course. This was a low number compared to the 42 applicant students of last year. The fact that a substantial number of students was refused in the previous educational year was a bad promotion for this academic year for the Inholland students.

CHARACTERISTICS OF STUDENTS

42 students from 5 partner institutions started in the course.

The institutions and countries represented by the student population of M1:

Belgium (Thomas More University College (TMUC))	5 students
Germany (5 HSM + 7 HSMA)	12 students
Spain (UCM)	12 students
Netherlands INHOLLAND (INH)	7 students
Norway (HiB)	2 students
Finland (exchange student of TMUC)	1 student
Hungary (exchange student of TMUC)	1 student
Latvia (exchange students of HIB)	2 students

36 female and 6 male students started in the course. The majority were within the age of 18-24, 4 students within the age or 25-29 and one student within the age span of 35-40.

The majority were undergraduate SW students.
For most students VirCamp was their first e- learning experience. Only a few had participated in online courses before.

EVALUATION OF THE STUDY PROGRAMME

In general the teachers were quite positive about the quality of the programme in relation to the number of weeks, but some students had problems with fulfilling their tasks in time. This caused problems in the cooperation within the groups. A suggestion from the teacher group was to form the theme groups in the first weeks of the course. Another point of attention is the level of academic writing. Students are asked and motivated to use the material of their fellow students more, but for references they need to understand that this should be in relation to published material.

Students are willing to participate in M1, but less are motivated to continue in M2 and M3 It seems to be difficult for students from several of our partner institutions to follow these courses because of different timetables and other obligations in their study programmes. It is obvious that this is at stake with partner organizations who have not integrated those modules in the curriculum, or because the courses are running parallel with other courses in their study programme.

RESULTS OF THE FINAL ASSIGNMENT

The final assignment in M1 is a combination of tasks done during the course. Of the 43 students who started the course, 36 students took exam at ordinary time. 35 students passed. 1 student failed. 1 student asked for a delayed exam, due to personal reasons. 5 students did not submit their exam. This means that 35 students finished M1. The marks are given on a scale from A-F (F is failure) were: 3 A, 7 B, 10 C, 123 D, 2 E, 1 F.

STUDENTS' EVALUATION OF THE COURSE

A survey was presented to students at the end of the course (N=36, n=24).

The survey shows that the respondents in general meant that the tasks and assignments were effective in promoting learning.

The majority of the respondents have seen and read the lessons and found the lessons informative, relevant, clear, interesting, stimulating, and current.

The respondents valued very positive the use of the triggers. In general they experienced this as stimulating in their learning process.

The respondents were in general positive about the Virtual Book. They experienced this as a good learning resource, although some students complained about the length of the lessons.

The respondents were in general positive about the reading list and experienced it as appropriate to the course, interesting, and updated, but were less positive in relation to 'inspiring' and 'promoting discussion'.

But it is also important to notice that to all aspects there was all the time a small percentage of the respondents who (strongly) disagreed. This differed between 4,2 % - 16,7 %, which means that 1 – 4 of the respondents was not satisfied with the course on different aspects.

 If we look at the percentage of those respondents than we can assume that those critical remarks belong to the minority of students in the group. If we look at the remarks then there are different themes which need attention, namely:

- Cooperation among students
- Communication between students, and students and teachers
- Workload of the course
- Balance of the workload

- Information about the course (management of expectations)

The support from the teachers in the course (emotional, informative and technical support) was experienced in general from fair (20%) to very good (83 %). Evaluation of the student group as a support system scored from fair (29%) to good/ very good (61 per cent).

A 5 ECTS credits course amount to 140 study hour, which divided on seven weeks means 20 hours per week. Nearly 41 % of the respondents spent 6 to 10 hours per week on the course, 37% spent from 10 -15 hours per week and 12,5% less than 5 hours per week.

The fact that this course is given in English was helpful to improve their language skills for 95% of the respondents.

The majority of the respondents 86 % would recommend this course to other students.

MODULE 2: COMPARATIVE SOCIAL WORK. A EUROPEAN PERSPECTIVE ON CORE ASPECTS OF SOCIAL WORK

MODULE 2A: DISCRIMINATION, OPPRESSION AND ETHNIC DIVERSITY AS PHENOMENON IN EUROPE. ANTI-OPPRESSIVE APPROACHES TO SOCIAL WORK

Module 2A is a 10 ECTS course, and one of the three options within the module 2 which have been arranged this year. The theme of the course is Discrimination, Oppression and Ethnic Diversity as Phenomena in Europe. This is one of the core problems for social work throughout the world. This module focuses on how social work in Europe can meet and deal with these challenges in different countries. Social problems are created in a national, European and global context. Every country has its own way of dealing with social problems depending on different historical, cultural, religious and political backgrounds.

All countries have to deal with social problems through resources from the family, voluntary organizations, the state and the market these are the commonalities. The difference is that all countries have a "welfare mix" of their own. A cross-cultural comparison of social work and welfare systems in Europe should facilitate understanding of social problems in the different parts of Europe and should improve strategies and methods of social work.

This module focuses on anti-oppressive approaches in social work. A central question is: How can social workers fulfil the values written in the International Federation of Social Workers' definition of social work: "The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work".

The aims and objectives of this course are in line with the aims and objectives for Module 1.

In this course students use the video case which have been developed by the VirCamp partners, and which is presented in the Virtual Book, The Guide to Social Work in Europe.

 The course started 11 November 2013, with a duration of 11 weeks till 10. February 2014. The participants were for 90% newcomers in VirCamp.

16 students applied, representing five countries. The study group of this course is not as big as the student groups in the other VirCamp courses. A reason for this might be that this course is not integrated in the

curricula of many of the Partner institutions. Only HIB, TMUC, HSMA and UCM present this course as an integrated optional course. Even though it is offered as optional courses by other partner institutions it is running at a time where students have a full semester with other courses.

EVALUATION AND CHALLENGES

TWO YEARS AGO IT WAS DECIDED THAT THE DURATION OF THE MODULE 2 COURSES WAS REDUCED TO 11 WEEKS. IN GENERAL the teachers and the students were again, like last year very positive about the quality of the programme. So the decreasing of the length of the course influenced the quality of the programme in a good way.

CHARACTERISTICS OF STUDENTS

16 students representing 5 partner institutions started in this course. The group consisted of 13 female and 3 male students. 100% of the students were within the age of 19-25. All were undergraduate SW students. 12 of them stayed in the course till the end. 11 of the students submitted and passed their exam.

The countries represented by the students in M2A were:

Germany HSMA & HSM	3 students
	1 exchange student Sweden
Spain, UCM	3 students
Belgium , TMUC	5 students
Norway , HiB	2 students
	2 exchange students

RESULTS OF THE FINAL ASSIGNMENT

To finish the course of M2a, the students had to deliver a portfolio exam where students in the end were some of the tasks students had been working on during the course were assessed.

The marks are given by a scale from A-F (F is fail). The marks students received where 1 A, 5 B, 2 C, 2 D, 1 F.

STUDENTS' EVALUATION OF THE COURSE

A survey was presented to students at the end of the course (N=12, n=4).

. Although the number of respondents is low, it is interesting to present some of the results, together with some of the teachers' experiences.

The respondents experienced that this course gave them a possibility to control their time, place and pace of their study development.

The respondents were also positive about the interaction and collaboration between students and teachers in relation to learning. In line with this is the positive experience of the chats together with the teachers. Although not all students participated in the chats frequently, the teachers experienced the chats as very constructive and lively.

The literature was updated. But according to the teachers this could be improved.

Overall the students and the teachers liked this experience.

Next time the survey must be profiled more specific at the end of the course, and students should be requested more strict to take the survey.

MODULE 3 COMMUNITY WORK FROM AN INTERNATIONAL PERSPECTIVE

Module 3 is a 15 ECTS course.

'The theme of the course is Community Work from an international perspective. Community work is a planned process to mobilize communities to use their own social structures and resources to address their own problems and achieve their own objectives. Community work 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' (from the Curriculum Plan).Content and objectives

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 consist of a case-study related to a video/virtual case. Students will make a project plan related to the case, by collaborating and comparing different approaches.

The students will 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 will 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 realizing and managing processes and products (from the Curriculum Plan).

The course started 27 January 2014, with a duration of 18 weeks till 2 June 2014.

CHARACTERISTICS OF STUDENTS

40 students started in the course, but 4 dropped out during the first weeks. 36 students continued and were divided into 4 groups with one supporting teacher for each group.

36 students representing 6 partner institutions started on this course:

Students in the course came from

Germany HSMA & HSM	6 students HSMA
	1 student HSMW
Spain, UCM	18 students
Belgium, TMUC	7 incoming students, Austria, Lithuania, Germany, Poland, Spain
Norway, HiB	1 student
	2 exchange students from Latvia

EVALUATION OF THE STUDY PROGRAMME

In general the teachers were positive about the course. The student group was active and participative. There were hardly any drop outs (only 3). And almost all students passed the course. During the course there were 2 incidents. One was related to the fact that one of the teachers had to withdraw from the course, because of other heavy workload.. This happened in the second half of the course. Therefore the present teachers decided to overtake the work in his group and they solved this problematic situation for the students in a very constructive way.

The second incident was related to the reading list. One of the students questioned the fact that the book of F. Tesoriero was on the reading list, despite the fact that the author was sentenced for downloading pornographic pictures of youngster. The teachers started an ethical discussion about this with the students about how a situation like this could be related to social work practice and how it could be dealt with. Some students strongly insisted on taking the book out of the course, while others managed (including the teachers) to differentiate between the men's academic work and his behaviour related to pornographic pictures.

The content of the book was reviewed as good and has been well appreciated by students over the last years.

The fact that also the publisher has stopped the book made it necessary to find other literature for the course next year.it

RESULTS OF THE FINAL ASSIGNMENT

To finish the course of M3, the students had to deliver a portfolio exam where s some of the tasks students had been working on during the course were assessed.

The marks were given by a scale from A-F (F is fail).

The marks students received where 3 A, 9 B, 18 C, 1 D, 1 E, 1 F. Two students had a delayed exam.

STUDENTS' EVALUATION OF THE COURSE

A survey was presented to students at the end of the course (N=34, n=27).

There was a majority of female students (77%) between the age of 18-24 (66 %). The respondents were very positive about the way this course integrates the ethical principles of Social Work. Almost 90% of the respondents evaluated these principles as integrated/fully integrated.

The respondents were also positive about the learning principles in this course, which are based on: active learning, learning from reflection, comparative learning, academic writing, promotion of ICT skills, promotion of English language skills. These principles were evaluated by 80% of the respondents from positive to very positive. Some of the respondents were critical towards the competences of the teachers guidance through the course (25%). Another critical point by 40% of the respondents was related to delayed feedback to their tasks.

These points were mainly related to the teachers who had to leave the course, as explained above.

Around 80-% of the respondents indicated that they were positive/very positive about their competence development through this course which also can explain why 85% of the respondents will recommend this course to other students.

Specific points of attention as an outcome of this evalutation are:

30% of the respondents indicated that the reading list was not motivating towards the assignments.

40% of the respondents indicated that the readings in general were not easy to understand. The problems indicated here can also be explained by the challenges some students have when reading English literature.

MASTER COURSE CONTEXTUAL SOCIAL WORK

This master course was the outcome of a cooperation between the Thematic Network Social Work, Arctic University (TNSWUA) and VirCamp (see year report VirCamp 2012-2013 p6)

Pilot course 2013-2014:
In 2013-2014 VirCamp in collaboration with the University of Umeå and the UiN, have been running a pilot project offering the master course "Contextual Social Work" (30 ECTS). The course was divided into four parts: Ethics in Social Work (5 ECTS), Welfare Systems (5 ECTS), Social Work Theories (5 ECTS) and Critical Reflection in Social Work (15 ECTS). Students had to write 5 individual tasks and attend 5 online seminars for each of the four parts of the course.

12 students of UiN applied for this course. University of Umeå had one student (this student left the course after just a few sessions) and the UCM had 2 students completing the Social Work Theory – part in spring 2014 (9 students from UCM had applied but 7 left the course because of difficulties with the English language

For the student on-campus in Bodø (students came from Malawi, Pakistan, India, USA, Lithuania, China and from Nepal) it was arranged as a flexible delivered study (both on- and off campus teaching). While for the off-campus students it was arranged as an on-line study (students came from the UK, Nepal, Ghana and from Spain).

Student evaluation: during this course there were several evaluations, anonymous and in meetings with teachers and students. The outcomes of the evaluations were in line with feedback given by students in regular VirCamp courses.

In total 14 students followed the whole course (12 students) or parts of the course (2 students) and have delivered exam papers/e-portfolio the 15th of May 2014. The students express that they have learnt a lot from the course program & material and from the discussions with each other.

The master course "Contextual Social Work" (30 ECTS) has been an innovative course that aims at delivering a course for both on-campus and off-campus students, thus making it possible for universities to gather a group of students from different countries on- campus and also servicing simultaneous the off-campus students. This creates some frustration and makes the course more demanding for teachers involved. We propose that we offer a possible new master course as a flexible delivered course where students get an integrated on-campus and off-campus study program. Online students can attend the course; but then they have to develop special arrangement to perform the "on-campus seminars" for example as SKYPE meetings.

Since it was offered as a 30 ECTS course it is very difficult or not possible, to integrate the course into different universities master program, and UiN did not succeed to recruit student to the course arranged independent of a master program. The course should rather be offered as a 10 ECTS course. We do not propose it as a 5 ECTS course, because the exchange and learning possibilities for the students are then too limited.

The aims for the cooperation in this pilot course of the Artic Network and VirCamp were partly reached. There was an online Master course, but it didn't lead to a successful cooperation in this pilot between the partners of both networks. Umea University decided during the runtime of this course not to continue in this cooperation. Also UiN decided not to start this Master course in the next academic year. Both institutions have decided to invest in other Scandinavian Master project.

In the yearly meeting in June 2014 the Consortium Management Group has decided not to continue in this cooperation with the Artic network.

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CONCLUSION INTERNAL EVALUATION REPORT

SW-VirCamp Internal Evaluation Report System (IERS) is a yearly serial report that summarizes the fulfilment of the SW-VirCamp quality standards and criteria defined in the SW-Virtual Campus Quality Guide (Arias, Larsen, Veenkamp and Hole, 2010). This report covers the academic study year 2013-2014.

 Almost all standards were met. But some standards ask for attention those are:

STANDARD 1.1. SW-VIRCAMP EDUCATIVE PROGRAMME.

Problems detected:

In different ways, consortium partners integrate the programme in their curriculum. Despite the Bologna process, there are still a lot of differences in European higher education. The length of the BA programme and organisational differences like start of semesters and examination rules, make planning and tuning not always easy.

The VirCamp partners intend also to offer their students study abroad options like practical placement and thesis abroad. The possibilities for practice placement are sometimes limited because of language. Not every country has a programme in English or practice placements for English speaking students. In that case, the offer is only available for students that speak the native language. This gives limits for exchange. Most partners however have a limited offer for English speaking students.

Recommendations:

Updated overview of the possibilities for study and practice placement abroad on the VirCamp website.

Expanding the consortium with new partners will create more sustainability and possibilities for organisational flexibility. Including other disciplines in the virtual campus, creating interdisciplinary courses and looking for new social work partners is of great importance.

STANDARD 1.3. CURRICULUM PLAN CHARACTERISTICS

Problems detected:

Follow up of appointments made in teacher evaluation meetings is difficult, especially for the modules that start in September.

Approval of changes in CP in the CMG meeting of June is too late to publish on the website for the courses in the next study year.

Students of UiN applied for the Master course, and one part of the course was offered to UCM students. For other partners it was for diverse reasons not possible to integrate this course in their curriculum. Also for the Artic network partners there was only one institution (Umea University) who had students participating in this course.

Recommendations:

Most of the partner institutions have a strict timing regarding changes in the curriculum. Especially changes in learning outcomes and credits have to be proofed by all partner institutions, regarding the own rules and timing. This means that there has to be a clear schedule for important decisions. Changes in the readings need to be settle in early spring before the coming study year.

The pilot Master course will not be offered in the coming academic year. But this course could still be a good possibility to present a course on the Master level when more partners are able to integrate a Master course in their curriculum.

STANDARD 1.6. SW-VIRCAMP COURSE/MODULE CHARACTERISTICS

Problems detected:

Teachers detect that the Esping Andersen welfare state model is not covering the current situation in relation to the welfare state developments in nowadays societies due to the economical crisis

Recommendations:

New literature should looked for and be presented in the courses, to realize an updated theoretical framework.

STANDARD 1.7: SW-VIRCAMP VIRTUAL CAMPUS WEB PORTAL AND LEARNING MANAGEMENT SYSTEM (LMS)

Problems detected:

- One of the aims of VirCamp is to establish a learning community. Tools we use to realize this in the different courses are 'the café' and the 'theme discussions'. Both are fora were students and teachers meet (synchronous and a-synchronous communication). The café is established for social talk. The theme discussions are for discussions and questions related to the learning programme.

   What we analysed is that there have been a decrease in social communication during the last year. We also see a decrease in educational discussions when we compare the average number of postings per student/teachers in the café and in the theme discussions in the courses in 2012-2013 and 2013-2014. It is important to stress that beside those 2 communication instruments (Theme discussion and Café) there are also online chats. This is a place where students and teachers communicate about the course content, tasks and issues related to the course. Chats are in all VirCamp courses an integrated part of the educational programme.

Recommendations:

It is important for teachers to initiate the interactivity between students and teachers, and between students and students by posting regularly messages in the different communication instruments we have in the courses, and by starting discussions in relation to the tasks, or task related themes.

STANDARD 1.15. SW-VIRCAMP QUALITY GUIDE

The Quality Guide is a good tool for quality assurance of all the activities related to education, teaching and running of the courses. However there is a need for an additional part concerning the quality assurance of administration and administrative routines related to the administration of the SW-VirCamp Consortium.

Recommendations: The SC will start the work on developing an additional part in the Quality Guide related to administration and administrative routines for the SW-VirCamp Consortium.

STANDARD 1.16. SW-VIRCAMP E-PEDAGOGY TRAINING

Problems detected:

Because of the fact that there are some changes of staff at the different partner organizations, new teachers will be recruited. Therefore it is important that also new teachers are qualified for online teaching.

Recommendations:

To start a new e-ped course with minimum 4 students in the spring semester 2015.

STANDARD 2.1. SW-VIRCAMP MANAGEMENT OF STUDENTS

Problems detected

It is hard to get information / evidence for this standard from the students' part, because of the fact that we have decided not to present the start survey at the different courses.

In the end survey of M1 there were some students who indicated that they missed clear information towards the different aspect of the VirCamp courses. Due to the decentralized intake procedure it is hard to define which institutes are concerned.

Recommendations:

The intake procedures for VirCamp courses are described in the Quality Guide (p. 50). By presenting this information on our website (Intake and procedure part) students could be informed about this.

The recommendation of our last IERS report namely: "An introduction meeting at the partner institution with students that will participate in the course is recommended to facilitate the access to the learning platform" (IERS nr 2, June 2011) could be added to the Intake procedure information of the Quality Guide

DISSEMINATION

During 2013/14 several presentations at conferences have been conducted, and several papers have been published.

ABSTRACTS AND PAPER PRESENTATIONS AT CONFERENCES:

1. Hole, G.O. & Larsen, A.K.: « Kvalitetsutfordringer i samarbeid mellom institusjoner om utvikling av nettstudier»[Quality challenges in cooperation among institutions about online education], 2013-22-04 – 2013-23-04, [Invited presentation], *Norgesuniversitetet Kvalitet i fleksibel høgre utdanning, Didaktikk og teknologi konferanse*, Lillehammer. [*Norway Opening University, Quality in flexible higher education. Didactics and technology conference*]

2. Larsen, A.K. & Hole, G.O.: "Participatory learning of community work in an e-learning course", 2013-28-08 – 2013-30-08, *25th Nordic Conference of Social Work Schools, 'Social Work Teaching at the intersection between Research and Practice*, Tammerfors, Finland.

PRESENTATIONS FOR PARTNERS:

1. Tornig, U: VirCamp presentation at Hochschule Esslingen about "Social Work Virtual Campus"., 20.11.2013

2. Veenkamp, R: VirCamp presentation at Inholland University of Applied Science, Faculty of Nursing 20.09.2013

PUBLICATIONS:

1. Larsen, A.K., Sewpaul, V. and Hole, G.O. (eds) (2014) *Participation in community work, international perspectives,* London: Routledge. (The book was on the market during the autumn 2013, but dated by the publisher 2014).

2. Larsen, A.K., Sewpaul, V. & Hole, G.O. (2014): 'Introduction', in A.K. Larsen, V. Sewpaul & G.O. Hole (eds) *Participation in community work, international perspectives,* London: Routledge, pp. 1-15.

3. Larsen, A.K & Hole, G.O. (2014) 'Participatory learning of community work in an e-learning course'**,** in A.K. Larsen, V. Sewpaul, and G.O. Hole (eds) *Participation in community work, international perspectives,* London: Routledge, pp. 88-103.

4. Hole, G.O., Harris, J. & Larsen, A.K. (2014) 'The co-construction of knowledge: Reflection on experiences of developing an online international community work course', in A.K. Larsen, V. Sewpaul, and G.O. Hole (eds)) *Participation in community work, international perspectives,* London: Routledge, pp. 41-53.

5. Sewpaul, V. & Larsen, A.K. (2014) 'Community development: towards an integrated emancipatory framework', in A.K. Larsen, V. Sewpaul, and G.O. Hole (eds) *Participation in community work, international perspectives,* London: Routledge, pp. 230-246.

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ADMINISTRATION

To make the account of the budget this year one staff member (account manager) has supported the consortium coordinator.

Because our Consortium is using its learning as LMS and HiB is the only institution that has an agreement with this company, HiB has given students accepted by the partner institutions, access to its learning. This has involved technical support from one super user at HiB.

Consortium Coordinator has also been supporting the main teachers when needed for structuring the courses in its learning.

STEERING COMMITTEE (SC) MEETINGS

After the Partner meeting in Madrid (June 2013) there have been:

- 6 SC meetings on VITERO, 18/10/13, 27/02/14, 21/3/14, 24/4/14, 9/5/14, 26/5/14

- 1 CMG meeting on VITERO, 12/12/13

The SC meetings in October prepared the online CMG meeting. The meetings in April and May prepared the yearly meeting in Madrid. The other meetings have focused on current aspects and future development. In between there have been several online meetings related to the NUV application.

In week 14 the consortium coordinator visited the staff at Complutense University to prepare the yearly meeting.

The minutes are available on www.vircamp.net

ACCOUNT 2013/14

See appendix 1

STAFF INVOLVED 2013/14

CONSORTIUM MANAGEMENT GROUP

- Ulla Törnig, HSMA (Chairman)
- Knut Simonsen, HiB
- Jeroen de Wit, INH
- Marta Blanco Carrasco, UCM
- Wim Wouters, TMUC
- Siv Oltedal, UiN
- Bente Lauridsen, VIA
- Gudrun Ehlert (HMS)

STEERING COMMITTEE

- Remmelt Veenkamp (INH) Consortium Coordinator
- Wim Wouters (TMUC) Coordinator of Education
- Anne Karin Larsen (HiB) Coordinator of Development
- Andres Arias Astray (UCM) Coordinator of Research.

In February 2014 Astray had to resign from the SC due to a new position at his university. It was decided that David Alonso (UCM) would replace him for this academic year. The chairman of the CMG was informed by the coordinator about this replacement. In the CMG meeting in Madrid (June 2014) the CMG will be asked to confirm this.

TEACHERS AND ASSESSORS

COURSES	Teachers	Assessors
M1	Jochen Peter (main teacher) Inger Kristin Heggdalsvik Sinnika Gusset Baehrer Jurgen Basstanie David Alonso	Sinnika Gusset Baehrer (int.) Gudrun Ehlert (ext.)
M2	Fernando de Lucas (main teacher) Remmelt Veenkamp	Remmelt Veenkamp (int.) Gudrun Ehlert (ext.)
M3	Rina Visser (main teacher) Anne Karin Larsen Carmen Arenas Carbelido Wim Wouters Gordon Vincenti	Gudrun Ehlert (ext) Tabitha Wright Nielsen (ext)
Master Course	Siv Oltedal Petra Ahlund (Umea University)	Siv Oltedal

For an overview of the actual workshare in the different VirCamp courses see appendix 2

WEB EDITOR

The editor for the SW-VirCamp web portal www.vircamp.net is Anne Karin Larsen, HiB.

A new Facebook page – VirCamp Community – was opened in April 2014, and the former page Virtual Campus, which was a closed group page for alumni, will be closed. The new page is an open page where we as consortium can promote our courses in a more active way, and also bring in information about eLearning from other sources and relevant pages. It is important that the members of VirCamp like the page and share it with others.

APPENDIX 1: THE ACCOUNT OF 2013-2014

VIRCAMP ACCOUNT 2013-2014			
Revenu		**Expenditure**	
Contributions 2012 - 2013	€ 26 400,00	Travelling Amsterdam-Madrid	€ 350,00
Contributions 2013 - 2014	€ 23 100,00	Travelling Amsterdam - Mannheim	€ 600,00
E-pedagogy	€ 4 760,00	Travelling Amsterdam - Geel	€ 250,00
		Travelling Amsterdam - Madrid	€ 350,00
		Travvelling Geel-Mannheim	€ 456,27
		Staff coordinator	€ 19 840,00
		Webhosting	€ 245,00
		Zoonlog	€ 130,00
		Zoonlog	€ 190,00
		Zoonlog	€ 190,00
		Vitero	€ 3 780,00
TOTAL	€ 54 260,00		€ 26 381,27
RESULT 2014	**€ 27 878,73**		
SURPLUS 2013	€ 6 752,00		
TOTAL SURPLUS	€ 34 630,73		

APPENDIX 2: NUMBER OF WORKING HOURS PER PARTNER DURING 2013-2014:

The planned number of hours per course was:
Teachers have 8.5 hours per week for 10-15 students. The 2-3 exam weeks in each course should not be calculated in as teaching hours.
Teaching weeks:
M1: 7 weeks
M2: 11 weeks
M3: 15 weeks

The head teachers have 2 days for setting up the course and 5 hours per week during the course for:
M1: 35 hours for preparation during the course + 16 hours before the course starts   = 51 hours
M2: 55 hours for preparation during the course + 16 hours before the courses starts   = 71 hours
M3: 75 hours for preparation during the course + 16 hours before the course starts   = 91 hours
The assessors have:
    1.5 hours per student for M1 & M2
    3   hours per student for M3
    2   hours will be added for consultation among the assessors per assessor

Based on this the actual amount of hours per institution was in the academic year 2013-2014:

Bergen University College:
M1 teaching = 59,5 hours + M3 teaching 127,5 + 48 hours SC member + 40 hours Development coordinator. **In total 275 hours**

Complutense University:
M1 teaching = 59,5 hours + Headteacher M2 71 hours + M2 teaching hours = 85 + M3 teaching = 127,5 + 48 SC member **In total 391 hours**

Mannheim:
M1 head teaching = 46 hours + M1 teaching = 59,5 hours + M1 internal assessor hours (34 students) = 51 hours + 16 GMC chairman. **In total 172,5 hours**

Thomas More:
M1 teaching 59.5 hours + M3 teaching = 127,5 hours + 48 hours SC member + 40hours Educational coordinator. **In total 275 hours**

Nordland University:
M3 internal assessor hours (25 students) = **77 hours** +Master course

Inholland:
M3 head teaching = 106 hours + M2 teaching = 85 + M2 internal assessor (16 students) = 32 = 223

Mittweida:

External assessor in M1= 51 hours + external assessor M2= 32 hours + external assessor M3 (26 students)= 78 hours. **In total = 161 hours**

VIA Aarhus:

M3 teaching= **127,5 hours**

Lund University:

M3 external assessor (10 students) = **30 hours**

SW-VIRCAMP INTERNAL EVALUATION REPORT SERIES, NUMBER 3

Period: September 2013 – June 2014

Author: Remmelt Veenkamp
In cooperation with the members of the Steering Committee:
Anne Karin Larsen, Wim Wouters, David Alonso and Andrés Astray

A. INTRODUCTION.

This is the third of the SW-VirCamp Internal Evaluation Report Series (IERS).). SW-VirCamp IERS is a yearly serial report that summarizes the fulfilment of the SW-VirCamp quality standards and criteria defined in the SW-Virtual Campus Quality Guide (Arias, Larsen, Veenkamp and Hole, 2010). This report covers the academic study year 2013-2014.

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

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

B. SW-VIRTUAL CAMPUS INPUTS AND RESOURCES

STANDARD 1.1. SW-VIRCAMP EDUCATIVE PROGRAMME.

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

Evidence and Comments:

In the year 2013-2014 4 courses were opened by the VirCamp Consortium for the students of the partner organizations. They were scheduled over the runtime of the year, namely:

Table 1 overview of the VirCamp courses 2013-2014

COURSES	Application deadline	Course start	Course end
Social Work in Europe – M1 – 5 ECTS	09/09/2013	23/09/2013	18/11/2013
Comparative Social Work – M2A – 10 ECTS	01/10/2013	11/11/2013	10/02/2014
Community work from an international perspective – M3 – 15 ECTS	28/11/2013	27/01/2014	02/06/2014
Contextual Social Work Master pilot course		09/09/2013	16/05/2014

At the end of the study year 2012-2013, Mittweida School of Appplied Science (HSM) from Germany has decided, after several years of associated membership, to become a full member of the Consortium. They had worked the last years at a new curriculum and were at that time able to present the VirCamp courses as optional courses to their students. This lea to applications from several of their students for the Module 1 (M1) course.

Consortium partners have different ways to integrate the international social work programme in their curriculum. Except for UCM and HiB partners offer the modules partly to their students.

Nordland University (UiN) initiated to integrate the Master course Contextual Social Work as part of the VirCamp portfolio. This Master course was already part of the UiN curriculum, but as an 'on campus' course. It was decided at the Consortium Management Group meeting in June 2013 to start this course as a pilot course and evaluate this at the end of the study year 2013-2014

Table no2 Partner institutions with students participating in the online courses

Consortium partner	M1	M2	M3	Master	Remarks	
HiB	X	X	X			
HSMA	X	X	X			
HSM	X		X			
TMUC	X	X	X			
UCM	X	X	X	X		
UiN						
VIA			X			
INH	X		X			

Problems detected:

In different ways, consortium partners integrate the programme in their curriculum. Despite the Bologna process, there are still a lot of differences in European higher education. The length of the BA programme and organisational differences like start of semesters and examination rules, make planning and tuning not always easy.

The VirCamp partners intend also to offer their students study abroad options like practical placement and thesis abroad. The possibilities for practice placement are sometimes limited because of language. Not every country has a programme in English or practice placements for English speaking students. In that case, the offer is only available for students that speak the native language. This gives limits for exchange. Most partners however have a limited offer for English speaking students.

Recommendations:

Updated overview of the possibilities for study and practice placement abroad on the VirCamp website.

Expanding the consortium with new partners will create more sustainability and possibilities for organisational flexibility. Including other disciplines in the virtual campus, creating interdisciplinary courses and looking for new social work partners is of great importance.

STANDARD 1.2. SW-VIRCAMP COURSES/MODULES

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

Evidences and comments:

All VIRCLASS/SW-VirCamp online courses are Bologna aligned. They have been described in detail in written, public documents following academic conventions (see http://vircamp.net/e-courses-centre/)

Table 3. SW-VirCamp Curriculum Plan criteria

	M1	M2	M3	Master
1.2.1. Introduction to/justification for the course/module.	X	X	X	X
1.2.2. Course/module objectives	X	X	X	X
1.2.3. Course/module contents.	X	X	X	X
1.2.4. Entry requirement competences for students	X	X	X	X
1.2.5. Expected competences at the end of the course/module.	X	X	X	X
1.2.6. Study methods.	X	X	X	X
1.2.7. Assessment and completion requirements.	X	X	X	X

1.2.8. Target groups.	X	X	X	?
1.2.9. ECTS credits awarded.	X	X	X	X
1.2.10. Basic reading list.	X	X	X	X
1.2.11. Institution/s that certificates the course.	X	X	X	X

Problems detected:

No significant problems were detected for this standard.

Recommendations:

STANDARD 1.3. CURRICULUM PLAN CHARACTERISTICS

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

Evidences and comments:

The yearly teacher meetings evaluation and update of the curriculum plans took place in Madrid on the 5 June.

During the runtime of the courses teacher meetings were organized in Vitero.

- Module 1: the teachers met online. The meetings took place 16 September 2013, 13 October 2013 and 3 February 2014. Beside this there was an intensive e-mail contact between the teachers.

- Module 2: The 2 teachers of this module discussed by Whatsapp. Here they were in constant contact, and discussed the running of the course. Beside that there was also an intensive e-mail contact.

- For the module 3 teacher met in Vitero on frequently during the runtime of the course

- The duration of module 1 was 7 weeks. The duration of module 2 was 11 weeks. Module 3 lasts for 18 weeks. There were some changes in literature made in relation to M2 and M3. No other changes were made in the Curriculum Plan. The decision was prepared in the teacher/assessor group and the Steering Committee and approved in the Consortium Management Group in Madrid.

The Master course was originally a campus course of the Nordland University. This university is beside partner in the VirCamp Consortium, also partner in the Artic Network. This network aimed to organize a virtual course for all the network partners. VirCamp was requested by the Artic Network to open its platform for this aim.

This standard was met in 2012, when preliminary at the VirCamp yearly meeting, there was a meeting between representatives of the Artic Network partners and of VirCamp partners to adjust the NiU Master course to a VirCamp course. During the study year 2012-2013 partners cooperated on the development of this course. In

the study year 2013-2014 the Master course was offered as a pilot course to VirCamp partners and Artic Network partners.

Problems detected:

Follow up of appointments made in teacher evaluation meetings is difficult, especially for the modules that start in September.

Approval of changes in CP in the CMG meeting of June is too late to publish on the website for the courses in the next study year.

Students of UiN applied for the Master course, and one part of the course was offered to UCM students. For other partners it was for diverse reasons not possible to integrate this course in their curriculum. Also for the Artic network partners there was only one institution (Umea University) who had students participating in this course.

Recommendations:

Most of the partner institutions have a strict timing regarding changes in the curriculum. Especially changes in learning outcomes and credits have to be proofed by all partner institutions, regarding the own rules and timing. This means that there has to be a clear schedule for important decisions. Changes in the readings need to be settle in early spring before the coming study year.

The pilot Master course will not be offered in the coming academic year. But this course could still be a good possibility to present a course on the Master level when more partners are able to integrate a Master course in their curriculum.

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 SW-VirCamp.

Evidences and comments:

In the study year 2013 – 2014 no update on the content of the courses of M1, M2 & M3 was made. The Master course was a totally new course, and presented as a pilot course for this academic study year.

STANDARD 1.5. WEEKLY PROGRAMME

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

Evidences and comments:

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

Table 4. SW-VirCamp Weekly Plan criteria

	M1	M2	M3	Master
1.5.1. Week number and dates.	X	X	X	X
1.5.2. Subject to be studied during the week.	X	X	X	X
1.5.3. Learning objectives for the week/period.	X	X	X	X
1.5.4. Study methods.	X	X	X	X
1.5.5. Weekly contents.	X	X	X	X
1.5.6. Weekly task(s).	X	X	X	X
1.5.7. Task(s) deadlines.	X	X	X	X
1.5.8. Task(s) feedback deadlines.	X	X	X	X
1.5.9. Assessment criteria for task(s).	X	X	X	X
1.5.10. Weekly recommended readings.	X	X	X	X
1.5.11. Active web links to essential course materials, e.g. screen lectures, triggers, electronic case, etc..	X	X	X	X

Problems detected:

No significant problems were detected for this standard.

Recommendations:

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

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

Evidence and Comments

Making use of the "SW-VirCamp Course/Module Evaluation Form" (see appendices in Arias, Larsen, Veenkamp and Hole, 2010) we can conclude that the three modules offered to the SW-VirCamp students during 2010-2011 have met all the criteria defined for this standard (see table 3)

Table 5. SW-VirCamp courses/modules characteristics

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

Evidence obtained from students' and teachers' surveys and interviews also confirm the fulfilment of the above criteria.

Problems detected:

Teachers detect that the Esping Andersen welfare state model is not covering the current situation in relation to the welfare state developments in nowadays societies due to the economic crisis

Recommendations:

New literature should looked for and be presented in the courses, to realize an updated theoretical framework.

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 objectives and meet international technical standards of quality.

Evidence and Comments:

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

The SW-VirCamp web page www.vircamp.net is not compatible with access from ipad or iphone or other hybrid devices in a good way. There is a need also for other adjustments of the website to make it more communicative and user friendly.

Table 6. *It's learning* LMS system characteristics

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

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

Problems detected:

- One of the aims of VirCamp is to establish a learning community. Tools we use to realize this in the different courses are 'the café' and the 'theme discussions'. Both are fora were students and teachers meet (synchronous and a-synchronous communication). The café is established for social talk. The theme discussions are for discussions and questions related to the learning programme.

What we can see from the tables below is that there have been a decrease in social communication during the last year. We also see a a decrease in educational discussions when we compare the average number of postings per student/teachers in the café and in the theme discussions in the courses in 2012-2013 and 2013-2014. It is important to stress that beside those 2 communication instruments (Theme discussion and Café) there are also online chats. This is a place where students and teachers communicate about the course content, tasks and issues related to the course. Chats are in all VirCamp courses an integrated part of the educational programme.

Table number 7: Number of posting in Theme discussions and Cafés

M1	2012 (19 students + 3 teachers)	2013 (42 students + 5 teachers)
Theme discussions	479	638
Average number of postings per student/ teacher	22	13,5

M1	2012 (19 students + 3 teachers)	2013 (42 students + 5 teachers)
Café	60	11
Average number of postings per student/ teacher	2,7	0,2

M2	2012 (7 students + 2 teachers)	2013 (12 students +2 teachers)
Café	104	73
Average number of postings per student/ teacher	11,5	5,2

M2	2012 (7 students + 2 teachers)	2013 (12 students +2 teachers)
Theme discussions	106	195
Average number of postings per student/ teacher	11,7	14

M3	2012 (38 students + 5 teachers)	2013 (22 students + 5 teachers)
Group 1	893	282
Group 2	900	192
Average number of postings per student/ teacher	47	21

M3	2012 (38 students + 5 teachers)	2013 (22 students + 5 teachers)
Café	86	48
Average number of postings per student/ teacher	2	1,7

- If we copy, at the start of a new edition of the courses, the material of the previous course, then we have to update all the links. This is time consuming work, and should be simplified, for example by using less links in the programme.

Recommendations:

In the end survey of M1 there are several students who request for more communication/ chats/ feedback.

STANDARD 1.8: SW-VIRCAMP VIRTUAL LEARNING RESOURCES/ OTHER LEARNING RESOURCES

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

Evidence and Comments:

The learning material that was used in the three existing courses was in general similar to the material in previous years. The Master course use Virtual learning material of the existing VirCamp courses, and 12 new virtual lessons were developed and presented in this course.

The lessons in the MA are integrated into the course itself, and not presented in an external Virtual Book.

Problems detected:

Because of the fact that some of the new learning material in the MA is developed by persons/institutions outside of the VirCamp Consortium the ownership of this material cannot be defined in the same way as the content of the virtual books produced specific for the VirCamp courses.

No significant problems were detected in relation to this standard.

Recommendations:

The new learning material of the Master course can be of relevance for the other courses in VirCamp and the permission to use this should be clarified.

The recommendation of the last IERS towards the material in the Virtual Book is still relevant, namely: although no specific comments are given to the screen lectures, in future an evaluation of the different screen lectures can give us information regarding the quality of the different types of screen lectures.

STANDARD 1.9. SW-VIRCAMP PRACTICE PLACEMENTS ABROAD.

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

Evidence and Comments:

In this period there was not much action on this standard.

Recommendations:

Because of the fact that not much action has been taken on this point the VirCamp consortium group needs to decide whether there still is a need and possibility to establish possibilities for practice placements abroad between VirCamp partners.

If yes, then the following recommendations are still relevant.:

Develop actions to create possibilities for practice placement for English speaking students at all partner institutions.

Tuning on expectations and competencies for practice placement abroad.

STANDARD 1.10 SW-VIRCAMP STUDY COURSES ABROAD

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

Evidence and Comments:

In this period there was not much action on this standard.

Recommendations:

Because of the fact that not much action has been taken on this point the VirCamp consortium group needs to decide whether or not there still is a need and possibilities to establish the study abroad possibilities between VirCamp partners.

If yes, then the following recommendations are still relevant.:

Develop actions to create possibilities for studying abroad for English speaking students at all partner institutions.

Tuning on expectations and competencies for studying abroad.

Make an overview of possibilities for studying abroad and present this on the VirCamp web portal.

STANDARD 1.11. SW-VIRCAMP INTERNATIONAL BACHELOR THESIS TUTORSHIP

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

Evidence and Comments:

In this period there was not much action on this standard.

Recommendations:

Because of the fact that not much action has been taken on this point the VirCamp consortium group needs to decide whether or not there still is a need to establish the Thesis tutorship possibilities between VirCamp partners. If yes, then the following recommendations are still relevant.:

- Develop actions to create possibilities for international bachelor thesis tutorship for English speaking students at all partner institutions.

- Tuning on expectations and competences for bachelor thesis in English within the partner group.

STANDARD 1.12. SW-VIRCAMP PROMOTIONAL MATERIAL

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

Evidence and Comments 1:

A pamphlet including the VIRCLASS/SW-VirCamp courses was designed and printed in sufficient numbers (4000) for (future) students in 2010. This promotional material met all the criteria defined for this standard.

(VirCamp IERS report 2010 2011).

Problems detected:

We do not have a good overview if this material is still of need, and if there is still sufficient numbers of this material in stock.

Recommendations:

The VirCamp consortium should address this responsibility to a role within the SC

Evidence and Comments 2:

The results of the end-survey of M1 give us clear information about the use of the VirCamp website. 91,7% of the Module 1 students visited the VirCamp website. 80% of them (strongly) agreed to the statement that 'the VirCamp website is attractive'. 75% of them indicated that they found that the VirCamp website gives good information. 54% of the students said that the information on the website was easy to find.

Problems detected:

The results of the end-survey of M1 indicate that the VirCamp website is of use. But the website is in the way we use it till now a static tool in the communication of the Consortium. This makes it less attractive for students, teachers and other stakeholders to visit the website frequently.

Recommendations:

The VirCamp consortium should define a communication policy in relation to the website and the VirCamp Facebook page.

STANDARD 1.13. SW-VIRCAMP HUMAN RESOURCES

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

Evidence and Comments:

Students

Module 1: on a total of 43 participants, 24 respond the end survey. 84 % of the students agrees to strongly agrees that taking part in this course improved their ICT skills 41,7% of students respond that they improved their English language skills.

Module2: on a total group of 12 students who ended the course, 4 students responded to the survey. Although this is a small number it is good to see that they indicated the same outcomes as the students in M1, namely 100% of the students agrees that taking part in this course improved their ICT skills 75% of students respond that they improved their English language skills

Module 3: 36 students are participating in this Module 15 respond the end survey. 87 % of the students agrees to strongly agrees that taking part in this course improved their ICT skills, and also 87% of students respond that they improved their English language skills.

In the Master course a group of 11 Spanish students started to participate half way the course in relation to one specific part of the Master programme. 90% of this student group withdraw from the course due to their lack of English language skills.

Members of the Consortium Management Group

Members of the consortium group can represent their institution and take the necessarily decisions.

E-teachers

SW-VirCamp e-teachers that have participated in the SW-VirCamp educative programme have met the criteria defined in the Quality Guide: demonstrable qualifications in the subject area of the courses/modules in which they teach, demonstrable teaching experience, demonstrable competences as e-teachers and time availability to fulfil their teaching and other duties in the SW-VirCamp education programme. In relation to the last aspect there was one exception. In M3 one teacher had to withdraw from the course before the end of the course due to an overload of tasks. His on-campus activities together with the VirCamp activities made it not possible for him to continue.

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

External assessors

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

Media and technical staff

This standard is not relevant at the moment.

Problems detected

The level of English of some of the students.

Recommendations:

Use the English test available on the website in the intake procedure.

STANDARD 1.14. SW-VIRCAMP CONSORTIUM AGREEMENT

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

Evidence and comments

In this academic year the SW VirCamp Consortium agreement (CA) was evaluated as indicated in the (CA). The evaluation of the CA is a formal demand out of the CA itself. This was discussed in the Online CMG meeting 12 December 2013. Partners were asked to bring in evaluative points, and send this to the coordinator. No points were sent.

There for the CA is continued for another period of 3 years confer the CA art 11.

Problems detected:

No problems detected.

STANDARD 1.15. SW-VIRCAMP QUALITY GUIDE

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

Evidence and comments

The SW-VirCamp Consortium has developed a detailed Quality Guide (Arias, Larsen, Veenkamp and Hole, 2010). This Quality Guide defines 24 clear, realistic and achievable quality standards and 230 observable, demonstrable and measurable quality criteria grouped in three major categories: inputs/resources, processes/practices and results/outputs. The Quality Guide is the product of the collaboration/agreement of all the participants in the SW-VirCamp. It identifies key persons for the fulfilment and evaluation of each standard and proposes different qualitative and quantitative measurement strategies of the Quality indicators. As stated at the beginning of this report, the SW-VirCamp Quality Guide will be fully applicable during the Academic year 2013-14.**Problems detected:**

The Quality Guide is a good tool for quality assurance of all the activities related to education, teaching and running of the courses. However there is a need for an additional part concerning the quality assurance of administration and administrative routines related to the administration of the SW-VirCamp Consortium.

Recommendations: The SC will start the work on developing an additional part in the Quality Guide related to administration and administrative routines for the SW-VirCamp Consortium.

STANDARD 1.16. SW-VIRCAMP E-PEDAGOGY TRAINING

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

Evidence and comments

No course was organises during this period.

Problems detected:

Because of the fact that there are some changes of staff at the different partner organizations, new teachers will be recruited. Therefore it is important that also new teachers are qualified for online teaching.

Recommendations:

To start a new e-ped course with minimum 4 students in the spring semester 2015.

C. SW-VIRTUAL CAMPUS PROCESSES AND PRACTICES

STANDARD 2.1. SW-VIRCAMP MANAGEMENT OF STUDENTS

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

Evidence and comments

In the study year 2010-2011 the consortium decided to have a decentralized intake procedure. This procedure is less complicated and time saving. The selection of students is now a responsibility of the partner institution. Especially for managing M1 this is an effective procedure. This due to the fact that the academic year at some partner institutes start close or almost at the start of Module 1.

The start survey in every course was there to give us information on the intake of students. But this survey is since 2011 not presented to the students.

The VirCamp websites has a specific part for intake and procedures. But the procedure is general described here, and partly oriented to professional social workers who want to apply for VirCamp courses.

Problems detected

It is hard to get information / evidence for this standard from the students' part, because of the fact that we have decided not to present the start survey at the different courses.

In the end survey of M1 there were some students who indicated that they missed clear information towards the different aspect of the VirCamp courses. Due to the decentralized intake procedure it is hard to define which institutes are concerned.

Recommendations:

The intake procedures for VirCamp courses are described in the Quality Guide (p. 50). By presenting this information on our website (Intake and procedure part) students could be informed about this.

The recommendation of our last IERS report namely: "An introduction meeting at the partner institution with students that will participate in the course is recommended to facilitate the access to the learning platform" (IERS nr 2, June 2011) could be added to the Intake procedure information of the Quality Guide.

STANDARD 2.2: SW-VIRCAMP DELIVERY AND MANAGEMENT OF LEARNING

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

Evidence and comments

Regarding the way courses are set up in the VirCamp portfolio, the basic principles for this standard are met. In the table, an overview of specific criteria for this standard is presented.

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

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

Problems detected

The Master pilot course was not finished at the moment of developing this IERS report. This course should be evaluated also according this standard.

There were some problems in relation to the final assignment. Regarding final assessment there was a delay in marks and comments to students.

There was also in M3 a delay in sending the final tasks to the assessors.

I think there should be a recommendation that a strict time schedule and procedure has to be followed regarding this.

Recommendations:

This standard should be evaluated each time a new course is set up or when the curriculum plan in an existing course has been updated.

In relation to the assessment of the final assingments it is important that a the time schedule and procedure has to be followed in a strict way.

STANDARD 2.3: SW-VIRCAMP COLLABORATION THROUGH TASKS AND ASSIGNMENTS

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

Evidence and comments

The evidence we get out of the end survey in relation to this standard is in Module 1 (Matrix question 9) and Module 2 (Matrix question 6) Module 3 question 6. The outcome of the question: "What is your opinion about the way this course promotes interaction and collaboration between students and teachers?" is really positive, namely:

Table 9:Survey question "What is your opinion about the way this course promotes interaction and collaboration between students and teachers?"

	Strongly agree	Agree	Disagree	Strongly disagree
M1(N=41 , n= 24)	41,7 %	41,7 %	12,5 %	4,1%
M2(N=12, n = 4)	75 %	25 %	0 %	0 %
M3 (N=43, n=27)	60%	26,7%	6,7%	0%

Problems detected

VirCamp courses are set up as collaborative courses. Most of the students appreciate this and stipulate that it improves their learning. But sometimes, cooperation between students is difficult. Being depending on other

students work causes stress sometimes, because of strick timeschedules and the risk that a delay will have effect on their own work.

Recommendations:

Teachers have to be present and informed when difficulties rise in cooperation.

Strict rules have to be stipulated when students do not cooperate in group tasks. Students will not be able to continue with the course when they are too far behind with their work.

Communication between students and between students and teachers should be promoted better and teachers can take more initiatives and be more active on this to trigger discussions.

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.

Evidence and comments

Students in all modules confirm that they acquire different competences related to those formulated in this standard. In the module 1 the students respond that they have more knowledge of welfare systems and social work in other countries and that they were able to network with students of other European countries.

Table 10: Fulfilment of the criteria defined under the standard 3.1 student competences

M1 Matrix question 14 (N=41 , n= 24)	Strongly agree	Agree	Disagree	Strongly disagree
My further learning and working in the field of comparative social work	41,7%	54,2%	4,2%	0%
New professional and personal visions and practices in the local social work context	25%	58,3%	16,7%	0%
My ability to recognize and give meaning to cultural differences and backgrounds	41,7%	54,2%	4,2%	0%
My ability to appreciate cultural differences and backgrounds	37,5%	54,2%	8,3%	0%
My ability to communicate about cultural differences and backgrounds	33,3%	54,2%	12,5%	0%

M2 Matrix question 11 (N=12 , n=4) *	Strongly agree	Agree	Disagree	Strongly disagree
My further learning and working in the field of comparative social work	0%	100%	0%	0%
New professional and personal visions and practices in the local social work context	0%	100%	0%	0%
My ability to recognize and give meaning to cultural differences and backgrounds	0%	100%	0%	0%
My ability to appreciate cultural differences and backgrounds	25%	75%	0%	0%
My ability to communicate about cultural differences and backgrounds	25%	75%	0%	0%

*relevance of this data is doubtful due to only 4 respondents took the survey of M2

M3 Matrix question 11 N=43, n=27)*	Strongly agree	Agree	Disagree	Strongly disagree
My further learning and working in the field of comparative social work	66,7%	33,3%	0%	0%
New professional and personal visions and practices in the local social work context	60%	40%	0%	0%
My ability to recognize and give meaning to cultural differences and backgrounds	40%	60%	0%	0%
My ability to appreciate cultural differences and backgrounds	33,3%	60%	0%	0%*
My ability to communicate about cultural differences and backgrounds	26,7%	60%	0%	6,7%*

*missing percentages due to respondents who not answered this question

Problems detected

No problems detected

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.

Evidence and comments

Module 1: The fact that the course is given in English was challenging for 53% of the responding students. 71% said that this course improved their English language skills.

Module 3: 86,3% of the respondents quote their English language competence at the end of the course as quite competent or very competent.

Problems detected

No problems were detected in relation to this standard.

Recommendations

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

STANDARD 3.3. SW-VIRCAMP STUDENT LEARNING SKILLS

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

Evidence and comments

Best evidence for this standard are the results students.

Module 1

The final assignment in M1 is a combination of tasks done during the course. Of the 43 students who started the course, 36 students took exam at normal time. 35 students passed. 1 student failed. 1 student asked for a delayed exam, due to personal reasons. 5 students did not submit her exam. This means that 35 students finished M1. The marks is given on a scale from A-F (F is failure). The following marks where given: 3 A, 7 B, 11 C, 13 D, 2 E, 1 F

Module 2

To finish the course of M2a, the students had to deliver the final assignment. This is a portfolio exam where students in the end were assessed by some tasks they had been working on during the course.

The marks are given by a scale from A-F (F is fail). The marks students received where 1 A, 5 B, 1 C, 2 D, 1 F.

Module 3

At the time that this year report was produced, the Module 3 was still running. The results of this Module will be described in a later stage.

Problems detected

In M1 and M2 there were students who didn't submit her final assignment, and there were students who failed. They have the opportunity for a re-exam. This was not scheduled.

Recommendations

A schedule for the re-exams should be made right from the start of the year, together with the planning of the courses.

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.

Evidence and comments

A lot of attention was paid to the possibility for students to have the ECTS credits recognized in the curriculum of the partner institutions. As pointed in 1.1, not all modules are already integrated in the curricula of the partners. But almost all students that were in the courses have the credits in the curriculum.

Problems detected

No problems detected

Recommendations

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

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

Evidence and comments

In all the modules, students report in general high satisfaction with the process and content of the programme.
Problems detected

For M1 there were some critical reviews given by students. See year report. This must be discussed by the teacher group.

For M2, special attention have to be taken regarding the number of students that apply for this course.

Recommendations

Module 1, see problem detected

Module 2

Explore possibilities to raise the number of students in the course.

CONCLUSIONS

Almost all standards of our Internal Evaluations Report System were met. But some standards ask for attention those are:

STANDARD 1.1. SW-VIRCAMP EDUCATIVE PROGRAMME.

Problems detected:

In different ways, consortium partners integrate the programme in their curriculum. Despite the Bologna process, there are still a lot of differences in European higher education. The length of the BA programme and organisational differences like start of semesters and examination rules, make planning and tuning not always easy.

The VirCamp partners intend also to offer their students study abroad options like practical placement and thesis abroad. The possibilities for practice placement are sometimes limited because of language. Not every country has a programme in English or practice placements for English speaking students. In that case, the offer is only available for students that speak the native language. This gives limits for exchange. Most partners however have a limited offer for English speaking students.

Recommendations:

Updated overview of the possibilities for study and practice placement abroad on the VirCamp website.

Expanding the consortium with new partners will create more sustainability and possibilities for organisational flexibility. Including other disciplines in the virtual campus, creating interdisciplinary courses and looking for new social work partners is of great importance.

STANDARD 1.3. CURRICULUM PLAN CHARACTERISTICS

Problems detected:

Follow up of appointments made in teacher evaluation meetings is difficult, especially for the modules that start in September.

Approval of changes in CP in the CMG meeting of June is too late to publish on the website for the courses in the next study year.

Students of UiN applied for the Master course, and one part of the course was offered to UCM students. For other partners it was for diverse reasons not possible to integrate this course in their curriculum. Also for the Artic network partners there was only one institution (Umea University) who had students participating in this course.

Recommendations:

Most of the partner institutions have a strict timing regarding changes in the curriculum. Especially changes in learning outcomes and credits have to be proofed by all partner institutions, regarding the own rules and timing. This means that there has to be a clear schedule for important decisions. Changes in the readings need to be settle in early spring before the coming study year.

The pilot Master course will not be offered in the coming academic year. But this course could still be a good possibility to present a course on the Master level when more partners are able to integrate a Master course in their curriculum.

STANDARD 1.6. SW-VIRCAMP COURSE/MODULE CHARACTERISTICS

Problems detected:

Teachers detect that the Esping Andersen welfare state model is not covering the current situation in relation to the welfare state developments in nowadays societies due to the economic crisis

Recommendations:

New literature should looked for and be presented in the courses, to realize an updated theoretical framework.

STANDARD 1.7: SW-VIRCAMP VIRTUAL CAMPUS WEB PORTAL AND LEARNING MANAGEMENT SYSTEM (LMS)

Problems detected:

- One of the aims of VirCamp is to establish a learning community. Tools we use to realize this in the different courses are 'the café' and the 'theme discussions'. Both are fora were students and teachers meet (synchronous and a-synchronous communication). The café is established for social talk. The theme discussions are for discussions and questions related to the learning programme.

  What we analysed is that there have been a decrease in social communication during the last year. We also see a decrease in educational discussions when we compare the average number of postings per student/teachers in the café and in the theme discussions in the courses in 2012-2013 and 2013-2014. It is important to stress that beside those 2 communication instruments (Theme discussion and Café) there are also online chats. This is a place where students and teachers communicate about the course content, tasks and issues related to the course. Chats are in all VirCamp courses an integrated part of the educational programme.

Recommendations:

It is important for teachers to initiate the interactivity between students and teachers, and between students and students by posting regularly messages in the different communication instruments we have in the courses, and by starting discussions in relation to the tasks, or task related themes.

STANDARD 1.15. SW-VIRCAMP QUALITY GUIDE

The Quality Guide is a good tool for quality assurance of all the activities related to education, teaching and running of the courses. However there is a need for an additional part concerning the quality assurance of administration and administrative routines related to the administration of the SW-VirCamp Consortium.

Recommendations: The SC will start the work on developing an additional part in the Quality Guide related to administration and administrative routines for the SW-VirCamp Consortium.

STANDARD 1.16. SW-VIRCAMP E-PEDAGOGY TRAINING

Problems detected:

Because of the fact that there are some changes of staff at the different partner organizations, new teachers will be recruited. Therefore it is important that also new teachers are qualified for online teaching.

Recommendations:

To start a new e-ped course with minimum 4 students in the spring semester 2015.

STANDARD 2.1. SW-VIRCAMP MANAGEMENT OF STUDENTS

Problems detected

It is hard to get information / evidence for this standard from the students' part, because of the fact that we have decided not to present the start survey at the different courses.

In the end survey of M1 there were some students who indicated that they missed clear information towards the different aspect of the VirCamp courses. Due to the decentralized intake procedure it is hard to define which institutes are concerned.

Recommendations:

The intake procedures for VirCamp courses are described in the Quality Guide (p. 50). By presenting this information on our website (Intake and procedure part) students could be informed about this.

The recommendation of our last IERS report namely: "An introduction meeting at the partner institution with students that will participate in the course is recommended to facilitate the access to the learning platform" (IERS nr 2, June 2011) could be added to the Intake procedure information of the Quality Guide

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