¿ Îñţéŗňåtĭøňâļîşäţîðñ ?

Assessing the Quality of Internationalisation
The CeQuInt Conference - 26 & 27 February, Paris (France)

THE GREEK CHORUS

The Panel's perspective

 Eva Werner, Austria

"**The *chorus* was the central feature of *Greek* drama …**" **(www.Britannica.com)**

Reflections on experiences from the procedures

CeQuInt is different from other QA procedures …

and it requests us to change our perspectives …
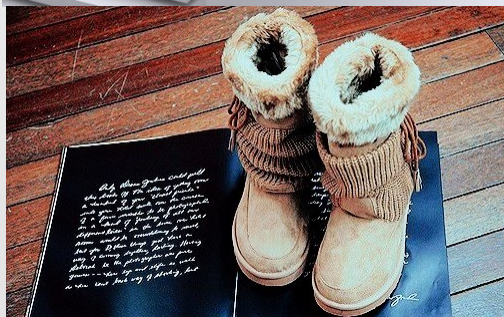
The panel's approach

The self-evaluation report – the travel map for the procedure, the framework – the navigation system

- **Report helps panel to get a picture of the institution/the programme**

- **Report determines the goal and travel stops, ie.the standards and subcriteria**

The panel's challenges

- **Focus on what the institution/ programme intends to achieve …**

- **Take the institution's/ / programme's goals as starting point for the journey**

- **Jump into the boots of the institution /programme …**

The panel's challenges
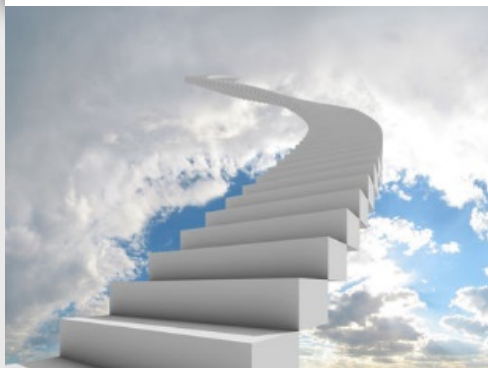
- Put on "framework glasses" and follow the road …

- Assess what the institution/ programme demonstrates with reference to the standards and set goals …

The panel's challenges

"We're not doing an accreditation procedure …."

We're not starting out with "this is what has to be done"

BUT:

The institution/programme has to explain the WHAT to achieve, the WHY, the HOW to achieve and which impact / outcomes all this shall have (FOR WHAT).
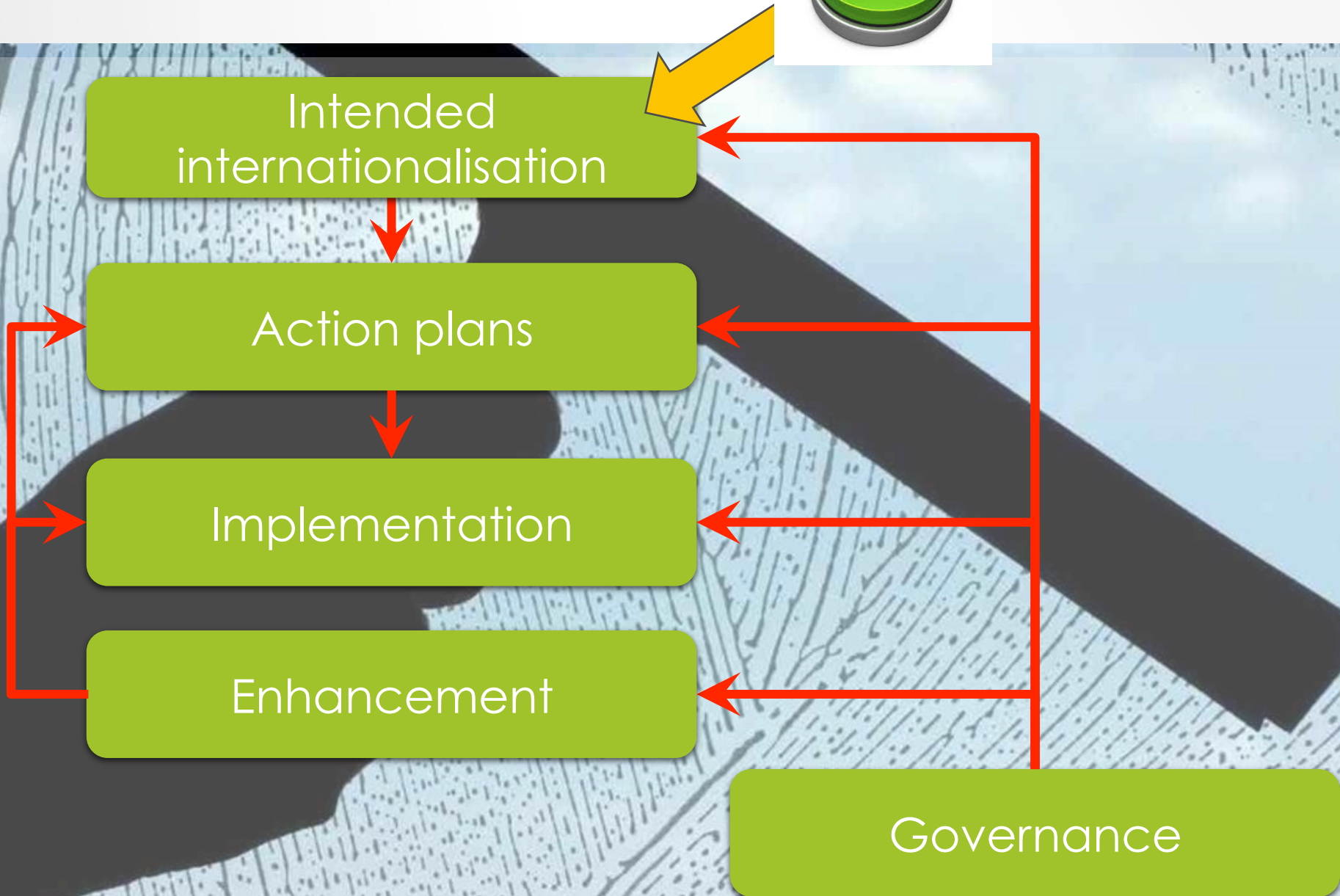
This is why …

… CeQuInt is different from other QA procedures …

and it requests us to change our perspectives …

INSTITUTIONAL LEVEL

PROGRAMME LEVEL
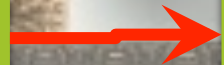
Intended internationalisation

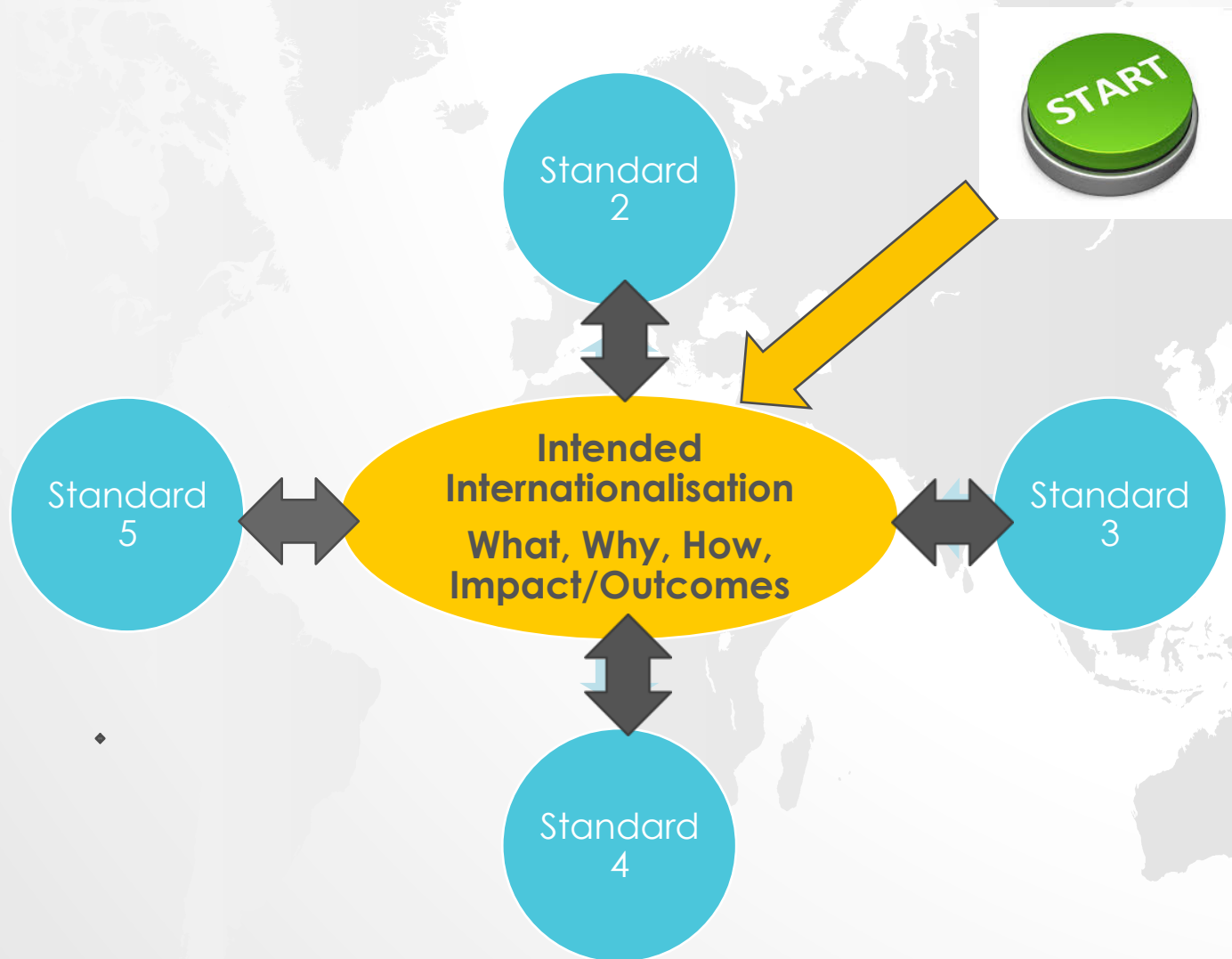Intended international & intercultural learning outcomes

Achieved international & intercultural learning outcomes

Teaching & Learning

Staff

Students

Observations from the procedures

Some challenging points both on institutional and programme level .... exemplary

Observations from the procedures

The report tells a lot, but not all and everything

As some subcriteria are interlinked - distinctive description sometimes difficult

Discussions during the site-visit were beneficial for clarification

Perceived challenge #1 (Standard 1)

Intended internationalisation
– **its goals**
– **its objectives**
– **its evaluation/impact**
- **stakeholder involvement**

Perceived challenge #1 (Standard 1)

Observation of challenges on the side of the institution/ programmes

- **Linkage between goals (WHAT and WHY) and objectives, (HOW) and impact - explicit consistency**

- **Verifiable/Measurable objectives (quantitative vs. qualitative – how much quantity does quality allow/need?**

- **Consideration of stakeholders**

- **Means/Tools of evaluation and monitoring (old version)**

Programme Example: Saarbrücken

Report:

... *clear, concise, stringently formulated and convincing goals* and rationales for internationalisation, (...) underpinned by *consistent objectives and evaluation practices...*

Site-visit: reinforced the report

.... the *strong commitment to and support* from all interviewees to the internationalisation goals comprising several groups of *stakeholders,* the demonstrated attainment of these goals through *students and alumni*

Perceived challenge #2 (Standard 2 IL)

Action plans

Perceived challenge #2 (Standard 2 IL)

Observation of challenges on the side of the institution/ programmes

- **Consistency between objective and action plan – fit for purpose**

- **Coverage of the various dimensions**

- **Different disciplines, different action plans – but institutional goals**

Institutional Example: Laurea

Laurea (…) has diligently implemented the International Strategy through the Learning by Developing model (LbD) (WHY; WHAT) **comprising teaching, learning and research as well as students and staff** *(dimensions) and the strategically defined four action lines for internationalisation.*

Derived from these action lines ….

(…) due to the **specific unit action plans** *the institution succeeded in implementing in all units a clear and unit-adequate focus on internationalisation. (…)*

Perceived challenge #3 (Standard PL & IL)

International and intercultural learning outcomes

Perceived challenge #3 (Standard PL & IL)

Observation of challenges on the side of the institution/ programmes

- **Explicit and transparent description of LO**

- **Correspondence of defined international and intercultural learning outcomes with the intended internationalisation goals**

Perceived challenge #3 (Standard PL & IL)

Observation of challenges on the side of the institution/ programmes (cont)

- **Integration of ILO into the overall learning outcomes of a programme**

- **Demonstration of attainment**

- **Assessment methods**

- **Graduate achievement**

Discussions with different groups helped a lot with clarification

Programme Example: Medical Studies at UZSM, international and intercultural LO

*(…) UZSM applies **internationally recognized formats for specific practices and attitudes** such as an Objective Structured Clinical Examination (OSCE) (…)*

*(…) particular attention is paid to **intercultural LO when it comes to assessing students' communication skills**, (…) with a view to the cultural differences that become evident in specific clinical practices.*

*(…) graduate achievement of the intended international and intercultural learning outcomes is demonstrated through **numerous successful licensing procedures** that graduates have undergone.*

Conclusions

Combination of self-evaluation report and site-visit helps to understand the institution / the programme, and gives a "live - feeling" of how internationalisation is perceived and lived in an institution/ programme.

Conclusions

A rather challenging procedure for both sides …

YET:
Not just another procedure but ….

- **Forces institution/programme to reflect on where to go and why and how**

- **Raises awareness to what contributes to internationalisation**

- **Fosters a comprehensive approach**

Conclusions

- **Enhances the change in understanding internationalisation as a multi-facetted driver for quality.**