

Mint and CeQuint

ECA seminar
Scheveningen, 15 December 2016
Hendrik Jan Hobbes



EP-Nuffic is an expert, a service provider, a knowledge centre and a source of inspiration for internationalisation in education.

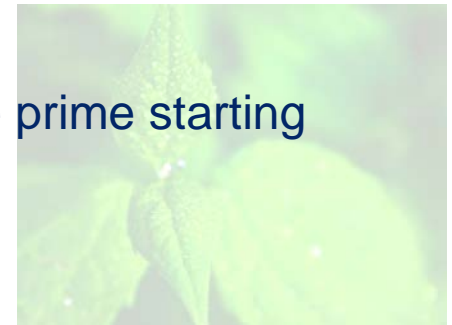
Internationalising education:
it's what we do.

Clients, stakeholders and cooperating parties

- Dutch ministries
- European Commission
- private parties
- umbrella organisations
- education institutions

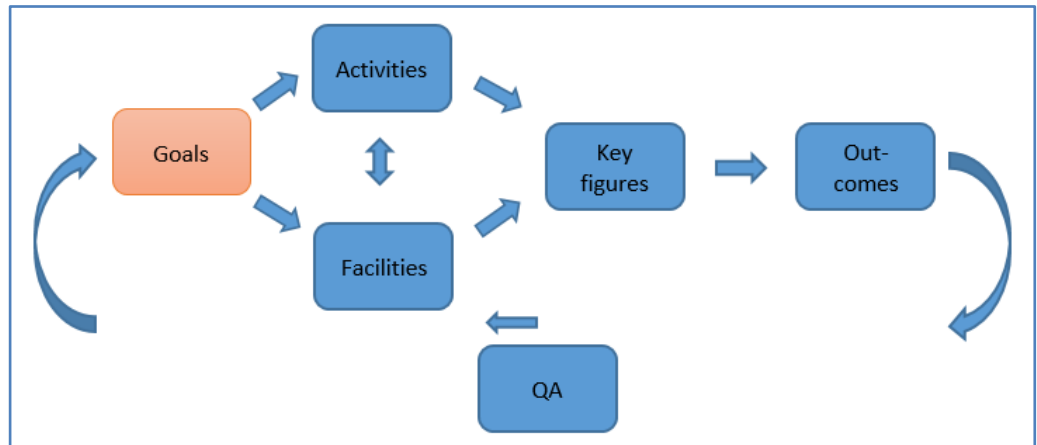
Mapping INternationalisation

- Mapping tool
- Self evaluation
 - Comparison
 - Benchmarking
- Online tool for (Dutch) Higher Education Institutions
- On programme and central levels
- Developed in cooperation with HEI's
- Individual objectives HEI or programme prime starting point



Rationale

- Goals
- Activities
- Facilities
- Quality assurance
- Key figures
- Outcomes



1. Goals

1. International and intercultural competencies for students
2. Improving quality of education
3. Continuity
4. Service to the community
5. Reputation enhancement
6. Improving quality of research



2. Activity clusters

2.1. Please indicate below which activity clusters are organised by the programme:

| | Yes | Planned | No | Organised at a more decentralised level | Organised at a more centralised level | No answer |
|---|-----|---------|----|---|---------------------------------------|-----------|
| Education offered in a foreign language | | | | | | |
| Student mobility/Credit mobility | | | | | | |
| Recruitment of foreign students | | | | | | |
| Internationalisation of the curriculum | | | | | | |
| Internationalisation of staff | | | | | | |
| International knowledge sharing | | | | | | |
| International research activities | | | | | | |
| Transnational education | | | | | | |
| Other, please specify: | | | | | | |

2.2. How important are these activity clusters on a scale of 1 to 5?

(1 = not important at all and 5 = extremely important)

| | Importance |
|--|------------|
| Education in English or another foreign language | |
| Student mobility/Credit mobility | |
| Recruitment of foreign students | |
| Internationalisation of the curriculum | |
| Internationalisation of staff | |
| International knowledge sharing | |
| International research activities | |
| Transnational education | |
| Other, please specify: | |

2. Activities

2.4. Indicate per activity cluster which activities the unit carries out:

2.4a. In the activity cluster "Education taught in a foreign language" the programme offers:

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| Programme elements entirely taught in English | | | |
| Programme elements taught in another foreign language | | | |
| Programme elements organised abroad | | | |
| Preparatory school | | | |
| Summer school | | | |
| Other, please specify: | | | |

2.4b. In the activity cluster "Credit mobility" the programme offers:

| | Yes (fully) | Partly | No |
|-------------------------|-------------|--------|----|
| Study abroad programmes | | | |
| Work placements | | | |



4. Quality Assurance

Internationalisation policy and internationalisation goals

1.15a. How is achievement of the goal “International and intercultural competencies” for students monitored?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| This goal is an explicit element in a strategic plan | | | |
| Key indicators have been set for this goal | | | |
| The level of achievement of this goal is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies. | | | |

























1.15b. How is achievement of the goal “Improving quality of education” monitored?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| This goal is an explicit element in a strategic plan | | | |
| Key indicators have been set for this goal | | | |



Visual representation

Quality Assurance with regards to the programme's goals of internationalization can be visualized as follows:


| | Stage 1 | Stage 2 | Stage 3 | Stage 4 |
|---|---|---|---|---|
| Improving quality of research |  |  |  |  |
| Service to the community |  |  |  |  |
| Reputation enhancement |  |  |  |  |
| Improving quality of education |  |  |  |  |
| International and intercultural competencies for students |  |  |  |  |
| Continuity |  |  |  |  |


Stage 1: This goal is an explicit element in a policy plan


Stage 2: Key indicators have been set for this goal

Stage 3: The level of achievement of this goal is evaluated in a structured process

Stage 4: Evaluation results are used as input to improve policies.

 = Yes (fully)

 = Partly

 = No

2016

- MINT is working properly, but...
- Improve quality of services to HEI's
- Increase number of users
- Expand beyond The Netherlands



2016

Interviewed Dutch Higher Education Institutions

“what would you like to see improved in Mint?”



Mint

New Mint characteristics

- Simple to use
- Less intensive for user
- Modular approach
 - State of affairs of internationalisation
 - Compare partners and programmes
 - Benchmark
 - Framework
 - ...



Mint

Self-evaluation report

Name programme
Name institution

Interviews with Dutch HEI's:

“Facilitate us in obtaining CeQuint”

Mint - CeQuint

- Connect MINT framework with CeQuint framework

Supports HEI's with:

- Completing their files – uploading documents
- Preparation for interviews
- Gaining insight in the current state of affairs: are they ready?

Self-evaluation report

Name programme

Name institution

Mint - CeQuint

Self-evaluation report

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

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Self-evaluation report

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General user data

Internationalisation policy and goals

Internationalisation Activities



Internationalisation Facilities

Internationalisation Key Figures

Outcomes of internationalisation

Submit

Internationalisation policy and goals

1.1 Have internationalisation goals  been set at the programme level  ?

Yes
 No

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Mint - CeQuint

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Internationalisation policy and goals

1.2 Who is responsible for the internationalisation policy?
(Multiple answers possible)

- Programme Manager
- Curriculum committee
- Head of International Office
- Policy advisor for internationalisation
- Others - please specify:

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Internationalisation policy and goals

Internationalisation Activities

Internationalisation Facilities






Internationalisation Key Figures

Outcomes of internationalisation


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Internationalisation policy and goals

1.12 Which of the following possible goals of internationalisation are actively pursued by the programme?

| | Yes | No |
|--|----------------------------------|-----------------------|
| a. International and intercultural competencies for students  | <input type="radio"/> | <input type="radio"/> |
| b. Improving quality of education | <input type="radio"/> | <input type="radio"/> |
| c. Continuity  | <input type="radio"/> | <input type="radio"/> |
| d. Service to the community  | <input type="radio"/> | <input type="radio"/> |
| e. Reputation enhancement  | <input checked="" type="radio"/> | <input type="radio"/> |
| f. Improving quality of research | <input type="radio"/> | <input type="radio"/> |
| g. Other, please specify:  <input type="text"/> | <input type="radio"/> | <input type="radio"/> |

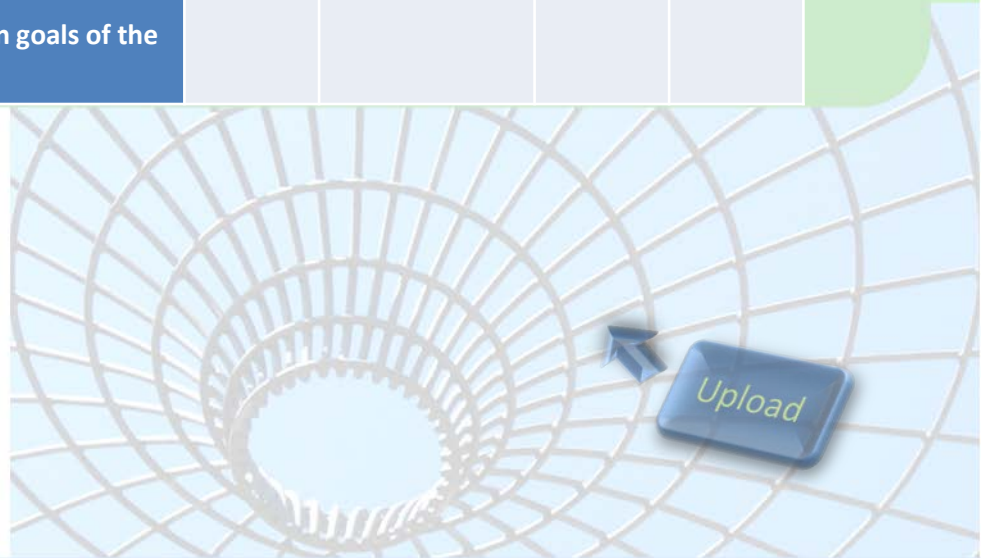
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Mint - CeQuint

| | Always | Sometimes | Never | No answer |
|---|--------|-----------|-------|-----------|
| Have internal stakeholders been involved in developing the internationalisation goals of the programme? | | | | |
| Have external stakeholders been involved in developing the internationalisation goals of the programme? | | | | |

Self-evaluation report



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Self-evaluation report

Standard 1: Intended internationalisation

Criterion 1b:

Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the institution's internationalisation goals.

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Self-evaluation report

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Logged in as:

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Internationalisation policy and goals

Internationalisation Activities

Internationalisation Facilities

Internationalisation Key Figures

Outcomes of internationalisation

Submit

Internationalisation policy and goals

| | Yes | No | No answer |
|---|----------------------------------|-----------------------|-----------------------|
| 1.8 Does the programme participate in international benchmarking initiatives? ⓘ | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Add upload-button
for benchmark
results

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Internationalisation Activities

2.3 You have indicated one or more internationalisation goals and activity clusters. Please indicate the following activity cluster(s) is/are used specifically for the goal

The following activity cluster(s) is/are used specifically for the goal

Continuity

- Education taught in a foreign language
- Credit mobility
- Recruitment of international students
- Internationalisation of the curriculum
- Internationalisation of staff
- International knowledge sharing
- International research activities
- Transnational education

Service to the community

- Education taught in a foreign language
- Credit mobility
- Recruitment of international students
- Internationalisation of the curriculum
- Internationalisation of staff
- International knowledge sharing
- International research activities
- Transnational education

Reputation enhancement

- Education taught in a foreign language
- Credit mobility
- Recruitment of international students
- Internationalisation of the curriculum
- Internationalisation of staff
- International knowledge sharing
- International research activities
- Transnational education

Improving quality of research

- Education taught in a foreign language
- Credit mobility
- Recruitment of international students
- Internationalisation of the curriculum
- Internationalisation of staff
- International knowledge sharing
- International research activities
- Transnational education

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Has ambassadors (students and staff) Yes Planned

Other

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Standard 1: Intended internationalisation

Criterion 1a: Supported goals

Criterion 1b: Verifiable objectives

Criterion 1c: Impact on education

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

Criterion 2b: Student assessment

Criterion 2c: Graduate achievement

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

Criterion 3b: Teaching methods

Criterion 3c: Learning environment

Standard 4: Staff

Criterion 4a: Composition

Criterion 4b: Experience

Criterion 4c: Services

Standard 5: Students

Criterion 5a: Composition

Criterion 5b: Experience

Criterion 5c: Services provided to students

Mint – CeQuint

Support for:

- Completing files – uploading documents
- Preparation for interviews
- Gaining insight in the current state of affairs: are you ready?

Self-evaluation report

Name programme

Name institution

Mint – Questions to you

- Would Mint have been of help?
 - In CeQuint?
 - In Mint?
- What would it take for you to use New Mint?
 - Suggestions?

Self-evaluation report

Name programme

Name institution

More information

- Website MINT:
<https://www.epnuffic.nl/en/internationalisation/quality-assurance/mapping-internationalisation-mint/mapping-internationalisation-mint/>
- E-mail:
mint@epnuffic.nl
hjhobbes@epnuffic.nl