

***Certificate for Quality in  
Internationalisation:  
CeQulnt  
Mines Saint-Etienne***



ÉCOLE NATIONALE SUPÉRIEURE DES MINES

FOURNEYRON  
1816 - 1902

**FH BFI Vienna, Internationalisation & Quality**

9th Nov 2020

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Head of Programme Internationalisation

*CeQulnt* Project Manager

# Paris, Summer 2016

## Once upon a time...



**CeQuInt**

## Really !??...

# Autumn 2016

## Why I love(d) CeQuInt...

- 
- Internationalisation Checklists?
    - **No!**
  - Min. International Staff / Student Ratios?
    - **No!**
  - Min. Period(s) International Student / Staff Mobility?
    - **No!**
  - Min. % Classes Taught in English?
    - **No!**

Autumn 2016

Why I love(d) CeQuInt...

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CeQuInt

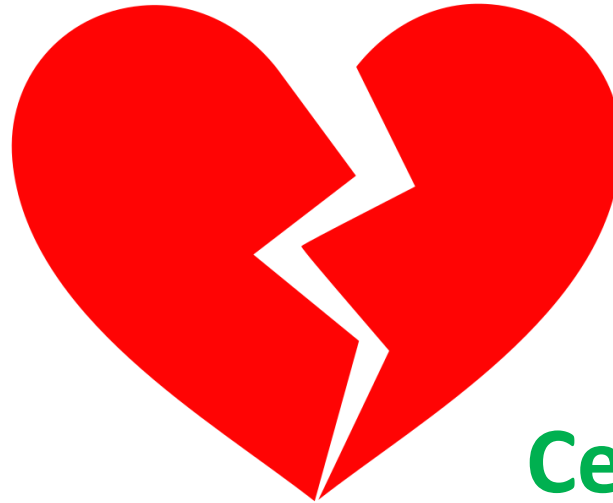
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No strict universal recipe for high quality  
internationalisation

# Winter 2017

## Why I hated CeQuInt!

So what do we do?!



**CeQuInt**  
Framework



# CeQuInt Frameworks & Guidelines

Frameworks for the  
Assessment of Quality  
in Internationalisation



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The Guide for  
Assessing the Quality of  
Internationalisation



Axel Aerden

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## Self-Evaluation Report

Self-evaluation report

Programme : *Ingénieur Civil des Mines (ICM) Master's Degree in Science and Executive Engineering*  
Ecole Nationale Supérieure des Mines de Saint-Etienne, France



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<http://ecahe.eu/home/internationalisation-platform/certification/>

# 3 Key Questions to Ask – What? Why? How?

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- **What?**
  - Institution's international **ambitions & strategy**
  - Programme's Int + Int **intended learning outcomes**
- **Why?**
  - Do they **impact** graduates' careers?
- **How?**
  - **Students** achieve objectives through **learning**
  - **Staff** deliver objectives through **teaching**



## ...and one more

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- **How** do you check?
- **DO** you check??
- **John Dewey “We do not learn from experience, we learn from reflecting on experience”**



# Our Experience at Mines St Etienne

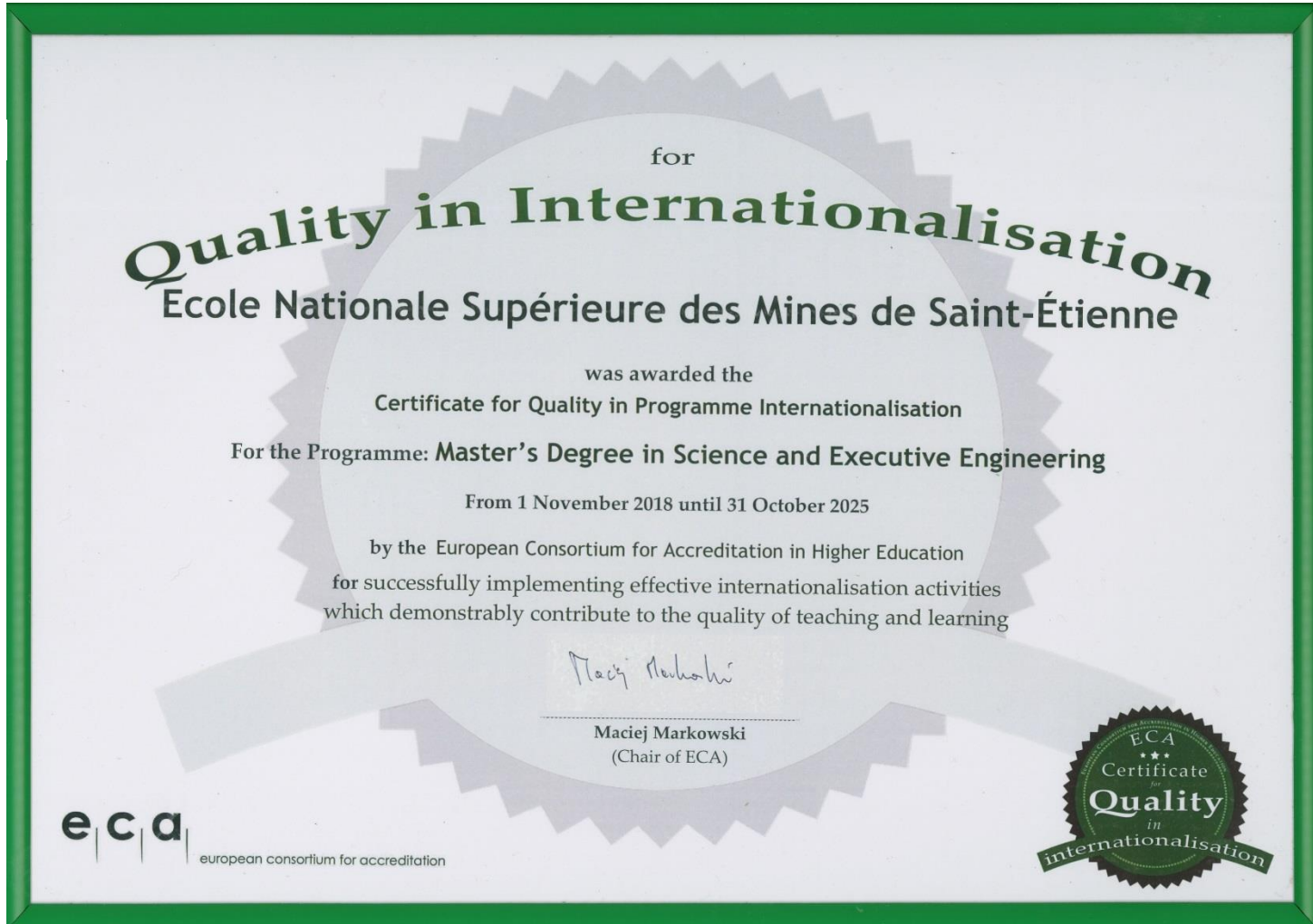
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- Questions **What?** and **Why?**
  - « International Review Board » set up. Board sets & reviews international objectives **annually**
- Questions **How?**
  - CeQuInt project group formed: Self-Evaluation
- **Teaching, Learning & Checking?**
  - 20-point improvement action-plan (weaknesses identified in self-evaluation)

## CeQuInt Project Timing: 18 Months

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- **April-July 2017:** Self-Evaluation performed
- **September 2017:** 20-point improvement action-plan approved
- **November 2017:** Inaugural International Review Board
- **March 2018:** **CeQuInt** application filed (SER + Annexes)
- **July 2018:** On-site audit (five international experts, two days)
- **November 2018:** **CeQuInt** Certification & two « *Good Practices* » awarded (“learning environment” & “services to students”)



# Self-Evaluation Report: 5 « Standards »

- Standard 1: Intended internationalisation
  - Supported goals, Verifiable objectives, Impact on education
- Standard 2: International and intercultural learning
  - Intended learning outcomes, Student assessment, Graduate achievement
- Standard 3: Teaching and Learning
  - Curriculum, Teaching methods, Learning environment
- Standard 4: Staff
  - Composition, Experience, Services provided to staff
- Standard 5: Students
  - Composition, Experience, Services provided to students

**NB: Clear stakeholder support**

# European Consortium for Accreditation Guide

## Exemplary practices

"Exemplary is the [...] table with content of courses matched with the intended international & intercultural learning outcomes."

"Students (under supervision) reflect on intercultural differences that present themselves during classes."

"Staff is trained to ensure that students from the same nationality / ethnicity do not stick together."

"Students who went abroad, report that the programme helped them to arrange their housing and their visa."

"Three of nine objectives incorporated in [the joint programme's] policy plan refer to internationalisation."

"The programme put [outgoing students] in touch with the contact person abroad and introduced them to the buddy system of the partner university."

"To develop an international classroom, the programme has put in place a targeted international recruitment [to streamline and diversify the inflow of new groups of international students]."



Une école de l'IMT

Danke fürs Zuhören  
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