ASHE

Institutional perspective
Quality assurance and internationalisation

Breakout Session 1
9th November 2020

Aisling Tiernan
Quality, strategy advisor at ASHE

Advice Services for Higher Education

CeQuInt as a benchmark for quality but also a valuable tool for…

1. **Effective, strategic leadership**

2. **Operational excellence**

3. **Developing the goals and aspirations of YOUR institution**
   - Internationalisation and quality
   - Guided by the self-evaluation report

The Standards

1. **Intended internationalisation** – supported goals, verifiable objectives and impact on education

2. **Action plans** – fit for purpose, dimensions, support

3. **Implementation** – information systems, information-driven management and realisations/results

4. **Enhancement** – Measures for enhancement, enhancing education, stakeholder involvement

5. **Governance** – responsibilities, effectiveness and responsiveness

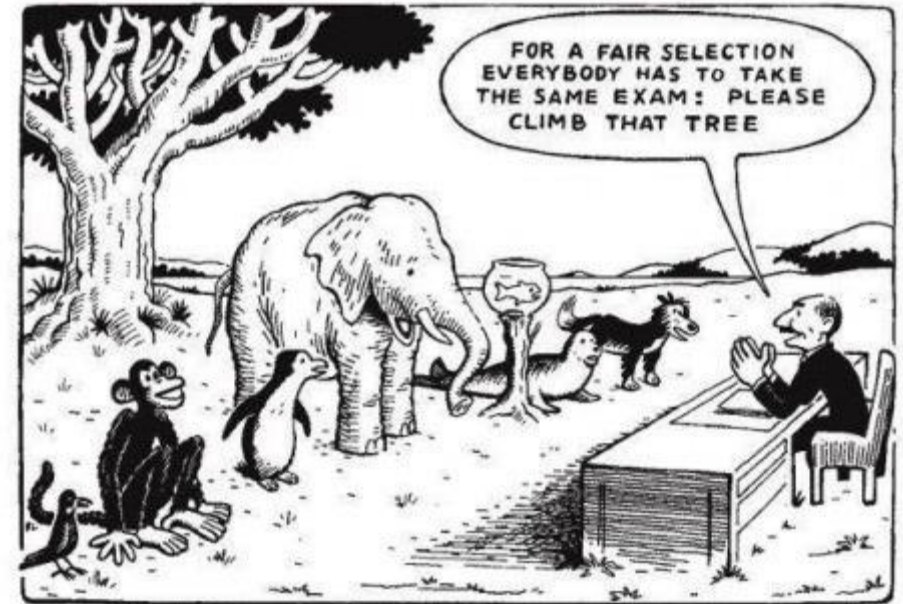# Perspective #1: The 'self' evaluation is key

- A genuine reflection - **looking back**

- An evaluation of the **current status**

- A discussion about **future direction** and aspirations

- A strategic decision for **internationalisation and quality**

- Addressing **key questions** in this process

One size does not fit all

- CeQuInt aims to **assess, enhance** and **reward** internationalisation

- The focus is on **fit for purpose**

- ***What fits for your institution?***

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

Advice Services for Higher Education

Key strategic questions

- What do we stand for?
  - What is our unique selling point(USP)?

- What are we good at, what are not so good at?

- In which areas do we want to grow, develop – or maybe change direction?

- Where are we headed? (Mission) How have we been doing?

- How committed are we to internationalisation? And quality?

- What does it mean to us to be international?

- **And is it feasible? Measurable?**

Advice Services for Higher Education

Perspective #2: Lay steady foundations

- The institution should have a **strategy/goals** and specifically for internationalisation

- The **leadership** needs to be on board, fully supporting the internationalisation strategy

- The **academic, greater university community** needs to be engaged in the narrative and part of this QA process

Advice Services for Higher Education

Maastricht case study

- **Internationalisation at the CORE of the institution, in the 'DNA'**
  - Defined strategy, clear goals, invested in roles
  - Embedded throughout e.g. partnerships, programmes, key pillar

- **Leadership dedicated to internationalisation & quality**

- **Strong awareness, commitment and drive for internationalisation across academic community**
  - 20,000 students – 50% international, 40% international scientific staff
  - International classroom, learning outcomes, intercultural experience

- **Inclusive approach to internationalisation, quality and data**

Perspective #3: The practical side – my role

1. **Identifying key stakeholders** (internal and external)

2. **Managing and allocating resources** e.g. budget, people, projects

3. **Establishing a project team, roles, responsibilities**

4. **Organizing focus groups, information, feedback sessions**
   Promoting the Quality/CeQuInt Framework

5. **Assessing all policies,** documentation from central level strategy to faculty level and 'action plans' programme level

6. **Ensuring awareness and alignment** – strategy and narrative

Advice Services for Higher Education

Perspective #4: An opportunity to delve in to your data!

- The data can **help answer and support** some of the strategic questions

- The data can **help define, develop and change direction**
  - E.g. recruitment strategy, partnership policy, retention rates

- The data **can tell you things didn't know** – good and bad!

CeQuInt helps you to

- Identify and determine your **datapoints/KPI's**

E.g. Mandatory documents

Advice Services for Higher Education

Perspective #5: The governance is the glue

- **Strategy, data and processes in order**
  - defined, documented, shared with internal & external groups

- **Opportunity to establish a system for quality/QA**
  - E.g. Maastricht University developed a governance model for internationalisation
    - Enabling regular review of policies, programmes
    - Engaging the right stakeholders at the table
    - Supporting decision making processes

Challenges

- **Organisational structure and large-scale project**
  - University wide, multiple internal (& external) stakeholders e.g. faculties
  - Commitment from senior management

- **Policy and practice may not be aligned**
  - Getting into the details and the data will show the reality, maybe outdated processes

- **Data is BIG!**
  - Identifying datapoints, data collection, data analysis, data usage

- **Audit can be seen as a confronting process**

Lessons learned

- **Valuable process for leadership and operational excellence**
  - Process and results outweigh the risks and challenges
  - Synergizes strategy and data towards quality education

- **An opportunity to reflect and improve based on *'your institutions goals'***
  - It's about 'rewarding your efforts' at all levels

- **The value of engaging the community**
  - People bring the strategy to life – pride in our work on audit week
  - People are your assets and often behind the data systems and tools
  - The community is the culture of quality

Thank you and contact

Aisling Tiernan   A S H E

Email: mejaislingtiernan@gmail.com
Tel: +353 83 333 5497

Advice Services for Higher Education

Advice Services for Higher Education

Mandatory annexes/documents

1. The documented **internationalisation goals**

2. Relevant (internationalisation) **action plans**

3. Action plan regarding **intercultural and international learning outcomes**

4. An overview of the institution's **international collaboration** (e.g. institutional networks, bilateral agreements, joint programme arrangements)

5. **Table of incoming and outgoing students** of the last three years (percentage and absolute figures) per country and per type (credit or degree mobility)

Mandatory annexes/documents

6. Example of a **Diploma Supplement**

7. **Organisational chart**

8. **Staff (policy) plan** or similar document(s)

9. **Quality assurance plan** or similar

10. **Summary of recent evaluation results** and relevant management information