

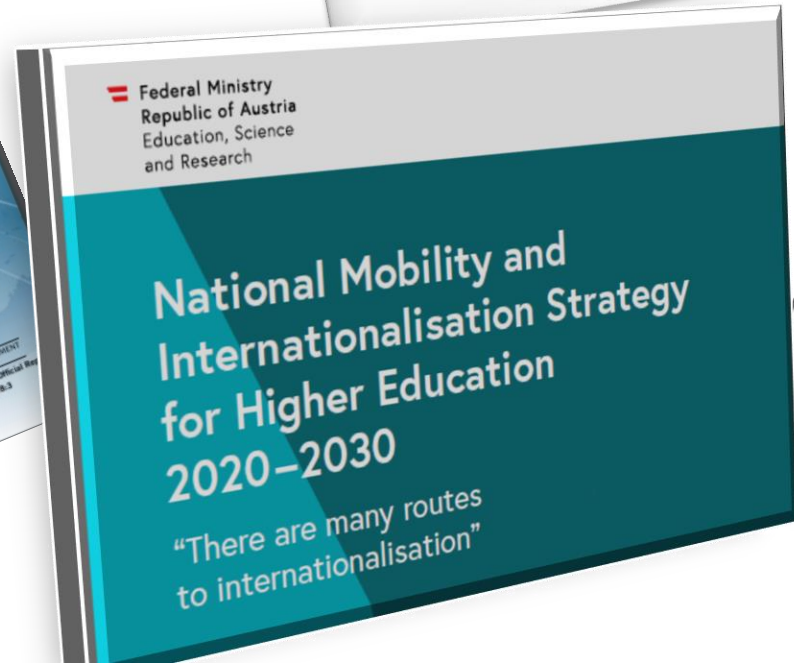
Internationalisation and quality

A comprehensive approach
through CeQulnt

Nov. 9th, 2020, FH BFI Vienna

How can CeQulnt support (Austrian) Higher Education Institutions in enhancing internationalisation (of teaching and learning)?

Eva Werner



Internationalisation and Quality

Dilemma or Paradoxon?

„Current literature suggests that higher education's internationalisation is perceived as an important contribution to the quality of higher education. Nonetheless few approaches have been developed to assess the quality of internationalisation.“

(Axel Aerden in: Framework for the Assessment of Quality in Internationalisation, ECA publication).

Internationalisation and Quality



Internationalization is **the intentional process of integrating** an international, intercultural, or global dimension into the purpose, functions or delivery of higher education, in order to **enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.**

Original quote of Jane Knight (1996) amended by Hans de Wit et.al (2015)

What is special about CeQulnt?



- The **institution's internationalisation goals are the starting point** for the (assessment) journey....
- and linked to these the programme's internationalisation policy and objectives
- The assessment of the programme/institution is done with **reference to the CeQulnt Standards and the institution's self-set goals** for internationalisation
- CeQulnt leaves room for **discipline- and institution-specific** goals and values the context (**no one-size-fits-all approach**)



CeQuInt starts with a changed perspective

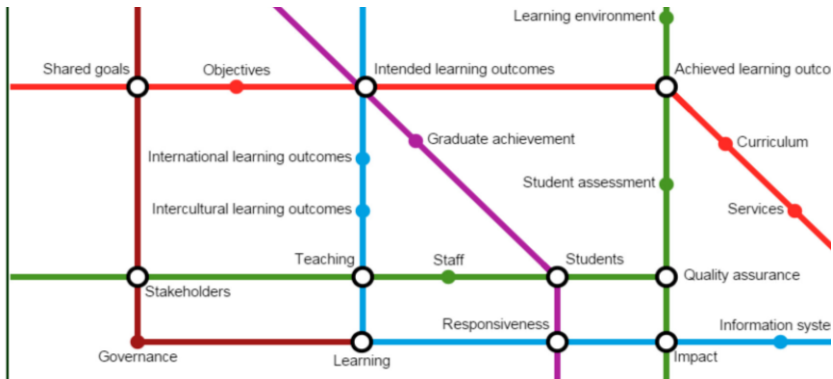
The **institution/programme** explains

- the **WHY** (rationale for internationalisation – policy, strategy and commitment)
- the **WHAT** (to achieve – goals, objectives)
- the **HOW** (to achieve it - actions and measures)
- which impact /outcomes all this shall have (**FOR WHAT/FOR WHOM**)
- the **WHO** (is responsible)





- The **institution /programme itself** writes the road map for internationalisation (for the procedure)
- the **CeQuInt framework** is the navigation system,
- the **standards and subcriteria** show the **travel destinations and travel stops.**



How can CeQuInt support HE institutions?



*it guides/helps HE institutions to understand internationalisation as a **comprehensive process***

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COMPREHENSIVE INTERNATIONALIZATION

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COMPREHENSIVE INTERNATIONALIZATION

Comprehensive Internationalization is a **commitment**, confirmed through **action**, to infuse international and comparative perspectives throughout the **teaching and learning, research,** and **service** missions of higher education. It shapes institutional **ethos, values and quality** and touches the **entire higher education institution**. (John Huzdik, NAFSA 2013)

Intended internationalisation
Goals
Governance
WHY, WHO

WHAT?
HOW?
Impact?

Learning outcomes,
teaching and assessment,
environment

Composition of staff,
student body,
experiences,
support

Forms of international exposure and engagement

Stakeholder involvement
(who, how, what for)



Articulated institutional commitment
Governance

Objectives and action plans
Enhancement

Curriculum, co-curriculum, and learning outcomes

Staff, Support services,

Student mobility
Staff mobility

Collaboration and partnerships

← COMPREHENSIVE INTERNATIONALIZATION →

CeQulnt guides HEI when they set out ...

... to paint the big picture called internationalisation

**Goals are strategic,
demonstrate ambition,
need commitment and
involvement of all**

**Objectives are concrete,
short term – are followed by
measures and actions**



Students and staff matter

Teaching and learning play an essential role

CeQuInt helps HEI to reflect



... on **the rationale** of your internationalisation goals and what you want to achieve (***why and what***)

... on the impact on and **contribution to the quality** of teaching and learning - ask yourself what the students can gain from what you intend in internationalisation! (***what for, whom for***)

... on the correspondence of defined **international and intercultural learning outcomes** with the intended internationalisation goals

.... on how to demonstrate that by the end of the study period **students have achieved** the intended competences

... on how the institution/the program supports **enhancement of skills and competences of staff and students**

..... on how **International/intercultural experiences** can be made - at home – I@H, by physical, virtual and alternative mobility formats, by collaborative online learning,

The auditor's perspective

Internationalisation is an intentional process and a multi-dimensional concept, strongly influenced by the context in which it takes place.





The auditor wants to...

- understand the WHY, the WHAT, the HOW*
- know the WHO and the WHAT /WHOM FOR*
- see evidences of the impact on teaching and learning – learning outcomes, competences*
- learn about good practices and quality monitoring*
- get a sense of the internationalisation culture and the institutional commitment*
- be a critical friend, not an examiner*



Conclusion

- helps/makes the institution / the programme **reflect on where to go and why and how**
- **raises awareness** as to what contributes to internationalisation
- fosters a **comprehensive approach**
- **focuses on the impact** on the quality of teaching and learning
- considers **students and staff, teaching, learning and the learning environment (including learning outcomes,...)**
- helps implement **National Strategies**

*Going for CeQulnt is a group travel...
...and everybody has a share in reaching the goal.*

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