

Certificate for Quality in Internationalisation

Self-evaluation report

Name programme

Name institution

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Self-evaluation report
- Programme level

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# Preface

This template is made available to programmes intending to have the quality of their internationalisation assessed. This template aims to facilitate the presentation of the outcomes of the self-evaluation procedure on programme level and to make this information easily accessible for the members of the assessment panel.

A good self-evaluation report gives the assessment panel the best opportunity to provide valuable feedback and recommendations which go beyond the proceeds of a normal quality assessment.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) underline the importance of internal quality assurance and stress the fact that all external quality assurance procedures should be based on a self-evaluation procedure. A self-evaluation report is therefore an indispensable element of any external quality assurance procedure.

The self-evaluation should be instrumental in establishing the programme’s strengths and weaknesses. A good self-evaluation report provides insight into the critical reflection on a programme’s quality and gives the assessment panel the best opportunity to provide valuable feedback and recommendations which go beyond the proceeds of a normal quality assessment.

The self-evaluation report should follow the outline depicted in section 2. Assessment criteria for programmes. The outline can be amended where and if necessary, if this improves the readability of the overall self-evaluation report.

For each of the standards, a presentation is expected of how your programme meets this standard. If your self-evaluation indicates that this standard is not yet fully met, specify the actions planned to remedy these specific weaknesses. The most important documents referred to in the self-evaluation report should be attached as annexes to the self-evaluation report.

A self-evaluation report should not exceed 25 pages, excluding references and annexes. We strongly encourage the use of existing texts and documents and not to produce much new information. Preparing a self-evaluation report and undergoing a one-day site visit does require some work, though. According to experiences with these types of assessments in The Netherlands and Flanders, the total workload, including the day of the site visit, can vary between 120 hours (for well-prepared applicants with a smoothly functioning internal quality assurance system) and up to 800 hours (in one case).

This preface and all the guidelines below should not be included in the final self-evaluation report.

# Glossary

*Guideline: You should start your self-evaluation report with a glossary. Use a tab to separate the abbreviation and the full text.*

EHEA European Higher Education Area

HE Higher education

QA Quality assurance

UAS University of Applied Sciences

Etc.

# General overview

## Short introduction

*Guideline: An introduction gives the panel members a first impression of your programme. You may briefly underline the importance of internationalisation for the programme under evaluation.*

## Basic information

|  |  |
| --- | --- |
| Qualification: | … |
| *Guideline: The full descriptive name of the programme, e.g. Master of Science in Bio-engineering.* |
| Number of credits: | … |
| Specialisations (if any): | * …
 |
| ISCED field(s) of study: | … |
|  |
| Institution: | ... |
| Type of institution: | … |
|  |  |
| Status: | … |
| *Guideline: Status refers to a status awarded to the programme by a quality assurance (accreditation) agency or by a national authority. If there is no quality assurance at programme level, please refer to the relevant agency at institutional level.* |
| QA / accreditation agency: | … |
| Status period: | … |
| *Guideline: The period of validity of the current (accreditation/recognition) status can be a period (from – until) but might also be just a starting or expiry date* |

## Mandatory annexes

*Guideline: Indicate by an X at the tick box that the document has been virtually annexed. We expect to receive all documentation electronically.*

|  |  |
| --- | --- |
| 1. The documented internationalisation goals;
 | 🞎 |
| 1. Overview of the curriculum in diagrammatic form;
 | 🞎 |
| 1. ECTS Course Catalogue or, if not available, the available full description of the curriculum components;
 | 🞎 |
| 1. A reference to courses or other (curricular) activities (by means of a matrix or reading guide) where intercultural and international learning outcomes will be achieved (if not already included in the course catalogue under 3.);
 | 🞎 |
| 1. List of student assessments which can demonstrate achievement of international and intercultural learning outcomes and for each of these the type of assessment, the grading approach and the (international and intercultural) learning outcomes assessed;
 | 🞎 |
| 1. Example of a Diploma Supplement;
 | 🞎 |
| 1. Table of incoming and outgoing students (if relevant) of the last three years (percentage and absolute figures) per country, per type (credit or degree mobility and international internships by country, company name and duration);
 | 🞎 |
| 1. CV’s of the staff, in an easily accessible and comparable format, and in addition an overview of the nationality and international or internationalisation experience of staff;
 | 🞎 |
| 1. A list of international or internationalisation projects related to education of the last three years (e.g. Intensive Programmes, Curriculum Development, thesis projects, exchange programmes, projects, etc.) and the programme’s role in these.
 | 🞎 |

# Assessment criteria for programmes

*Guideline: Address how your programme meets each of the criteria and do this in a clear and concise manner under each of the boxed texts depicting the criterion. In addition, refer where relevant to the documents providing evidence.*

*Guideline: Please keep the boxed criteria in the self-evaluation report for ease of reading by the experts in the assessment panel.*

*Guideline: The standards and criteria included in the framework are assessed in the context of the programme’s internationalisation goals. The framework does not prescribe or endorse any particular internationalisation approaches or activities. The programme’s goals are therefore considered the appropriate starting point for assessing internationalisation at programme level. However, unambitious intentions are not satisfactory. We consequently expect that these goals have an effect on the learning outcomes intended by the programme, on the student group composition and internationalisation experience. The intended international and intercultural learning outcomes provide the context for the assessment of the remaining criteria.*

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.*

**Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that allow monitoring the achievement of the programme’s internationalisation goals.*

**Criterion 1c: Impact on education**

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

Standard 2: International and intercultural learning

**Criterion 2a: Intended learning outcomes**

*The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.*

**Criterion 2b: Student assessment**

*The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.*

**Criterion 2c: Graduate achievement**

*The achievement of the intended international and intercultural learning outcomes by the programme’s graduates can be demonstrated.*

Standard 3: Teaching and Learning

**Criterion 3a: Curriculum**

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

**Criterion 3b: Teaching methods**

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

**Criterion 3c: Learning environment**

*The learning environment is suitable for achieving the intended international and intercultural learning outcomes.*

Standard 4: Staff

**Criterion 4a: Composition**

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.*

**Criterion 4b: Experience**

*Staff members have sufficient international experience, intercultural competences and language skills.*

**Criterion 4c: Services**

*The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences, and language skills.*

Standard 5: Students

**Criterion 5a: Composition**

*The composition of the student group (national and cultural backgrounds) is in line with the programme’s internationalisation goals.*

**Criterion 5b: Experience**

*The internationalisation experience gained by students is adequate and corresponds to the programme’s internationalisation goals.*

**Criterion 5c: Services provided to students**

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.*

# Concluding analysis

## Strengths in internationalisation

*Guideline: Very, very briefly list your programme’s strengths regarding internationalisation. A short bulleted list is expected; there is no need to expand.*

## Challenges in internationalisation

*Guideline: Very, very briefly list your programme’s challenges regarding internationalisation. A short bulleted list is expected; there is no need to expand.*

## Opportunities and ambitions

*Guideline: Very, very briefly list your programme’s ambitions regarding internationalisation. Limit the list to short and medium-term ambitions. If possible, refer to one or more appropriate standards.* *A short bulleted list is expected; there is no need to expand.*

# References

*Guideline: Include the references to documents and material not annexed.*

# Annexes

*Guideline: Include the list of all the documents and material annexed. Where relevant, replace the pro forma titles with the original names of the documents.*

1. The documented internationalisation goals;
2. The programme’s learning outcomes;
3. Overview of the curriculum in diagrammatic form;
4. Description of the curriculum components (or online access to e.g. ECTS Course Catalogue);
5. A reference to courses or other (curricular) activities where intercultural and international learning outcomes will be achieved (if not already included in the course catalogue under 3.);
6. List of student work (type, title and grade) of the last two years which demonstrate achievement of international and intercultural learning outcomes (if not already included in the course catalogue under 3.);
7. Example of a Diploma Supplement;
8. Table of student population over the last three years (include figures you consider important in the context of your internationalisation goals);
9. CV’s of the staff, in an easily accessible and comparable format;
10. If not explicit from the CVs, an overview of the nationality and international or internationalisation experience of staff;
11. A list of international or internationalisation activities and/or projects related to education over the last three years (e.g. Intensive Programmes, Curriculum Development, thesis projects, exchange programmes, projects…) and the programme’s role in these;

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