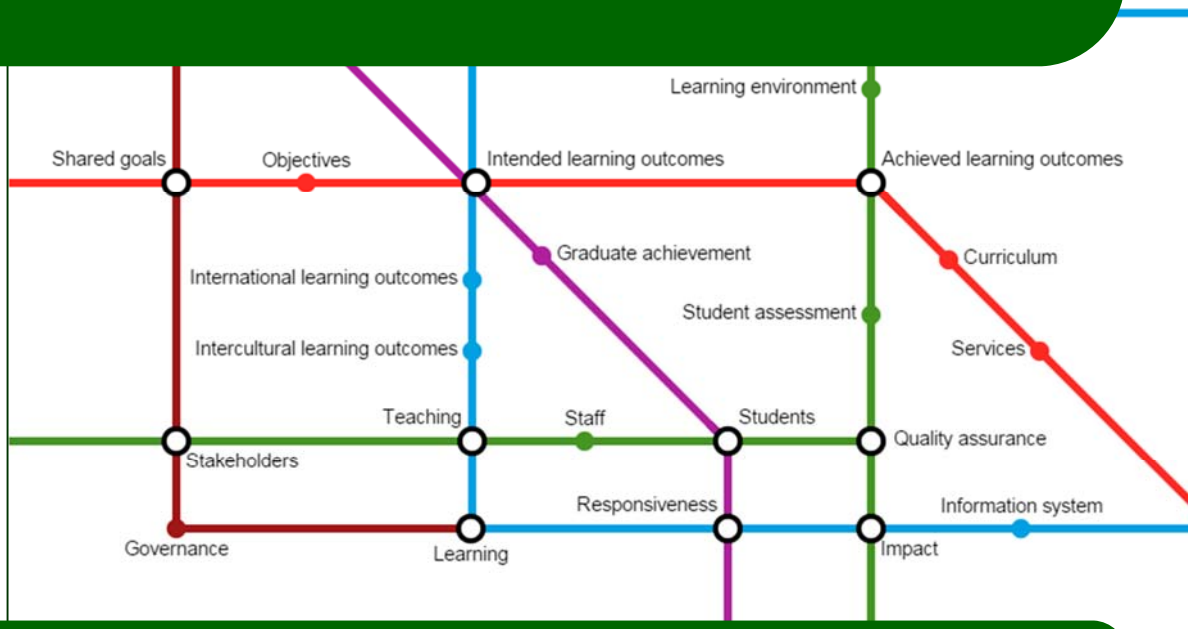
The Guide to Quality in Internationalisation



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The Guide to Quality in Internationalisation

2nd edition

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1. Introduction

Internationalisation is a complex phenomenon and is strongly influenced by the context in which it takes places. As a multidimensional concept, the realisation of internationalisation widely varies in different higher education settings. This means the context and the varied ways in which it is operationalised need to be taken into account when assessing internationalisation.

But what then is internationalisation of higher education? Definitions of internationalisation have changed and might continue to do so in the future. While the colonial-era projection of higher education to zones of influence was once considered a form of internationalisation, most would now hesitate to do so. And while international student mobility steadily developed as an important instrument for internationalisation, it has also become clear that internationalisation is much broader than cross-border activities.

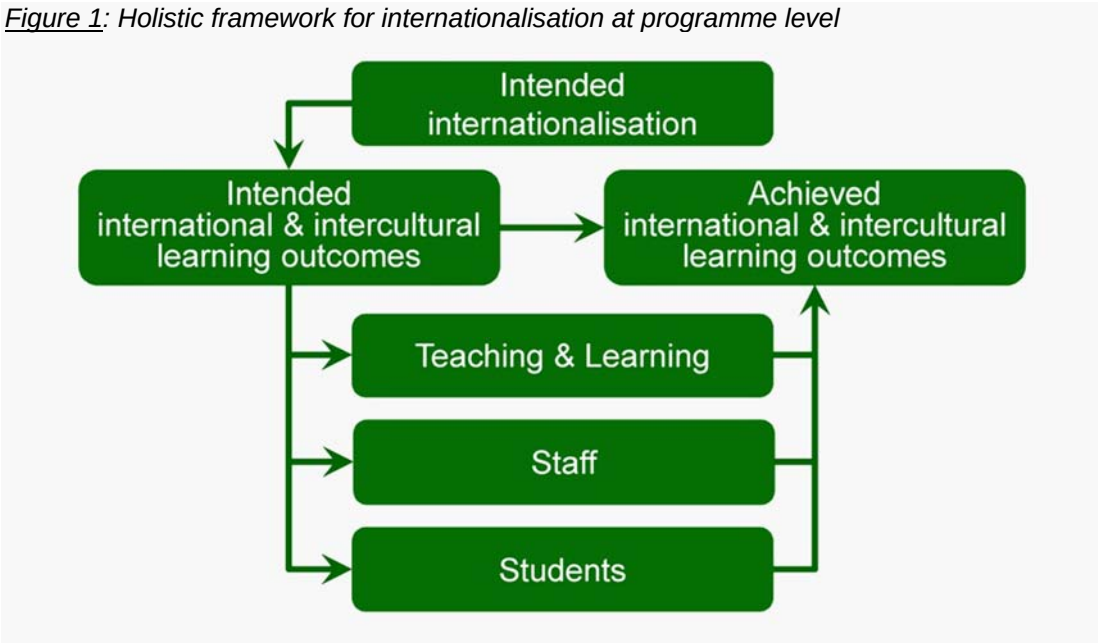
The goal of this guide is mainly to facilitate comprehensive approaches towards internationalisation. In addition, it intends to guide the self-assessment of internationalisation. In this respect, it also complements ECA's Frameworks for the Assessment of Quality in Internationalisation (hereafter: Frameworks). It therefore shows how the elements that make up the standards and the underlying criteria are to be interpreted and presents elements that can be used to substantiate realisations. In this way, this guide is intended to facilitate the self-evaluation and the external assessment of the quality of internationalisation.

In addition, by emphasising that internationalisation should have a direct impact on the quality of teaching and learning, this guide puts quality at the heart of internationalisation. It therefore presents how internationalisation activities individually and in combination can be linked to the quality of teaching and learning.

2. A framework for programmes

Internationalisation is a complex phenomenon and is strongly influenced by the context in which it takes places. As a multidimensional concept, the realisation of internationalisation widely varies in different higher education settings. This means the quality of internationalisation should be assessed in the context of the programme's internationalisation goals. From this, we can further approach internationalisation at programme level holistically.

Figure 1: Holistic framework for internationalisation at programme level



The holistic framework for internationalisation at programme level presents how different elements that impact internationalisation are related to each other. The programme's intended internationalisation is the starting point of all relations. This indicates that internationalisation should be an intentional and deliberate undertaking. It also shows that a programme's intended internationalisation should contribute to all elements that make up the teaching and learning experience. This contribution can be demonstrated through the international and intercultural components of the programme's intended learning outcomes. These are the result of the programme's intended internationalisation and a clear correspondence can therefore be demonstrated. The intended international and intercultural learning outcomes in turn directly impact teaching and learning, staff and students. These three elements need to be construed in such a way that they enable the achievement of the

international and intercultural learning outcomes. Achievement corresponds with the programme's intentions and can be transparently demonstrated.

1: Intended internationalisation

The programme's internationalisation goals are regarded as its intended internationalisation. Three elements define the intended internationalisation: the support for the programme's internationalisation goals, the use of verifiable objectives to monitor achievement of these goals, and the impact on education that the intended internationalisation should have.

1a: Supported goals

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

The ambition of the programme is considered to be the starting point for all its internationalisation activities. This ambition is referred to in the Framework as the programme's intended internationalisation and is identified through internationalisation goals. These goals need to be documented; they ought to make clear what is intended by the programme's internationalisation and position the programme's internationalisation in the institutional, national and international context.

Sometimes a programme's internationalisation goals can originate from internationalisation goals at institutional or faculty level. Institutional or faculty level goals are, however, not sufficient for internationalisation at programme level. It needs to be explained why and how these goals relate to the programme.

In higher education, a stakeholder is a person or organisation with a legitimate interest in the operation of a programme or institution. Typical internal stakeholder groups are students, staff, and management. Typical external stakeholder groups are alumni and representatives of the relevant professional field. The stakeholders are usually identified by the programme management and the staff.

With regard to sustainability and effectiveness it is important that the programme's internationalisation goals are shared and supported by its stakeholders. Shared means that these stakeholders have not just received the goals but that they can be identified as part of the programme's intended internationalisation. Supported means that the stakeholders have in some way been able to express their position and endorse the goals.

Guiding questions:

- *What are the programme's internationalisation goals?*

- *How are these goals formalised and documented? In which document can these goals be found?*
- *How do these goals cover internationalisation?*
- *If they are based on the institution's or faculty/school's internationalisation goals, how are they adopted by and made fit for the programme?*

- *Who are the stakeholders within and outside the programme?*
  - *How have the stakeholders been identified? Who are they?*
  - *How are the goals shared? Did the stakeholders contribute to these goals?*

1b: Verifiable objectives

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

Having a certain internationalisation ambition goes hand in hand with setting objectives. While goals are more strategic and long term, objectives are more concrete and shorter term. Objectives are therefore used as stepping stones to guide the proper realisation and continuous evaluation of the programme's internationalisation goals.

Objectives are understood to be reasonable, challenging, and oriented towards the overall internationalisation goals. A programme should be able to describe the correspondence between these objectives and the formulated internationalisation goals. Such a transparent correspondence facilitates the continuous monitoring of the realisation of the goals.

Verifiable objectives can be qualitative and quantitative. An objective becomes verifiable once a quantity (how much?) and/or a quality (How well? With which specific characteristics?) is included. To be complete, a timeframe must be set. Usually a set of objectives relates to the same timeframe although different timeframes per objective can provide more flexibility in a higher education context.

An example of an objective could be: Increasing the mix of cultural backgrounds in the classroom. Does this objective have a real quantitative and/or qualitative aspect? The use of the verb "increase" certainly denotes a quantitative aspect. This is not satisfactory though, since +1 can also be conceived of as an increase. As such, this objective isn't appropriately verifiable. Therefore the goal could read: Increasing the mix of cultural backgrounds in the classroom by limiting the fraction of national students to 70%. This objective can then be completed by adding a timeframe.

To add a qualitative dimension to our example we could include specific cultural backgrounds: Increasing the mix of cultural backgrounds in the classroom by including x% African and y% Asian students.

By adding both a qualitative and/or quantitative dimension and including a timeframe, we have made an objective verifiable. Another way to make objectives verifiable is by including a benchmark. A benchmark is a point of reference against which something may be measured. Benchmarking is then a process of identifying benchmarks in order to distinguish and understand good practice in order to better understand, maintain, and improve performance.

Guiding questions:

- *What are the programme's internationalisation objectives?*
    - *How are these objectives formalised and documented? In which document can these objectives be found?*
    - *How do these objectives correspond with the internationalisation goals?*
- *Are the internationalisation objectives verifiable?*
    - *Does each objective have a quantitative and/or a qualitative element? What is the timeframe for each of these objectives?*
    - *Can the achievement of the internationalisation goals be monitored through these objectives?*

1c: Impact on education

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

From the Frameworks' perspective, internationalisation should have an impact on education; it should directly contribute to the quality of teaching and learning. Internationalisation is thus not regarded as a goal in itself; it is regarded as a means to an end or as an instrument to achieve other goals. The focus is not on the internationalisation activities itself but on the purpose of this activity and how this activity can contribute to the quality of teaching and learning. This shifts the focus to outcomes and impacts, moving beyond and away from a focus on inputs and processes.

Programmes have diverse and distinctive internationalisation goals. They make clear what is intended by the programme's internationalisation and they can directly link internationalisation to teaching and learning. This link explains the goals in the context of the programme. It provides the purpose of a goal and explains how this goal contributes to the programme's quality. Why does a programme e.g. want to establish collaborative research groups? To promote student mobility? To attract more foreign students? To make students global citizens? In short, what is in it for the students and the staff?

Guiding questions:

- *Which measures are included in the internationalisation goals that relate to teaching and learning?*
- *Do these measures contribute to the quality of teaching and learning?*
    - *What is the programme's definition of quality in teaching and learning?*

2: International and intercultural learning

For meaningful internationalisation, a programme must provide appropriate international and intercultural learning. This learning is here referred to as the international and intercultural learning outcomes, i.e. the international and intercultural components of the programme's learning outcomes. Three elements play a role here: the way the intended international and intercultural learning outcomes correspond with the programme's intended internationalisation, the appropriate way in which this learning is assessed, and the actual achievement of these international and intercultural learning outcomes after successful completion of the programme.

An introduction to learning outcomes

In European higher education, learning outcomes are considered the most transparent way to present a programme's aims and objectives. In line with the *Framework for Qualifications of the European Higher Education Area*, a programme's intended learning outcomes make clear what a student is *"expected to know, understand, and be able to do at the end of a period of learning"*[1]. Intended learning outcomes are thus neither a description of the curriculum nor a wish list of graduate attributes. All intended learning outcomes are meant to be achieved by all students. Several resources are available to write learning outcomes. We here include a very short introduction and then link this to international and intercultural learning.

Learning outcomes can be considered the new lingua franca for higher education and its stakeholders. They provide an easily understandable and transparent tool to communicate about the programme and the degree awarded. They also tie together and align curriculum, teaching methods, learning environment, and student assessments. Writing - designing, you might say - learning outcomes brings about three important questions: (1) What do we want to achieve with our students by the end of the programme? (2) How can we enable this achievement through teaching and learning? (3) Which assessments will demonstrate that

[1] **Bologna Follow-Up Group**. (2005) Framework for Qualifications of the European Higher Education Area. Kopenhagen. p. 29

students actually achieve the intended learning outcomes? These questions represent the "holy trinity of learning outcomes".

Figure 2: The holy trinity of learning outcomes

The programme's intended learning outcomes provide a description of what needs to be achieved with the students by the end of the programme. Here **fitness of purpose** is important. The degree awarded (or the qualification) represents the purpose, e.g. master of science in engineering. In this example, the intended learning outcomes need to align to master's level, most often provided by a qualifications framework. In addition, they need to meet the current requirements of the discipline and of the professional field.

The teaching and learning need to correspond with the intended learning outcomes. Here **fitness for purpose** is important. Teaching and learning enable the achievement of all the intended learning outcomes. If, for example, one of the intended learning outcomes refers to presentation skills, teaching and learning need to enable achievement of these skills. The curriculum then covers presenting for an audience. If it does not, these presentation skills cannot be achieved.

The achieved learning outcomes are demonstrated through the assessment of students. These assessments show that students actually achieve the intended learning outcomes. This means also that all learning outcomes need to be assessed otherwise achievement cannot be demonstrated. In the example above the learning outcomes referred to presentation skills. For the demonstration of achievement, the students will need to have their presentation skills assessed.

What are good learning outcomes? It is important to distinguish learning outcomes from competences and from descriptors used in qualifications frameworks. Learning outcomes are SARA; they have the following characteristics:

- **Specific**

  The learning outcomes are written in a clear and unambiguous language which is understandable for all stakeholders (e.g. students, labour market) and each learning outcome includes sufficient detail.

- **Achievable**

  All students will be able to achieve all learning outcomes. The learning outcomes are purposely written for this programme and take into account the way the programme will be offered (e.g. credits, part-time, distance learning).

- **Referenced**

  The learning outcomes are referenced to the relevant qualifications frameworks (regional, national, sectoral) and to the appropriate requirements of the subject/discipline and the professional field. Not every individual learning outcome needs to be referenced; but from the intended learning outcomes the level and the subject/discipline must be clear.

- **Assessable**

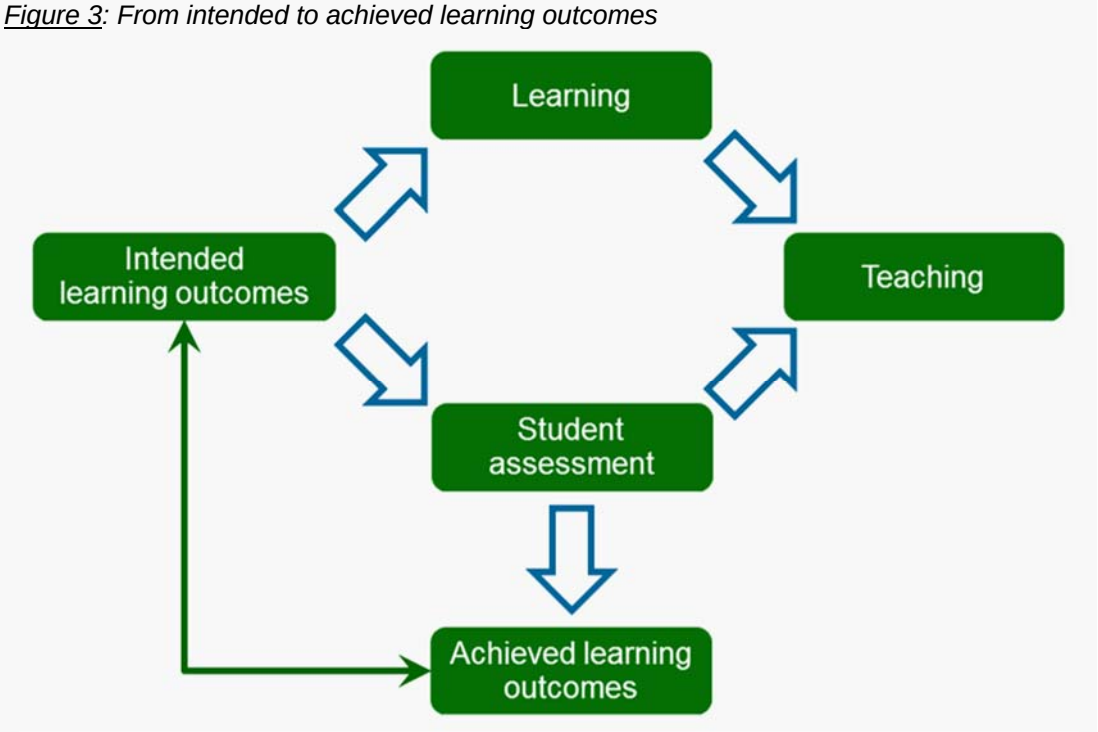
  The learning outcomes are made assessable by indicating the standard or the level of achievement and/or by including the way the outcome can be demonstrated. If you cannot answer the question "How would this be assessed?" then you do not have a learning outcome.

A good way to begin writing learning outcomes is to start with the phrase *"After successful completion of this programme, students will be able to:"* and then follow that phrase with six to nine learning outcomes. Less learning outcomes (four to six) are expected at module level.

An example better shows how we can turn a generic competence into a learning outcome. *"Being able to participate in group work"* is a competence, but it is not a learning outcome. It is too broad (not specific) and it does not make clear how a student will be able to demonstrate achievement since *participating* can be quite passive (thus not assessable). In order to improve we need to turn the competence into a real learning outcome by making it more specific and assessable. This can be done by specifying the type of group work (*debates and discussions*), by setting a standard (*productively*), and by including assessable activities (*taking the lead, presiding*). In addition, group work can be referenced to the subject/discipline or the context which in this case is internationalisation (*an international and culturally mixed group*). The resulting learning outcomes is then: *"Being able to participate in group work productively and taking the lead on occasion, presiding over debates and discussions in an international and culturally mixed group."*

As mentioned above, learning outcomes tie together and align teaching, learning and student assessments. The following figure presents this alignment.

Figure 3: From intended to achieved learning outcomes



From a programme's intended learning outcomes, the learning and the methods of assessing the learning becomes clear. The teaching and teaching methods are chosen as a result of the required learning and the chosen methods for assessing students. Student assessments, both formative and summative, are then used to demonstrate achievement of the learning outcomes. These assessment can take various forms and can in itself demonstrate the type of learning, e.g. assessment of taught content and skills, sampled assessment of module learning outcomes, observation of modelled behaviour, scrutiny of skilled mastery and/or ability to creatively adapt, personal display of adaptive mental structures, appraisal of self-regulation, and socially constructed products. The achievement of the learning outcomes can be demonstrated through various means, e.g. curriculum checklists, written documentation (tests, papers, etc.), presentations, videos of performance, group participation, authentic products, projects, portfolios, pieces of originally designed (science, music, art) projects, and original pieces of art and/or innovation.

The teaching methods are then conducive for the learning and the students assessments, e.g. scripted lessons, direct instruction, modelling, demonstration and guided practice, guided inquiry projects, and self-organised learning activities.

Read more about this topic in *An introduction to international and intercultural learning outcomes* available on ECA's website.

2a: Intended learning outcomes

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

Those responsible for a programme clarify the intended internationalisation for the programme by means of international and intercultural learning outcomes. These are the international and intercultural components of the programme's learning outcomes, in short: the intended international and intercultural learning outcomes. This of course implies that they are an integral part of the programme's general learning outcomes.

International and intercultural learning outcomes embody major current developments in higher education which are not merely local, regional or national. Higher education takes place in an increasingly interconnected world. Professional fields and labour markets exceed national boundaries and become increasingly global. The borderless development of higher education has an impact on the requirements for graduates. These expectations for graduates should not be reduced to being competent for a global labour-market. It is also about the ability to shift perspective on your subject or discipline; to see how the approaches taken and the application of your discipline can be different in other national contexts and in other parts of the world. An international learning outcome should refer to an ability to function in a certain discipline in other national contexts and regional settings of the world.

Even though we are all increasingly interconnected, we are still culturally distinct. We have different cultures and we use different languages. Cultural distinctiveness is something all graduates will be confronted with: business studies graduate end up in an international professional field and graduate nurses join hospitals with patients from other cultures and, increasingly, colleagues from other countries. This development should have an impact on the requirements for graduates. They can be expected to be interculturally competent. This expectation should not be reduced to being able to identify cultural differences and sensitivities. It is more about the ability to think and act interculturally. An intercultural learning outcome should refer to an ability to value cultures without judging, and enabling effective and appropriate communication and cooperation with people of all cultures.

There are no general or generic international and intercultural learning outcomes for higher education programmes. Each programme should design learning outcomes which suit the programme's context best and which are the result of the programme's internationalisation goals. This means that a correspondence between the international and intercultural learning outcomes and the programme's internationalisation goals can be demonstrated. This correspondence can be demonstrated in both directions. If the internationalisation goals refer to *global citizenship*, the components contributing to this citizenship are identified in the intended learning outcomes. If one of the intended learning outcomes includes *"[…]*

reports or presentations appropriate for a global audience […]"[2], it is made clear were this component fits in the internationalisation goals for the programme. Not every international and intercultural component of the learning outcomes needs to be explicitly linked to an internationalisation goal. Some of these components can of course be the result of the programme's regular goals and objectives.

Guiding questions:

- *What are the intended international and intercultural learning outcomes?*
  - *In which document can these learning outcomes be found?*
  - *How do these international and intercultural learning outcomes relate to the overall learning outcomes of the programme?*
- *Do the international and intercultural learning outcomes correspond with the programme's internationalisation goals?*
  - *How does the programme demonstrate correspondence?*

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.

Student assessment comprises the total range of written, oral and practical tests, examinations, projects and portfolios that are used to evaluate a student's progress after a period of learning. Two types of student assessments can be distinguished: formative (progress-focused) and summative (end-performance) assessments.

Assessments should determine whether students achieve the learning outcomes a programme aims for. All types of assessments can be taken into account, such as interim assessments, final examinations, final projects, research assignments, theses, and performance evaluations. They should, however, be suitable to assess the achievement of the intended international and intercultural learning outcomes. Particular attention should therefore be paid to the inclusion of international and intercultural competencies into assessment forms and/or templates.

Standard assessments are not always able to capture the international or intercultural learning outcomes. They often need to be amended or extended to test for the students' understanding of the intended international and intercultural learning outcomes of the programme. To this end, ways of gathering direct (performance-oriented) or indirect (learner-perspective) evidence must be demonstrated. In this context some assessment

[2] The learning outcomes included in this publication are reproduced from **Lokhoff, J. & Wegewijs, B.** (Eds.). (2010). *A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes*, Bilbao: University of Deusto.

approaches, like multiple-choice questionnaires for example, require additional substantiation.

Guiding questions:

- *What are the assessment methods used? In which document are these assessment methods described?*
- *How are international and intercultural learning outcomes assessed?*
    - *They are integrated into the regular (course) assessments and/or*
    - *They are assessed independently*
- *Are these learning outcomes included in standard assessment forms and templates or are they addressed separately?*
- *Why would this approach be suitable to assess international and intercultural learning outcomes in general and, specifically, to assess the programme's international and intercultural learning outcomes?*

2c: Graduate achievement

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

Suitable student assessments can transparently demonstrate whether the graduates of the programme actually achieve the international and intercultural learning outcomes the programme is aiming for. All the assessments used within the programme can be a direct demonstration of graduate achievement.

Additionally an indirect demonstration of graduate achievement may be presented. Most popular indirect demonstrations are alumni and labour market appraisals of what the programme's graduates know, understand, and demonstrate. These indirect demonstrations, however, cannot replace direct demonstrations. They merely provide additional information.

There is a common misconception that a period abroad more or less automatically leads to acquiring a certain level of international and intercultural learning (outcomes). It is known from research, however, that this is not the case if the study period abroad did not purposefully aim to achieve this. In order to purposefully aim for the achievement of the international and intercultural learning outcomes, those responsible for the programme first need to identify which of the programme's intended learning outcomes will be (partly) achieved through the period abroad and inform the outgoing students accordingly. Second, the students' achievement of international and intercultural learning outcomes should be assessed during and/or after their stay abroad.

Guiding questions:

- *Which demonstration does the programme provide for the achievement of its graduates?*
    - *Are the achievements demonstrated directly through student assessments?*
    - *Are the achievements also demonstrated indirectly through e.g. alumni and labour market appraisals?*
- *Are the intended international and intercultural learning outcomes achieved?*
    - *Can the assessments demonstrate that the graduates have achieved the intended international and intercultural learning outcomes?*
    - *If there is indirect demonstration, does this point in the same direction?*

3: Teaching and Learning

Teaching and learning relate to setting in which the students should be able to achieve the learning outcomes. Three elements play a role here: the curriculum, the teaching methods, and the learning environment. These elements should explicitly correspond with the intended international and intercultural learning and thus provide the means to achieve these learning outcomes.

3a: Curriculum

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

A curriculum is understood to be the coherent and structured set of educational content (courses, modules, etc.) covered by a programme and, when completed successfully, leading to a degree. The curriculum should provide students with the necessary learning opportunity to achieve the intended international and intercultural learning outcomes.

If for instance the graduates of a Bachelor of Nursing are supposed to *be able to teach, supervise and assess junior colleagues in professional practice*, the curriculum should cover (and assess) this type of teaching, supervising, and assessing. An easy way to document correspondence is a matrix with on one axis the intended international and intercultural learning outcomes and on the other axis all the courses, modules, etc.

The same type of correspondence should also exist between the intended international and intercultural learning outcomes and both the teaching methods and the learning environment. Curriculum, teaching methods, and learning environment constitute the teaching-learning setting in which the students should be able to achieve the intended international and intercultural learning outcomes.[3]

Guiding questions:

- *What is the content and structure of the curriculum?*
  - *In which document(s) are the content and structure of the curriculum described?*
- *Does the curriculum enable the achievement of the intended learning outcomes?*
  - *How is the correspondence between the curriculum and the intended international and intercultural learning outcomes demonstrated?*

3b: Teaching methods

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

From a teacher's perspective the teaching methods refer to the principles and methods of instruction and to the ways of presenting teaching materials or conducting teaching activities. Commonly used teaching methods may include demonstration, lecturing, recitation, memorisation, or combinations of these. The choice of the teaching method or methods to be used depends mainly on the intended learning experience, but it may also be influenced by the aptitude and interest of the students. If the graduates of a Master of Arts in History are expected to *be able to participate in group work productively and to take the lead on occasion by presiding over debates and discussions in an international or multicultural group*, this should also have repercussions on the teaching methods. In this case the teaching methods need to enable class participation and provoke discussion. It should include work in smaller and mixed groups, where the teacher may coach students to chair groups or preside debates.

If a programme is intended to provide an even wider global perspective, the work situation in different settings could be simulated and the assessment method adjusted accordingly. Teachers in a physiotherapy programme for example simulate the setting of a rural hospital in a developing country. Students are given the tools and resources available in those hospitals and are required to run diagnostic tests and propose treatment. The proposed

[3] The learning outcomes included under Standard 3 are actual programme learning outcomes reproduced in **Lokhoff, J. & Wegewijs, B.** (Eds.). (2010). *A Tuning Guide to Formulating Degree Programme Profiles Including Programme Competences and Programme Learning Outcomes*, Bilbao: University of Deusto.

treatment takes into account whether the patients will be seen again and whether the patient will have to take care of the treatment him or herself. The programmes intentions are to take students out of their comfortable environment and provide a hands-on approach in teaching them a global perspective on diagnostic testing.

Guiding questions:

- *Which teaching methods are used?*
    - *In which document(s) are these teaching methods described?*
- *Do the teaching methods enable the achievement of the intended learning outcomes?*
    - *How is the correspondence between the teaching methods and the intended international and intercultural learning outcomes demonstrated?*

3c: Learning environment

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

From a student's perspective learning environment refers to the entire range of conditions and activities which determine the learning process; it consists of an enabling context, adequate resources, and a set of tools. It is the sum of the internal and external circumstances and influences affecting the learning process. The learning environment can consist of international classrooms, computer-supported systems, virtual environments, student placement abroad, etc. If the graduates of a Doctorate in High Energy Physics are supposed *to be able to work in large international groups appreciating different national and cultural traditions and ways of working*, this should have repercussions on the learning environment. In this case the setting in which learning takes place needs to accommodate working in large international groups. Additionally, the students' activity in these large groups ought to be versatile, paying tribute to different cultural traditions.

Another example comes from the field of visual arts. In order to provide students with a stronger international learning environment, programmes have been connected across borders. In the case of documentary filmmaking, students work on a project with a colleague in another programme abroad, most often in another continent. In some cases, they are asked to give feedback on each other's work; in other cases, they are obliged to present one final project. In the learning environment arising issues (or sometimes even provoked issues) are discussed with respect to cultural differences and the impact these have on cross-border cooperation. In addition, different professional requirements for the graduates (e.g. mass media versus independent filmmaking) are used to provide an international perspective on field production techniques.

Guiding questions:

- *Which learning environment is created?*
    - *In which document(s) is this learning environment described?*
    - *Does the learning environment enable the achievement of the intended learning outcomes?*
- *How is the correspondence between the learning environment and the intended international and intercultural learning outcomes demonstrated?*
    - *Is it possible for students of this programme, in the learning environment provided, to achieve all the intended international and intercultural learning outcomes*

4: Staff

The quality of education and student performance strongly depend on the staff. Both the teaching and the administrative staff provide an essential contribution to a programme's internationalisation. Three elements play a role here: the composition of the staff involved, the experiences and competences of the staff, and the services that are provided to the staff.

4a: Composition

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

The composition of the academic and administrative staff contributes in an important way to the overall quality of a programme. Quantity of staff refers to the number of staff deployed in the programme. Quality of staff refers to their qualifications in a broad sense. It does not only refer to their subject-/discipline-specific knowledge, but also refers to their teaching skills and experience. These may be demonstrated through their curriculum vitae or portfolio.

Guiding questions:

- *How is the administrative and teaching staff composed?*
    - *What is the quantity of the staff?*
    - *What are the qualifications of the staff?*
    - *Do these staff members have the required qualities to support their students in achieving the intended international and intercultural learning outcomes?*

4b: Experience

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

Differences in the composition of the staff may support differentiation between programmes in the same subject area. The international (and intercultural) experiences and competences of the deployed teaching staff essentially determine whether a programme will enable all students to achieve its international and intercultural learning outcomes. The further development of higher education and research takes place in a global context. An international experience improves the staff's competency to consider and include these developments and, more importantly, the international aspects of their discipline.

Guiding questions:

- *What are the staff's international experiences?*
- *What are the staff's intercultural competences?*
    - *How are the staff's intercultural competences demonstrated?*
- *What are the staff's language skills?*
    - *How are the staff's language skills demonstrated?*

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.

In the beginning of their teaching career staff members cannot be expected to embody all the relevant international experiences and/or intercultural competences. On the other hand experienced staff members should be allowed to update the acquired international experiences, intercultural competences, and/or additional language skills. In both cases the institution should provide opportunities for staff members to acquire these competencies. Such services can be offered in various forms and should, in some cases, be mandatory.

Most services are offered reactively, to address concerns or to deal with competency gaps. These services can be also be offered proactively by offering them in advance of anticipated demand or in anticipation of potential changes in the teaching and learning setting. In this way, these services actively provide support to staff in order to better meet the programme's international and intercultural activities and/or aspirations.

Guiding questions:

- *Which services are provided to staff?*
    - *How are these services provided (proactively, reactively, voluntary, obligatory, etc.)?*

- *How is the correspondence between the services to staff and the staff composition demonstrated?*
- *How is the correspondence between the services to staff and the enablement of international experiences, intercultural competences and language skills demonstrated?*

5: Students

Internationalisation should have a direct impact on students learning (standard 2 and 3) but also on the students' study experience. Three elements play a role here: the composition of the student group, the internationalisation experiences of the students and the services that are provided to the students.

5a: Composition

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

The composition of the student group will shape the way individual students can gain international and intercultural experiences. The student group does not have to be in any way mixed. Both student bodies with students from all continents and national student bodies can provide opportunities for international and intercultural teaching and learning. It depends on the programme's internationalisation goals, however, at what level this is the case. The student group composition must therefore correspond with these internationalisation goals. Internationalisation at home is, for example, an important internationalisation goal of many institutions and programmes. Here the focus is not necessarily on different nationalities or cultures in the classroom but on creating the best environment for the student group. Some popular examples that might be important for the student group are virtual mobility, collaborative (online) international learning, and integration of students from immigrant backgrounds.

Guiding questions:

- *How is the student group composed?*
  - *Which type of backgrounds do students have?*
  - *Are other means used to mix students, e.g. collaborative international learning, virtual mobility, etc.?*
  - *How is the correspondence between the student group composition and the programme's internationalisation goals demonstrated?*

5b: Experience

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

The internationalisation experience is here understood to be all the experiences a student has in which international and intercultural competences can be practiced and further developed. An internationalisation experience does not necessarily imply that students have to spend time abroad. Mandatory and optional periods abroad (student exchange, research projects, internships, etc.) can, of course, lead to an internationalisation experience. But there are other ways to gain such experiences. A programme can organise international collaborative learning in its classroom, can ask students to engage in the activities of an institution's international student body, and can organise virtual mobility of staff or students.

In all cases the international experience of the student group must correspond with the programme's internationalisation goals.

Guiding questions:

- *What are the internationalisation experiences gained by students?*
  - *Internationalisation at home, mobility, etc.*
  - *Are these experiences for all students and are they obligatory or voluntary?*
  - *How is the correspondence between the international experiences and the programme's internationalisation goals demonstrated?*

5c: Services

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.

Services provided to students should be interpreted as broadly as possible and can thus be both curricular and extra-curricular. The quality of the services provided should be satisfactory according to the students. However, the range of services that should be offered depends on the student group composition. A homogenous national student group mainly involved in virtual mobility requires different services than a heterogeneous multinational student group with mandatory periods abroad. In any case, all students (national and international) should be able to make use of a broad range of integrated services before, during, and after their studies. These services can be offered reactively, when demanded by students, but also proactively, in advance of demand and to ensure better students' use.

A wide range of extra-curricular services can support the programme's internationalisation goals. Red-tape-to-red-carpet initiatives are an example of how the admission phase can be

streamlined for international students. A buddy system is an example of how new students can smoothly be welcomed into both the institutional and societal fold.

A demonstration of how the programme meets the demand of its student body is of course required. Here, feedback and surveys can provide the necessary information.

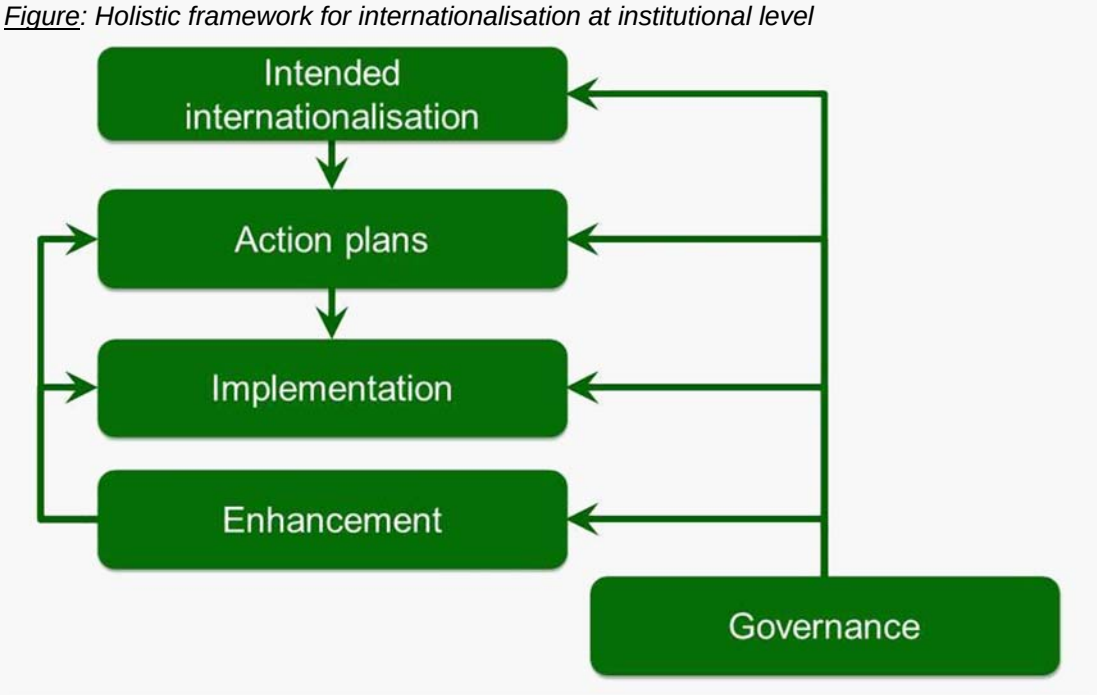
Guiding questions:

- *Which services are provided to students?*
    - *How are these services provided (proactively, reactively, voluntary, obligatory, etc.)?*
    - *What is the quality of the services according to students and alumni?*
    - *Are these services curricular and/or extracurricular?*
    - *How is the correspondence between these services and the student group composition demonstrated?*

3. A framework for institutions

Since internationalisation is contextual, its quality should be assessed in the context of the institution's internationalisation goals. By setting standards, these goals are expected to be meaningful. They should have an effect on the institution's plans for action in several dimensions. The implementation of internationalisation, here regarded as the realisation of action plans must, of course, be demonstrated. Internationalisation should, additionally, be directly included in the institutional quality assurance system. Finally, the institution's governance must prove to be enabling the coherent implementation of all elements related to institutional internationalisation.

Figure: Holistic framework for internationalisation at institutional level



1: Intended internationalisation

The institution's internationalisation goals are regarded as its intended internationalisation. Three elements define the intended internationalisation: the support for the programme's internationalisation goals, the use of verifiable objectives to monitor achievement of these goals and the impact on education that the intended internationalisation should have.

1a: Supported goals

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

The ambition level of the institution is considered the starting point for all internationalisation activities. This ambition level is referred to in the Frameworks as the institution's intended internationalisation and is identified through internationalisation goals. These goals need to be documented; they ought to make clear what is intended by the institution's internationalisation.

An institution's internationalisation goals may originate from goals at another (e.g. national) level. These can only serve as a reference point, however. An institution needs to explain why and how these goals relate to and specifically suit the institution.

With regard to sustainability and effectiveness it is important that the institution's internationalisation goals are shared and supported by its stakeholders. Shared means that all stakeholders can identify the institution's intended internationalisation; supported means that all the stakeholders in some way contribute to its achievement.

Guiding questions:

- *What are the internationalisation goals?*
  - *In which document can these goals be found?*
  - *Do they cover internationalisation?*
  - *Do they make clear what the institution intends to achieve with its internationalisation?*
  - *If they are based on the other internationalisation goals (e.g. national), how are they adopted by and made fit for the institution?*
- *Who are the stakeholders within and outside the institution?*
  - *Are the stakeholders explicitly identified?*
  - *Do the stakeholders support the internationalisation goals?*
  - *In which way can/do they contribute to achievement of these goals?*

1b: Verifiable objectives

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

Having a certain internationalisation ambition goes hand in hand with setting objectives. These objectives will guide the proper implementation and evaluation of the institution's internationalisation goals. Monitoring may include benchmarking.

Objectives are understood to be reasonable, challenging and oriented towards the overall internationalisation goals of the institution. An institution should be able to describe the

correspondence between these objectives and the formulated internationalisation goals. Such transparent correspondence facilitates the continuous monitoring of the correspondence.

Verifiable objectives can be qualitative and quantitative. An objective becomes verifiable once a quantity (How much?) and/or a quality (How well? With which characteristics?) is included. To be complete, a timeframe must be set. Generally a set of objectives relates to the same timeframe although different timeframes per objective can provide more flexibility in a higher education context.

An example of an objective could be: *Increasing the mix of cultural backgrounds in the student body*. Does this objective have a real quantitative and/or qualitative aspect? The use of the verb "increase" certainly denotes a quantitative aspect. This is not satisfactory though, since +1 can also be conceived of as an increase. Therefore the goal could read: *Increasing the mix of cultural backgrounds in the student body by limiting the fraction of national students to 60%*.

Another dimension could be added by defining specific cultural backgrounds: *Increasing the mix of cultural backgrounds in the student body by including x% African and y% Asian students*.

To be complete, the objective should be supplemented with a timeframe.

Guiding questions:

- *What are the internationalisation objectives?*
    - *In which document can these objectives be found?*
    - *Are the internationalisation objectives verifiable?*
    - *Does each objective have either a quantitative or a qualitative element?*
- *Can the achievement of the internationalisation goals be monitored through these objectives?*
- *Do these objectives correspond with the internationalisation goals?*

1c: Impact on education

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

From the Frameworks' perspective, internationalisation should have an impact on education; it should directly contribute to the quality of teaching and learning. Internationalisation is thus not regarded as a goal in itself; it is regarded as a means to an end or as an instrument to achieve other goals. The focus is not on the internationalisation activities itself but on the purpose of this activity and how this activity can contribute to the quality of teaching and learning. This shifts the focus to outcomes and impacts, moving beyond and away from a focus on inputs and processes.

Institutions have diverse and distinctive internationalisation goals. They make clear what is intended by the institution's internationalisation and they can directly link internationalisation to teaching and learning. This link explains the goals in the context of the institution. It provides the purpose of a goal and explains how this goal contributes to the institution's quality. Why does an institution want to establish global/regional strategic partnerships? To promote student mobility? To attract more foreign students? To make students global citizens? In short, what is in it for the students and the staff?

Guiding questions:

- *Which measures are included in the internationalisation goals that relate to teaching and learning?*
- *Do these measures contribute to the quality of teaching and learning?*
    - *What is the programme's definition of quality in teaching and learning?*

2: Action plans

The institution's action plans demonstrate the actual work in progress. Three elements define the appropriateness of these action plans for the intended internationalisation: the fitness for purpose of the action plans, the dimensions covered by the action plans and the instruments and resources available to support the action plans.

2a: Fitness for purpose

The institution's internationalisation plans ensure the achievement of its internationalisation goals.

The institution's intended internationalisation is supposed to be actual work in progress. An institution should therefore have internationalisation plans (action plans) in place that are fit for purpose: they are designed in such a way that achieving the intended internationalisation seems realistic. In some cases, institutions include these action plans in the documentation describing their internationalisation goals.

These plans should outline the steps to be taken, or activities to be performed. If these steps are taken and/or these activities are performed as planned, it should be assumed that the institution is making progress towards the achievement of its internationalisation goals.

Sound internationalisation plans also include the following elements. First, they define specific tasks outlining what will be done and by whom. Second, they comprise a timeline indicating when measures will be taken. Third, they allocate specific resources for specific activities.

Guiding questions:

- *Which are the relevant action plans of the institution?*
    - *Where (in which documents) can these action plans be found?*
    - *Are these action plans part of the overall action plans of the institution?*
    - *If not, how do these action plans relate to the overall action plans of the institution?*
- *Do the action plans correspond with the institution's internationalisation goals?*
    - *How does the institution demonstrate correspondence?*

2b: Dimensions

The institution's internationalisation plans appropriately include at least the following dimensions: "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students".

The institution can demonstrate that its internationalisation plans cover a specific set of dimensions. These dimensions relate directly to the teaching and learning environment created by the institution. Consequently specific attention must be given to international and intercultural learning outcomes. These are important because they clearly demonstrate the impact of internationalisation on the quality of the education provided and consequently prove the relevance of the institution's internationalisation for students, graduates and the labour market.

It may be noted at this point that the dimensions covered by internationalisation plans should not be limited to the dimensions of teaching and learning. Depending on the profile of the institution, these plans may also refer to research and service to society. Universities will, of course, cover internationalisation of research in their action plans as well. And, as mentioned above, the links between the institution's internationalisation plans and its internationalisation goals should be explicit.

Guiding questions:

- *Which dimensions are covered by the action plans?*
    - *Are all the relevant dimensions ("international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students") covered?*

- *Are the relevant dimensions appropriately covered?*
    - *Which prominent actions relate to each of the dimensions?*
    - *Is this coverage generally suitable and in line with the internationalisation goals?*

2c: Support

The institution's internationalisation plans are complemented by specific institution-wide instruments and adequate resources.

Action plans require appropriate support. An institution provides support through specific institution-wide instruments and through adequate resources. These must be allocated in such a way that the internationalisation plans can be implemented effectively. Instruments and resources may vary but will comprise time, funds, support systems, equipment and services.

In an institutional context, the international office is probably the most visible institution-wide instrument for internationalisation. It should be clear to the (internal) stakeholders how the international office is instrumental in implementing the institution's internationalisation plans in concrete ways. This requires explicit links between the action plans and (the activities and resources of) the international office.

Guiding questions:

- *Which instruments and resources has the institution put in place?*
    - *Do these relate to time, funds, support systems, equipment and services?*
    - *How are they related to (the dimensions covered by) the internationalisation plans?*
- *Do these instruments and resources contribute to the effective implementation of the internationalisation plans?*
    - *Are there explicit links between the internationalisation plans and these instruments and resources?*
    - *Are the resources adequate?*

3: Implementation

The proof of the pudding is in the eating: the actual implementation of internationalisation. The following elements are essential to demonstrate implementation: a functional management information system, information-driven management of internationalisation and the demonstration of realisations through documented outcomes and results.

3a: Information system

The institution has a functional management information system which enables it to collect and process relevant information regarding internationalisation.

To fulfil its internationalisation goals and plans, it is essential to have the necessary information. But where does the information regarding internationalisation activities come from? An institution needs to be able to collect and process relevant information and therefore a functional management information system is essential. These systems provide information needed to manage their internationalisation activities efficiently and effectively. The focus here is on having a system in place, not on its use. (Its use is dealt with under 3b. Information-driven management) Management information systems are distinct from other information systems in that they are used to analyse and facilitate strategic and operational activities. Most of the management information systems produce reports based on the institution's activities and primary data sources.

The management information system must cover the relevant areas of the institution's internationalisation plans and should therefore not be limited to internal data and information. Relevant information should therefore be interpreted first as internal and external information and second as relevant for the institution's goals and action plans.

Guiding questions:

- *Does the institution have a management information system?*
    - *How does this system function?*
    - *Does it cover strategic and operational activities?*
- *Can this management information system be used to collect and process relevant information regarding internationalisation?*
    - *Which information can it collect and process?*
    - *Does it cover internal and external data?*
    - *Is this relevant for the implementation of internationalisation, for the institution's goals and action plans?*

3b: Information-driven management

The institution makes use of processed information for the effective management of its internationalisation activities.

A management information system is a useful tool only insofar as it supports management in an effective way. The purpose of a management information system is to generate synthesised and processed information. In order to successfully manage internationalisation

activities, an institution needs to make good use of the processed information. The focus is on making use of the information (produced by the management information system) to effectively manage internationalisation activities, i.e. information-driven management, and thus not on just having information. (Having information and an information system is dealt with under 3a. Information system.) The information needs to be used in such a way that the management of internationalisation activities is effective and thus has the intended and expected outcomes.

Information-driven management can demonstrate how the information provided by the management information system is made use of and how this supports the effective management of internationalisation activities.

Guiding questions:

- *Which information does the institution make use of?*
    - *Is this information processed by its management information system?*
    - *Does it cover strategic and operational activities?*
    - *Why is this information used, what are the intended and/or expected outcomes?*
- *Does the processed information support the management of internationalisation activities?*
    - *Does the information enable management of internationalisation activities?*
    - *Is the information used in an effective way, in such a way that the internationalisation activities have the intended and/or expected outcomes?*

3c: Realisations

The institution can demonstrate the extent to which its internationalisation plans are realised through documented outcomes and results.

Institutions should document realisations, such as (intermediate) outcomes and results of their internationalisation plans. A transparent outline of an institution's realisations in the field of internationalisation reinforces internal and external stakeholder support. Here, it is important to connect plans and realisations directly: which realisations are direct outcomes of internationalisation plans? In the same way, institutions can improve their internationalisation goals, plans and implementation by analysing how outcomes which are not the result of its plans have come about.

The institution needs to demonstrate to what extent the internationalisation plans are realised.

Guiding questions:

- *Are the outcomes and results documented?*
    - *In which document(s) are outcomes and results included?*
    - *Which sources are used to demonstrate the realisations?*
- *Which (part of the) internationalisation plans are realised?*
    - *How is the correspondence between the documented outcomes and results on the one hand and the internationalisation plans on the other hand demonstrated?*

4: Enhancement

A quality culture (in internationalisation) can be developed and stimulated by focussing on enhancement. The following elements characterise the overall enhancement of internationalisation: an internal quality assurance system which covers internationalisation, the use of internationalisation approaches in that system and the involvement of stakeholders.

4a: Measures for enhancement

As a result of periodic evaluations of all internationalisation dimensions and activities, the successful implementation of measures for enhancement can be demonstrated.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area state that institutions should commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. This also extends to an institution's internationalisation activities. The action plans and internationalisation activities should then be an integral part of the institution's strategy for continuous enhancement of quality. The internal quality assurance system should therefore at least cover the following internationalisation dimensions: "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students".

Student mobility is a very visible example of an internationalisation activity and most institutions already have methods to ensure and enhance the quality of mobility. Institutions regularly use quantitative indicators, such as course completion rates or credits earned ratios. Qualitative approaches, such as the international or intercultural competences

gained, are not that common although several instruments have been developed and are still under development.

The institution should give examples of how measures for enhancement resulting from the internal QA system have been implemented.

Guiding questions:

- *Does the institution have a strategy for the continuous enhancement of quality?*
- *How is the internal quality assurance system organised?*
- *Are all internationalisation dimensions and activities covered?*
    - *How are the following dimensions covered: "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students"?*
- *Are there any examples of how measures for enhancement stemming from periodic evaluations have been implemented?*

4b: Approaches for enhancement

The institution utilises internationalisation approaches as part of its regular quality assurance activities in order to enhance the quality of its education.

Internationalisation of the institution also influences its internal quality assurance system. It provides additional opportunities for quality enhancement in all the institution's activities. An institution can be expected to make use of these opportunities and include these approaches into its regular internal quality assurance system. Most common approaches are international benchmarking and peer learning. These types of enhancement activities are thus not limited to internationalisation; they are common approaches in the fields of education, research and service to society as well.

Internationalisation approaches can be essential building blocks of an institution's internal quality assurance system and then they become essential elements. They can however also be used only once or very irregular and then they are regarded as supplementary activities.

Guiding questions:

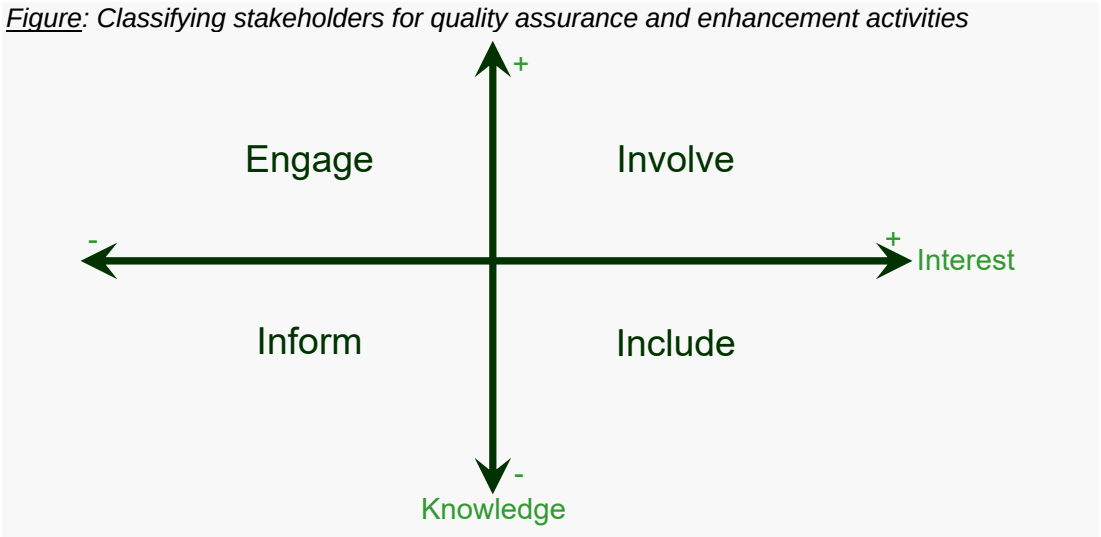
- *Which internationalisation approaches are part of the institution's quality assurance and enhancement activities?*
    - *Are these approaches essential elements of these activities or are they one-off/irregular supplementary activities?*

4c: Stakeholders involvement

The institution actively involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation.

An institution with internationalisation goals should have identified its specific stakeholders, both national and international. These stakeholders can play an active role in the institution's enhancement activities. Stakeholders can be roughly identified by the level of their knowledge and by their interest in the institution.

Figure: Classifying stakeholders for quality assurance and enhancement activities



Knowledge here refers to both knowledge and experience and more particularly to the information these stakeholders can contribute. Interest refers to the importance attributed to the institution and more particularly to the likelihood that these stakeholders will actively contribute.

From combining the level of knowledge and interest, we can classify the stakeholders and ascertain how we should involve these in quality assurance and enhancement activities:

- Knowledgeable and interested: these are the stakeholders that an institution should fully **involve** in its quality assurance and enhancement activities;
- Knowledgeable but less interested: these are the stakeholders that require an additional effort from the institution to **engage** them in its quality assurance and enhancement activities;
- Less knowledgeable but keenly interested: these are the stakeholders that an institution should **include** in a satisfactorily way (for both parties) in its quality assurance and enhancement activities, mainly as a safeguard from major issues;

- Less knowledgeable and less interested: these are the stakeholders that an institution should monitor and **inform** about its quality assurance and enhancement activities, mainly as an open invitation to join in.

The members of the institution's international network can, for example, be identified as knowledgeable and interested stakeholders. These institutions should then be involved in the institution's critical enhancement activities.

Figure: Stakeholder engagement trade off

The issue here is about all stakeholders and their specific contribution to quality assurance and enhancement activities regarding internationalisation. For example, incoming exchange students who are leaving or have left the institution can be regarded as knowledgeable about certain aspects of the institution's internationalisation but they are probably less interested to contribute. An institution needs to actively engage them, reach out to them in order to get feedback on the institution's services and facilities for international students.

Guiding questions:

- *Who are here the stakeholders within and outside the institution?*
    - *Are the stakeholders explicitly identified? (Refer to standard 1a if relevant.)*
- *How are these stakeholders involved in quality assurance and enhancement activities regarding internationalisation?*
    - *Are they explicitly involved in activities regarding internationalisation or is it more general?*

5: Governance

Good governance ensures the continuity of internationalisation plans and activities. Three elements define the appropriateness of institutional governance for internationalisation: clearly defined and allocated responsibilities regarding internationalisation, an effective organisational structure, decision-making processes and leadership, and responsiveness to input from within and outside the institution.

5a: Responsibilities

The responsibilities regarding the institution's internationalisation (goals, plans, implementation and enhancement) are clearly defined and allocated.

Governance is the act of governing, it is what a governing body does or governing bodies do. Governance and management are not necessarily interchangeable concepts.
Any formal organisation needs to define and allocate responsibilities. Here, an institution needs to define all responsibilities regarding internationalisation and then allocate these responsibilities to the appropriate positions or bodies. These responsibilities are documented; the individuals, groups and bodies to which these responsibilities are allocated are aware of their duties. This means it is transparently clear who makes which decisions regarding internationalisation but also who is actually accountable.

An easy way to document responsibilities is a matrix with on one axis all identified responsibilities regarding internationalisation and on the other axis all relevant institutional positions or bodies.

Guiding questions:

- *Which are the responsibilities regarding internationalisation?*
    - *How are these responsibilities defined and documented?*
- *To which individuals, groups and bodies have these responsibilities been allocated?*
    - *Where are these allocations documented?*
    - *Are the individuals, groups and bodies concerned aware of their duties?*

5b: Effectiveness

The organisational structure, decision-making processes and leadership (regarding internationalisation) support the realisation of the institution's internationalisation goals and action plans.

Organisational structure, decision-making processes and leadership all have a bearing on the degree to which the institution's internationalisation goals will be achieved as well as on the successful implementation of its internationalisation plans. Leadership in particular supports the realisation of internationalisation goals and action plans when prioritising efforts, allocating resources and delegating responsibilities.
Effectiveness means "organising the right thing" to realise the institution's goals and plans. Efficiency would refer to "organising things right" and includes the cost-minimising allocation of time and resources. The focus here is on effectiveness. Efficiency is of course also important but more contextual and harder to grasp in the course of a regular assessment.

"Organising the right thing" means that the organisational structure, decision-making processes and leadership regarding internationalisation are clearly linked to the goals and action plans. Institutions can demonstrate through measures taken and approaches used how their governance successfully supports the realisation of these goals and action plans.

Guiding questions:

- *Do the organisational structure, decision-making processes and leadership explicitly accommodate internationalisation?*
    - *How is this demonstrated?*
- *Do the organisational structure, decision-making processes and leadership support the realisation of internationalisation goals and plans?*
    - *Is the link between the organisational structure, decision-making processes and leadership and the internationalisation goals and plans transparent and explicit? Is this link documented?*
    - *Which measures and approaches demonstrate the extent to which governance supports the realisation of internationalisation goals and plans?*

5c: Responsiveness

The institution can demonstrate that it readily reacts to input from within and outside the institution regarding internationalisation activities.

In the governance structure of higher education, internal and external stakeholders play a critical role. However, it is not their participation which is the issue here. Rather it is the institution's responsiveness to input from within and outside the institution. This is an important aspect for the sustainability of the institution's internationalisation.

Responsiveness depicts the manner in which the institution responds to input and may take many forms, such as proactively gathered information, direct feedback and complaints.

Responsiveness may be a feature of formally organised structures in which stakeholders (such as students, staff, representatives from the professional field, etc.) participate. It may likewise refer to the processing of input that arrives informally, via, for example, international networks, the institution's website and social media. Regardless of the inputs' origin, an institution should carefully consider whether it needs to limit its reactions and/or responses to the originating audience or to convey reactions and/or responses more widely.

An institution can demonstrate responsiveness most effectively if it can identify inputs and appropriate responses to these inputs. These responses can be towards the relevant stakeholders and, in addition, through improvement measures.

Guiding questions:

- *Which inputs from within and outside the institution (with a focus on internationalisation activities) can the institution identify?*
    - *Can these inputs be classified as (proactively) gathered or (passively) received?*
    - *Is the gathering/receiving of input included in formally organised structures?*
- *Which reactions are presented to demonstrate responsiveness?*
    - *Can these reactions be demonstrably linked to inputs?*
    - *Are reactions also directed to audiences that did not provide the original input?*

4. Conclusion

Although this publication mainly endeavours to present how the quality of internationalisation can be assessed, the overall intention has been to demonstrate that internationalisation can take many different forms and entails much more than singular activities. This also means that there is no comprehensive guidebook to internationalise higher education. This guide therefore also needs to be regarded as contextual.

From assessing the quality of internationalisation, we can learn how creative institutions and programme are in developing internationalisation approaches. The wide scope of these approaches and the self-evident way in which internationalisation takes root in all sectors of the higher education community, tells us that the end of internationalisation (or “the conclusion of internationalisation”) is not near. In this sense, this chapter should have been labelled “Inconclusion”.

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