

Assessment report

UNIVERSIDAD CEU CARDENAL HERRERA



Certificate for Quality in Internationalisation



The European Consortium for
Accreditation in Higher Education

Assessment report

- UNIVERSIDAD CEU CARDENAL HERRERA

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European Consortium for Accreditation in Higher Education



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Glossary

CEINDO	CEU's International Doctoral School
CEU CH	Universidad CEU Cardenal Herrera
COIL	Collaborative Online International Learning
CRUE	Spanish Universities' Rectors' Conference (Conferencia de Rectores de Universidades Españolas)
DISC	Dominant, Influential, Stable, Conscientious (sales method)
EAIE	European Association for International Education
EHEA	European Higher Education Area
ER	Rectoral Team
ESG	Standards and Guidelines for Quality Assurance in the EHEA
FUSP-CEU	Fundación Universitaria San Pablo - CEU
HR	Human Resources
IAB	International Advisory Board
ILOs	International Learning Outcomes
IQAS	Internal Quality Assurance System
IRO	International Relations Office
NAFSA	Association of International Educators
PEIP	Projects for Innovation in Education
SDG	Sustainable Development Goals
SER	Self-Evaluation Report
SUCTI	Systemic University Change Towards Internationalisation project
UDEC	Unit for Strategic Development and Quality
UN	United Nations
VEVU	Office of the Vice-Rector for Students and University Life
VIDEC	Office of the Vice-Rector for Strategic Development and Quality
VINT	Office of the Vice-Rector for Internationalization
VOAP	Office of Vice-Rector for Academic Affairs and Academic Staff
VING	Office of the Vice-Rector for Research
WASB	World Ambassador Student Board



1. Executive summary

The University CEU Cardenal Herrera was assessed by the Agency for Quality of the Basque University System (Unibasq). Unibasq convened an assessment panel which studied the self-evaluation report and undertook a site visit in Alfara (Valencia, Spain), 28-29 October 2021.

The internationalisation goals for the CEU Cardenal Herrera University are well documented. The goals are shared and supported by stakeholders mainly within the institution. The objectives on internationalisation have been formulated and are verifiable. They allow monitoring the achievement of the institution's internationalisation goals. The internationalisation goals fully relate to teaching and learning. The measures included contributed to the quality of these two processes. Regarding Standard 1. Intended internationalisation the panel found that the institution's policy regarding intended internationalisation aims at creating the most suitable environment to enable the development of a fully internationalised university. Particularly, the documents presented with regard to the internationalisation strategy can be considered exemplary. The panel, therefore, assesses Standard 1. Intended internationalisation as good.

The institution's internationalisation plans warrant the achievement of its internationalisation goals appropriately including most of the relevant dimensions. At the same time, the institution's internationalisation plans are complemented by specific institution-wide instruments and adequate resources. Regarding Standard 2. Action plans the panel deems that all the underlying criteria of this standard have been met. In particular, the environment created for students' support and follow-up can be regarded as an international example. The panel is convinced that this aspect can be regarded as an exemplary practice. The panel assesses Standard 2. Action plans as excellent.

The institution has a functional management information system used to collect and process relevant information regarding internationalisation. The institution uses processed information for the effective management of its internationalisation activities. The institution has documented outcomes and results, which can demonstrate that the institution's internationalisation plans are accomplished. Regarding Standard 3. Implementation the panel deems that all the underlying criteria of this standard have been met. The panel, therefore, assesses Standard 3: Implementation as excellent.



The institution has an internal quality assurance system, which covers most internationalisation dimensions and activities. Internationalisation approaches are used by the institution in its regular quality assurance and enhancement activities. The institution involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation. Nevertheless, the participation of some of these stakeholders could be more systematic (current students) and actively encouraged (alumni). Regarding Standard 4: Enhancement the panel deems all the underlying criteria of this standard to be met. The panel, therefore, assesses Standard 4: Enhancement as good.

The responsibilities regarding the institution's internationalisation activities are clearly defined and allocated. The institution's organisational structure, decision-making processes and leadership support the realisation of the internationalisation goals and action plans. The institution can demonstrate that it readily reacts to input from within and outside the institution regarding internationalisation activities. The governance of the institution is particularly well suited and committed to implementing its internationalisation strategy. Regarding Standard 5: Governance Enhancement the panel deems all the underlying criteria of this standard to be met. The panel, therefore, assesses Standard 5: Governance as excellent.

Conclusion

Based on its internationalisation goals, the institution has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

For this reason, the evaluation panel recommends that the University CEU Cardinal Herrena should obtain the Certificate of Quality in Internationalisation.



2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- Dr Eugenia Llamas, panel chair, Director of International Relations and Head of the Department of Languages and International Culture at Ecole des Ingénieurs de la Ville de Paris (France).
- Prof. Dr. Heiner Schanz, Full Professor of Environmental Governance and Dean of the Faculty of Environment and Natural Resources at the University of Freiburg (Germany).
- Dr Jose Turmo, Professor in the School of Civil Engineering in Barcelona, BarcelonaTech (Spain).
- Noelia Natalia Blascovich, Erasmus Mundus Joint MA student at the University of Deusto (Spain) and the University of Groningen (The Netherlands) (Argentina).

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available to Unibasq upon simple request. The procedure was coordinated by Eva Fernández de Labastida, Internationalisation and projects manager at Unibasq.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit ([Annex 2: Documents reviewed](#)). The panel organised a preparatory meeting on 21 October 2021. The site visit took place on 28 and 29 October 2021 at University CEU Cardenal Herrera in Alfara (Valencia, Spain). ([Annex 3: Site visit programme](#)).

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on 24 November 2021. It was then sent to the institution to review the report for factual mistakes. Some minor issues were reported regarding the



number of students at the institution. The panel amended the report were necessary. The panel approved the final version of the report on 14 December 2021.



3. Basic information

Institution: University CEU Cardenal Herrera (Universidad CEU Cardenal Herrera)

Type of institution:	A socially-inspired, privately-owned University, which forms part of a not-for-profit foundation.
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Status: In Spain, there is no quality assurance at institutional level for the whole institution. There is only the option of requesting the institutional accreditation for Faculties or Schools with the implementation of their IQAS certified and 50% of their bachelor, master and doctorate programmes accredited. The institution has its programmes accredited as requested by the Spanish legislation by either the Spanish quality assurance agency ANECA (Agencia Nacional de Evaluación de la Calidad y la Acreditación) or the regional quality assurance agency in the autonomous region of Comunidad Valenciana AVAP (Agencia Valenciana d'Avaluació i Prospectiva).

QA / accreditation agency:	...
Status period:	...

Additional information:

The Universidad CEU Cardenal Herrera forms part of a foundation called the Fundación CEU San Pablo, a not-for-profit educational organization. The Fundación CEU San Pablo was established in 1933 and, in 2021, it now comprises 25 educational institutions at which more than 190 study programmes are provided, ranging from pre-school education to vocational training and postgraduate studies. Its institutions include the Universidad CEU San Pablo in Madrid, the Universidad CEU Abat Oliba in Barcelona, and the Universidad CEU Cardenal Herrera, which has campuses in Elche, Castellón and Valencia.



The Universidad CEU Cardenal Herrera began life as a university college in the 1972-73 academic year. In the 1980s and 90s, the institution grew considerably, offering more than eight study programmes and with an average number of 4000 students. This provided it with the legitimacy and credibility which enabled the Valencian regional parliament to use its powers under national legislation to establish the organization as a university by means of the Ley de Creación de la Universidad Cardenal Herrera in December 1999. The Universidad CEU Cardenal Herrera was the first privately-owned university in the Valencia region – yet also one open which was open to everyone and established via a social initiative. By 2020-21, there are around 8500 undergraduates and 2500 postgraduates at the University, several inter-university doctoral programmes, and more than 15,000 agreements with companies.



4. Assessment scale

The assessment-scale relates to the assessments at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

Unsatisfactory	<p>The institution does not meet the current generic quality for this standard.</p> <p>The institution does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.</p>
Satisfactory	<p>The institution meets the current generic quality for this standard.</p> <p>The institution shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.</p>
Good	<p>The institution surpasses the current generic quality for this standard.</p> <p>The institution clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
Excellent	<p>The institution systematically and substantially surpasses the current generic quality for this standard.</p> <p>The institution excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.</p>



5. Assessment criteria

Standard 1: Intended internationalisation

Criterion 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 Universidad CEU Cardenal Herrera's internationalisation process began in 2011- 2012, with a new Rector and management team. The new team set the strategic goals for the transformation and progress of the University. One of those strategic goals was the internationalisation of the University. A Vice-Rector was placed in charge of meeting the challenge of internationalisation and a new division at the university was created, the Office of the Vice-Rector for Research and International Relations. At the same time, the proposal for the internationalisation of the University was presented during the academic year to different stakeholders (Board of Trustees, academic and administrative staff, students and society).

The first phase (2011-2018) consisted of the following components:

1. To internationalise the study programmes on offer in order to attract international students.
2. To internationalise the university's institutional relations, in order to begin to raise the university's international profile in the eyes of other universities, companies and organizations across the world.
3. To transform the university's value proposition to become a recognised, high-quality brand at an international level.

In the second phase (2019-2023), further strategic components were added:

4. To internationalise the student experience, academically, culturally and socially, and in terms of employability.
5. To improve the teaching and learning process by studying the successful trends at other leading international universities, by tailoring the process to the current student profile and by taking into account the implications of the globalization of knowledge and the sources of this knowledge.

Annex I. "Documented Internationalisation goals", provided by the institution, includes a table with the strategic components and their key goals:



Phase	Strategic Components	Key Goals
One	Internationalisation of the study programmes	<ul style="list-style-type: none"> • Increase in international student numbers • Increase in number of study programmes taught in foreign languages
	Increase in international institutional relationships	<ul style="list-style-type: none"> • Increase in number and quality of international relationships • Increase in the number of mobility participants for studies and training
	To transform the University's value proposition to become a recognised, high-quality brand at an international level	<ul style="list-style-type: none"> • Improvement of the students' experience during the admission process • Increase in the number of language activities to improve the students' skills
Two	To internationalise the student experience: academically, culturally and socially, and in terms of employability	<ul style="list-style-type: none"> • Implementation of internationalisation at home • Introduction of the UN's SDGs into the curriculum • Implementation of Campus Life
	To improve the teaching-learning process through studying other leading institutions	<ul style="list-style-type: none"> • Implementation of the Exploria project at the faculties • Increase in the number of lecturers involved in the project

Table 1. Strategic components and key goals of phases one and two of the internationalisation strategy at CEU CH University 2011-2023.

These strategic components have transformed the work performed across the university in the following aspects:

- a) Changes to the admission and enrolment process.
- b) Modifications to the curricula of its study programmes to render them more international, through the provision of new teaching streams in different languages and changes to the credit structure and target competencies.
- c) Changes to the staff recruitment process (both for academic and administrative staff), with new criteria being put in place regarding language skills and previous international experience.
- d) Changes to the student recruitment strategy, now aiming to recruit students from other countries. This has involved significant changes to communication and marketing processes and the creation of new teams, such as the International Relations Office and new services such as Hospitality.
- e) Changes to the assignation of resources in the institutional budget, with specific provisions being made for the first time for internationalisation (partnerships and study programmes).
- f) The incorporation of internationalisation procedures and indicators into the university's quality assurance system applied to both the study programmes and the university's general operations.
- g) The commencement of activities to acquire international recognition and accreditation.
- h) Changes to the content of activities through which the University seeks to become accountable to the university community and society. This involved the systematic reporting on progress or achievements in internationalisation, particularly in the University's annual report and at the University's annual general meeting with the academic staff, taking place at the end of the academic year.



Conclusion and recommendations

The panel concludes that the internationalisation goals for the institution are well documented. The goals are shared and supported by stakeholders mainly within the institution. The panel recommends associating external stakeholders (notably, prospective employers) to the decision-making process regarding internationalisation aspects and ensuring student representatives are included in the bodies that take decisions in relation to them.

Criterion 1b: Verifiable objectives

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

The “Documented internationalisation goals” (Annex I provided by the university) contain the strategic components and their key goals (see table 1). In addition, these strategic components are further detailed presenting the specific objectives and the outcomes of phase 1 and the specific objectives and aims of phase 2.

Phase 1 2011-2018

Strategic Component 1 - Internationalisation of the study programmes	
Objective	<ul style="list-style-type: none"> • At least three bachelor's degree programmes and one postgraduate programme in languages other than Spanish • Attainment of an international student population of 25%
Outcomes	<ul style="list-style-type: none"> • Development of their academic, training and research provision in order to reflect their commitment to internationalisation. • Offer to their students of a culturally enriching learning environment, where diversity is celebrated and the integration of students, lecturers, researchers and non-teaching staff from different countries is encouraged
Strategic Component 2 - Increase in international institutional relationships	
Objective	<ul style="list-style-type: none"> • 30% increase in staff and student mobility agreements by 2015/16 • 20% increase in compulsory and voluntary placement agreements
Outcomes	<ul style="list-style-type: none"> • Institutional collaboration agreements with government bodies, universities and companies in every continent • Internationally recognised research groups
Strategic Component 3 - To transform the University's value proposition to become a recognised, high-quality brand at an international level	
Objective	<ul style="list-style-type: none"> • To improve satisfaction scores regarding the admission process • To offer complementary language training to enable students to improve their language skills



Outcomes	<ul style="list-style-type: none"> • The admission demand of students now exceeds capacity • Achievement of significant positions in key international rankings
Phase 2 2019-2023	
Strategic Component 4 - To internationalise the student experience: academically, culturally and socially, and in terms of employability	
Objective	<ul style="list-style-type: none"> • Implementation of CEU Global Classroom, redefining the teaching model and internationalising the curriculum and learning experience • Introduction of the UN's SDG's into the curriculum • Renovation of Campus Life in order to offer a programme of services and activities suited to the needs of international students
Aims	<ul style="list-style-type: none"> • Currently working towards ensuring that all students have at least one international educational experience on campus before graduation • Plans have been undertaken to incorporate international learning outcomes into the curricula of all undergraduate and postgraduate courses of the University
Strategic Component 5 - To improve the teaching-learning process through studying other leading institutions	
Objective	<ul style="list-style-type: none"> • Training of lecturers in new teaching methods • Redefinition of the concept of what a lecture or class should be and integration of digital resources which can facilitate the learning process • Redefinition of the functions, roles and activities of lecturers • Inclusion of new competencies in the design of curricular and extracurricular activities • Incorporation of soft skills into the learning process • Redefinition and placement of greater emphasis on the figure of international guest lecturers • Increase in the number of academic staff with international academic experience
Aims	<ul style="list-style-type: none"> • To create a university institute on teaching methods which will have two areas of activity: the training of lecturers on the basis of internationally validated new trends and research on competence-based training and neuroeducation • To transform the teaching and learning process for all the University's bachelor's degree programmes • To define, provide training regarding, and integrate into graduate profiles the necessary intercultural and international competencies to understand and tackle future challenges and to be able to operate in and contribute to the improvement of tomorrow's globalised world • To increase the cultural, racial and geographical diversity of the permanent academic staff at the University

Table 2. Strategic components specific objectives and outcomes of phase one and specific objectives and aims of phase two of the internationalisation strategy at CEU CH University 2011-2023.

Conclusion and recommendations

The panel concludes that the objectives on internationalisation have been formulated and that they are verifiable. They allow monitoring the achievement of the institution's internationalisation goals.



Criterion 1c: Impact on education

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

The internationalisation of the University has evolved from a strategic developmental initiative to an integral dimension of its activities. Strategic component 5 (2 of phase 2) is: “to improve the teaching and learning process by studying the successful trends at other leading international universities, by tailoring the process to the current student profile (regarding new digital habits and new intercultural realities) and by considering the implications of the globalization of knowledge and the sources of this knowledge”. This entails a focus on teaching, learning and the ultimate impact on the graduate profile of the students. It involves establishing specific objectives, milestones and ambitions in the following areas:

- Improvement of teaching methods
- Improvement of educational design
- Improvement through the added value provided by international lecturers

The objectives and the aims (ambitions) can be seen in table 2, Criterion 1b, while one of the main milestones is the “Definition and presentation of the Exploria project to the university community” which comprises:

- Training of lecturers in new teaching methods.
- Redefinition of the concept of what a lecture or class should be and integration of digital resources that can facilitate the learning process.
- Redefinition of the functions, roles and activities of lecturers. Strengthening of the lecturer role as the key figure in motivating students to learn how to learn.

Conclusion and recommendations

The panel concludes that the internationalisation goals fully relate to teaching and learning. The measures included contributed to the quality of these two processes.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel found that the institution’s policy regarding intended internationalisation aims at creating the most suitable environment to enable the development of a fully internationalised university. Particularly, the documents presented with regard to the internationalisation strategy can be considered exemplary. The panel recommends employers to be associated with the decision-making process and student representatives to be included in decision-making bodies regarding internationalisation aspects. In that respect, the creation of the International Advisory Board has improved the participation of external stakeholders in the implementation of internationalisation policies. The panel, therefore, assesses *Standard 1. Intended internationalisation* as good.



Standard 2: Action plans

Criterion 2a: Fitness for purpose

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

The Universidad CEU Cardenal Herrera has a structured action plan for the implementation of the activities related to each strategic component and objective and the monitoring of the success of their implementation (Annex 2 provided by the university). Its structure reflects each strategic component, with objectives, an action plan, a detailed description of each action, the responsible personnel or services for each of them as well as the deadlines for completion.

Internationalisation at CEU UCH requires close coordination between the different Vice-Rectors, their staff, and the various operational areas of the university. A range of initiatives has therefore been launched to establish a campus that can offer students a truly international experience. A monitoring mechanism is in place to enable consistency in decision-making and to identify priorities for the set objectives.

Conclusion and recommendations

The panel concludes that the institution's internationalisation plans warrant the achievement of its internationalisation goals.

Criterion 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 university's internationalisation strategy has a particularly pronounced effect on its academic dimension, especially with the systematic incorporation into study programmes of international and intercultural competencies and learning outcomes. This directly impacts the learning process and therefore directly affects the academic staff and students. The internationalisation at home initiatives enable students, the academic and administrative staff to enjoy an international experience on campus while at the same time there is an action plan to increase participation in mobility programmes of the traditional type.

The action plans and the progress indicators for these activities are included in Annex 3. All the dimensions are covered in the action plans, although some of them are more explicit namely the international and intercultural learning outcomes as well as teaching and learning, which includes academic staff and students. Contrarily, research is somehow less visible, although it is included in some plans of the Strategic component 5, particularly plan 3 "Redefinition of the functions, roles and activities of lectures" with a specific action "Definition of teaching and research profiles for the academic staff" or plan 7 "Increase in the number of academic staff at the university with international academic experience" which could help to



further strengthening academic partnerships or create options for new collaborations. As stated in the SER, the CEINDO (CEU's international doctoral school) can become a tool to channel the training of new researchers with an international perspective. The initiative to organize an annual international conference where bachelor students can present their research outcomes is also a relevant activity.

Conclusion and recommendations

The panel concludes that the institution's internationalisation plans appropriately include most of the relevant dimensions. The panel recommends multiplying the efforts to systematise the institutional participation in international research projects and groups, including the mobility of students in research centres and international doctoral schools abroad, as well as trying to improve the number of graduates pursuing doctoral degrees. Further bilateral framework agreements with research groups and/or centres should be encouraged. A potential creation of a research centre within the university could be considered.

Criterion 2c: Support

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

The university devotes funds and resources to internationalisation. In order to seek expert advice, the university set up the International Advisory Board in 2014. Its members are distinguished figures from the international academic and business worlds. Its purpose is to advise the rectoral team on the strategies to undertake and the monitoring of the initiatives' progress.

The International Relations Office has consistently grown over the last eight years from having three members to its current 16 members. A new position of Deputy Vice-Rector for Internationalisation has been created to develop the academic component of the institution's internationalisation activities and to liaise with the university's rectoral team, the deans and their staff at the various faculties across the three campuses. Each faculty has either one or two Internationalisation Coordinators (depending on the number of students) and each bachelor's degree programme has its own Mobility Coordinator.

To improve the offer of services to international students as part of the SUCTI project, training in intercultural skills is provided to certain university services every year. In addition, there is language training available for academics and administrative staff. Every year, a training plan is created, which includes specific competencies related to internationalisation:

- Languages: English and French, in an in-person and online format. Around 270 and 115 staff register for the English and French courses, respectively, every year.
- Intercultural competencies: two training courses are completed yearly with around 40 lecturers taking part.
- Virtual Exchange/COIL: the application process is opened twice a year, with the participation of around 50 lecturers.



Through the HUB, the university offers language classes and multicultural integration activities to the students.

Regarding financial support, and specifically grants and scholarships, the Fundación Universitaria San Pablo CEU -as a not-for-profit foundation-, devotes part of its resources to talented students. Students can opt for 17 types of grants, nine of which derive from the university's financial resources. These latter grant programmes are:

- CEU Merit grants, with a specific category for international students, the CEU Merit International Programme
- Impulso grants, for students of a dual degree
- Accede grants, aimed at alleviating difficulties related to COVID-19
- Campus Life grants
- FUSP-CEU scholarships
- Collaboration grants (for student assistants)
- Grants for those achieving Matrícula de Honor (outstanding academic achievement)
- Payment of fees due to forming part of a large family (as defined by Spanish law)
- Grants for veterinary student assistants at the CEU UCH veterinary hospital

Conclusion and recommendations

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

Overall conclusion regarding Standard 2. Action plans

The panel deems that all the underlying criteria of this standard have been met. In particular, the environment created for students' support and follow-up can be regarded as an international example. The panel is convinced that this aspect can be regarded as an exemplary practice. The panel assesses *Standard 2. Action plans* as excellent.

Standard 3: Implementation

Criterion 3a: Information system

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

The university possesses information management systems that cover all functional areas, enabling the identification of appropriate indicators for internationalisation. The goal of these systems is to effectively manage these processes and to ensure the data security, which ranges from strategic initiatives to operational activities. These systems have evolved over the recent years to adapt to the institutional needs, using both commercial applications and solutions developed in house by their IT department:

1. Student Recruitment and Admissions CRM Dynamics: This application enables the university to collect and manage the applicants' data during the admissions process. Once an applicant is admitted and the pre-enrolment fee has been paid, the data is transferred from the CRM to SIGMA.



2. Hospitality and academic administration: The Hospitality platform has been developed in house and it is crucial for the administrative processes related to new international students, as it is used for the specific welcome services for international students and the process for the recognition of pre-university studies. This platform is connected to the CRM to enable the incorporation of the students' data.
3. Academic and financial administration: SIGMA system. In 2019, CEU took the strategic decision to change the IT system used for academic administration, by unifying the different systems that had been created over the years for academic and financial administration (including enrolments, grading, certificates, payments, mobility programmes, etc.). All the information is now managed by a commercial software package called SIGMA, with the aim of having a single overarching source of data for all areas of the university. From the internationalisation point of view, the application gathers the administration of mobility programmes in one place, both internally and externally, and its compatibility with Erasmus without Paper is expected by 2022.
4. External practical training portal: Student placements – whether compulsory as part of the study programme or of a voluntary nature – are administered via an in-house developed online portal. It has indeed been an essential development for international placements, as the number of undertaken placements has exponentially grown, both as a result of the increase in student figures and the growing desire of students to gain experience abroad. Around 600 compulsory placements and 450 voluntary placements are undertaken abroad by both Spanish and international students. 4700 compulsory placements and 1200 placements have been undertaken in Spain by both Spanish and international students.
5. Office 365: From the administrative and international perspective, the Power BI application has enabled the University to create a dashboard and reports, regarding the most important indicators on staff performance in the International Relations Office and the outcomes of the internationalisation process regarding student recruitment such as the distribution of students by study programme by language, nationality, and faculty, among other criteria.

Conclusion and recommendations

The panel concludes that the institution has a functional management information system used to collect and process relevant information regarding internationalisation.

Criterion 3b: Information-driven management

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

The available systems (see Criterion 3a) allow the University to monitor the day-to-day performance of tasks and processes, as well as to undertake analysis and decisions. The institution has begun a digital transformation process in recent years which has impacted upon their organizational culture.



The university's service structure has been modified to bring together IT, academic and administrative perspectives, which had traditionally operated separately. In addition to the IT department, the institution has currently a Digital Transformation Unit, which serves as an intermediary, identifying the needs of the various areas and departments of the university and matching them with the technical resources of the IT department.

The indicators are part of the IQAS. the Quality Assurance Commissions for each study programme use these indicators to monitor performance on an ongoing basis and take decisions. Similarly, based on these indicators, staff members take the following decisions:

- Mobility coordinators: what destinations to look for and what countries/universities the university needs to make agreements with.
- International relations coordinators at each faculty: what study programmes lack in mobility participants, what study programmes need more agreements, and what study programmes have an imbalance between incoming and outgoing students.
- The Office of the Vice-Rector for Internationalisation: where the main problems are in the admissions process, what the weak points are during the Hospitality and recognition of qualifications process, what improvements and changes need to be made to the Hospitality platform, what faculties need to organize more internationalisation activities (iWeeks, visiting lecturers), what study programmes need to teach programmes in another language, etc.

In the Annex 2 provided by the institution the indicators in the different action plans can be seen.

Conclusion and recommendations

The panel concludes that the institution uses processed information for the effective management of its internationalisation activities.

Criterion 3c: Realisations

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

The university has put a range of mechanisms in place to monitor its internationalisation plans. This ensures the accountability of the whole structure, from the International Relations Office, the Office of the Vice-Rector for Internationalisation (VINT), the University's Rectoral Team and the Board of Trustees of the Fundación San Pablo CEU.

The data collected from the systems described in criteria 3a and 3b and the use of the dashboard for decision-making, enable these entities to work with meaningful information issuing different types of monthly, six-monthly and yearly reports on the progress of their initiatives, as can be seen in the following table:



Report	Issued by	Target audience	Date	Frequency
Establishment of Objectives and Projects	Vice-Rector of Internationalisation	IRO and Rectoral Team	September	Annual
Action monitoring	IRO	Deans' offices	Last week of each month	Monthly
Objective fulfilment	IRO	Vice-Rector of internationalisation	September	Annual
Academic report	IRO	General Secretary	September	Annual
Objectives and competition	Vice-Rector of internationalisation	Rectoral Team	September	Annual
Project progress	Vice-Rector of internationalisation	Rectoral Team	January and July	Each semester
Admissions monitoring	Vice-Rector of internationalisation	Board of Trustees	March and July	Each semester
Accountability	Rectoral team	Board of Trustees	July	Annual
IQAS	UDEC	Rectoral team and dean's offices	July	Annual

Table 3. Reports issued on the progress of the different internationalisation initiatives.

For example, the Vice-Rector for Internationalisation presents an annual report in September to the rectoral team providing information regarding the best practices for internationalisation undertaken at other universities, the international admissions process, the proposed actions for the next academic year, and the actions to improve the various internationalisation processes. Based on that report, decisions are taken regarding changes and improvements to the study programmes, the required resources, and the priority initiatives for the new academic year.

Conclusion and recommendations

The panel concludes that the institution has documented outcomes and results, which can demonstrate that the institution's internationalisation plans are accomplished.

Overall conclusion regarding Standard 3: Implementation

The panel deems that all the underlying criteria of this standard have been met. The panel recommends focusing the institutional efforts on the full compatibility of SIGMA with Erasmus without Paper in a reasonable delay. The panel, therefore, assesses *Standard 3: Implementation* as excellent.

Standard 4: Enhancement

Criterion 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 University has an Internal Quality Assurance System (IQAS) to enhance quality and ensure the continuous improvement of its educational programmes and services. The IQAS has been designed by the University based on the guidelines from ANECA's AUDIT programme. This programme complies with the "Standards and Guidelines for Quality



Assurance in the European Higher Education Area (ESG)” part 1. The internationalisation of the university is a key objective for the IQAS, which is part of the process for the Establishment, Review and Updating of Quality Policy and Objectives: *to further the internationalisation objectives set by the University and to facilitate the creation of bilingual programmes which enable the University’s study programmes to be opened up to students from other countries and, by doing so, provide the whole student body with broader social and cultural experience.* A range of stakeholders contribute to this process, both internal (faculties, students, academic, administrative and service staff) and external (graduates, local and international employers, government agencies, quality assurance agencies), which is reflected in the related action plans in the document on Strategic Areas for Quality Improvement for each of the study programmes.

Conclusion and recommendations

The panel concludes that the institution has an internal quality assurance system, which covers most internationalisation dimensions and activities.

Criterion 4b: Enhancing education

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

Within the different quality assurance processes, internationalisation is one of the approaches considered in the efforts to improve the education provided at the university. Examples of this are the following:

1. As part of the ongoing quality improvement processes for the academic staff, courses and conferences are offered to enable them to update and enhance their teaching skills and to encourage innovation in the educational process. The international projects for innovation in education (PEIP) are a good example.
2. Different activities are designed and carried out to boost internationalisation in the classes. These activities are part of the CEU Global Classroom and include the following initiatives:
 - COIL (Collaborative Online International Learning).
 - “Mirrored” classes.
 - International guest lecturers.
 - Intensive Programmes.
 - International weeks.

Conclusion and recommendations

The panel concludes that internationalisation approaches are used by the institution in its regular quality assurance and enhancement activities.



Criterion 4c: Stakeholders involvement

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

The university consults with and is accountable to a range of different internal and external stakeholders. Among internal stakeholders, there are:

1. Students

There are different options for the participation of students in quality assurance activities regarding the university and its study programmes, including those related to improving internationalisation. Students can participate taking part in satisfaction surveys about lecturers or student services. Satisfaction surveys are also undertaken after internationalisation initiatives or events, and annual reports are also made using information gathered through focus groups. Students also elect their representatives who participate in a range of forums and committees in which their opinion is an essential factor in the decision-making process.

2. University staff

The Office of the Vice-Rector for Internationalisation (VINT) organises an annual presentation and meeting opened to all the university staff in which internationalisation objectives are announced and suggestions can be made. One of the aims of these meetings is to ensure the staff is fully informed about and engaged with the internationalisation initiatives.

As main external stakeholders, the institution considers the following ones:

1. International Advisory Board (IAB)

The members of the Board include professionals from industry, business, culture, the arts and academia with an international profile, who support the university in its effort to consolidate and increase the impact of its international strategy.

2. Parents

The parents of the present and past graduates are periodically contacted via email and asked to fill in questionnaires and are also sent videos informing them of the university's current internationalisation activities.

3. Alumni

The Office of the Vice-Rector for Students and University Life, together with VINT, maintains contact with, and gains feedback from, the alumni, especially those of international origin or who work abroad. The information gained from this feedback contributes to the establishment and improvement of the internationalisation objectives.

Their contribution to quality assurance is achieved mainly through their participation in satisfaction surveys on their study programme and their employability, helping to gain a greater understanding of the needs that future graduates will have and consequently to improve their national and international profiles accordingly. This feedback is also an important part of the external assessment of the institution, as this provides with a view from the outside regarding the improvements needed in the study programmes.

4. Employers and Companies

Annual meetings are held with professionals and employers on the needs in the job market and the internationalisation opportunities across the different professional sectors. In addition, an International Careers Fair takes place every year, where students can meet potential employers.



These stakeholders participate in the quality assurance process in various ways: undertaking satisfaction surveys regarding study programmes; contributing to committees which aim to update graduate profiles to meet current business needs; and contributing to Internal Monitoring Committees and external assessment processes, which enables the university to gain an outside view on the functioning of the study programmes and their need for updates.

Moreover, some stakeholders such as quality assurance agencies, government agencies, Spanish and international universities, educational organizations like CRUE (the Association of Spanish University Rectors) and professional associations are mentioned.

Conclusion and recommendations

The panel concludes that the institution involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation. Nevertheless, the participation of some of these stakeholders could be more systematic (current students) and actively encouraged (alumni). The panel recommends pursuing the efforts in more strongly associating alumni to institutional activities, comprising teaching and learning processes.

Overall conclusion regarding Standard 4: Enhancement

The panel deems all the underlying criteria of this standard to be met. The panel, therefore, assesses *Standard 4: Enhancement* as good.

Standard 5: Governance

Criterion 5a: Responsibilities

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

The staff responsible for the objectives of each strategic component is defined:

- The goals are proposed by VINT and approved by the rectoral team, which is responsible for the university's overall strategy.
- The plans are defined by VINT in collaboration with the other Vice-Rectors involved.
- The implementation is assigned to the relevant service or faculty and coordinated with VINT.
- The enhancement is defined and supported by the HR Department, VINT, VOAP, and the General Manager's Office, in conjunction with the IT Department.

In this regard, IRO deserves a special mention, as it has adapted its structure and make-up to ensure it can best meet national and international students' needs in line with the university's strategy. IRO provides services to both Spanish and international students, distinguishing between them only in relation to specific services. In general, most services and processes aim to ensure the best possible experience for all students, irrespectively of their nationality.



In phase 2 (2019-2023) of the university's internationalisation plan, the student life cycle is considered, starting from the students' first contact with the university as applicants right through to graduation and beyond as alumni. Throughout this student life cycle, processes have been defined, contact points have been mapped, responsibility for fulfilment has been allocated to different areas of the university, and the overall process has been coordinated and supervised by VINT.

Conclusion and recommendations

The panel concludes that the responsibilities regarding the institution's internationalisation activities are clearly defined and allocated. The panel recommends pursuing a transversal cooperation of all actors involved in the internationalisation process both internally and externally. In order to improve the students' immersive experience, the creation of an accommodation facility for students is highly recommended.

Criterion 5b: Effectiveness

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

There has been an evolution in the organisational structure to better fit the internationalisation goals:

1. Initially, the Office of the Vice-Rector for International Relations and Research was created, through which the vision for internationalisation had gradually been established. The importance of the goal of internationalisation led to this Office being divided into two separate areas, and the task of the institutional internationalisation strategy nowadays lay within the new Office of the Vice-Rector for International Relations.

2. Recently, it has been given a new name, the Office of the Vice-Rector for Internationalisation (VINT), to reflect its new direction: rather than being limited to managing international institutional relations, it is now concerned with all the University's internationalisation policies.

3. Within VINT, the International Relations Office (IRO) has also evolved, growing from merely dealing with mobility programmes to dealing with internationalisation as a whole, creating new sections: Student Recruitment/Admissions, Hospitality and Mobility.

The team has been expanded up to 16 members, including those with international profiles who can address the different needs of applicants, students and visitors. All the staff at IRO is trilingual (speaking their native language, Spanish and English or French) and from varied countries: Spain, France, Slovakia, Poland, Latvia, Portugal, Italy, Germany, Ireland and Belgium.

4. Some university services have also added staff with international profiles or specifically oriented towards the internationalisation of that service, either concerning the processes related to international students, or to enhance the range of international destinations available to students. The services with staff specifically focused on international students are:

- General Secretary's Office
- Student Administration



- Careers Service
- University Guidance Service - Languages
- Campus Life
- Corporate Communications

The Office of the Vice-Rector for Internationalisation undertakes policies along with staff from other areas of the university, with the HR department and with the General Manager's Office regarding the design and implementation of the study programmes and internationalisation at-home activities. A specific role has been created in this respect, namely the Deputy Vice-Rector for Internationalisation, aiming to create stronger links between the Rectoral Team and the faculty management teams. The role of the Internationalisation Coordinator has also been created at each faculty and campus. Both the Faculty of Veterinary Medicine and of Health Sciences have such coordinators. There are also Mobility Coordinators for each study programme, and their function is to encourage and manage the academic aspects of mobility and exchange programmes, in both the traditional and online formats.

The coordination of all the activities concerning internationalisation is achieved through the International Coordination Committee, whose members include the Rector, the General Manager, the Vice-Rector for Internationalisation, the Deputy Vice-Rector for Internationalisation, the Deans and the Internationalisation Coordinators. Its functions are the design and definition of internationalisation activities, discussing issues such as their level of priority, scheduling, monitoring, communication to the university community, support to the connections between the rectoral team, faculties and university services, strategic decision-taking, and accountability. The General Student Representative for the whole university and the student representatives from each faculty are also included to ensure the impact of these activities on students is taken into full account.

Conclusion and recommendations

The panel concludes that the institution's organisational structure, decision-making processes and leadership support the realisation of the internationalisation goals and action plans.

Criterion 5c: Responsiveness

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

CEU UCH is committed to ensuring quality in its activities and has an established process for continuous improvement. One of the factors considered for decision-making and activity adjustment is the information received from stakeholders via the channels established in the Internal Quality Assurance System, IQAS. These formal and informal communications channels, adapted to suit informants' circumstances, enable the institution to collate information about specific activities, complaints and open-ended suggestions regarding all the university's actions, including internationalisation.

One of the main sources of such information is the satisfaction surveys, enabling users to give their direct assessment of the quality of the services provided to them. These surveys



are available in three languages (English, French and Spanish) to facilitate their use and encourage user participation. They are provided to: students, to gauge their satisfaction with the university regarding their lecturers and study programme and their placements; graduates, to measure their satisfaction with the university and their employability; academic and administrative staff, in order to determine their satisfaction with the institution and the operations of the study programme; employers, to ascertain their satisfaction with students' performance during their placements; and users of the university's services, to discover their level of satisfaction with them. The results of these surveys are analysed and then used as the basis for possible improvements of ongoing activities, in particular those not reaching their objectives.

Another tool that takes part of the IQAS is the suggestions box. It is an online service available at the university's website for each of the study programmes. It is available in the teaching languages for anyone willing to submit complaints or suggestions. A report is drawn up on a yearly basis to analyse the communications received and consider how to address them. Direct and close contact with students – possible due to the personalized support that CEU UCH aims to offer – also enables the institution to gain feedback from students, both in general and specific issues. An example is the online helpdesks project that has been undertaken in recent years. These helpdesks are becoming great channels for internal communication while enabling personal interaction between students and the different university services. Students can receive personalised service from university staff via video calls on the Teams application and be attended to in English, French or Spanish.

In a similar yet still more personal fashion, first-year students are assigned a personal tutor to help them with the settling-in process, which also enables the university to gain first-hand knowledge of the most common problems faced by those starting their time at the university. Throughout their studies, students can also call on the University Guidance Service, which has staff specifically tasked to support international students.

Those in charge of each area examine the collated information and decide on possible improvements. It may be possible for them to act directly or they can escalate the issue to a higher level. In this fashion, information can cascade upwards to the University's senior management and governance bodies, who can then, together with the advice provided by the International Advisory Board, plan the course of action for the university's internationalisation strategy.

The institution is also present at external organizations and internationalisation networks, to continue learning and sharing best practices. These bodies include EAIE, NAFSA, COIL LatAm Network, COIL VE Foundation, Institute for Innovation and Global Education, and the Grupo de Internacionalización de CRUE (the Spanish universities' internationalisation group).

Conclusion and recommendations

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



Overall conclusion regarding Standard 5: Governance

The panel has found that the governance of the institution is particularly well suited and committed to implementing its internationalisation strategy. The panel, therefore, assesses *Standard 5: Governance* as excellent.

Conclusion

The University CEU Cardenal Herrera demonstrates a major commitment to the construction, development and consolidation of internationalisation processes, and these are shared by both community and external actors. It is important to highlight this commitment at management level, which can be seen in the availability of resources and institutional internationalisation agreements.

The University CEU Cardenal Herrera should pay particular attention to the recommendations made by the evaluation panel:

- The panel recommends associating external stakeholders (notably, prospective employers) to the decision-making process regarding internationalisation aspects and ensuring student representatives are systematically included in the bodies that take decisions in relation to them.
- The panel recommends multiplying the efforts to systematise the institutional participation in international research projects and groups, including the mobility of students in research centres and international doctoral schools abroad, as well as trying to improve the number of graduates pursuing doctoral degrees. Further bilateral framework agreements with research groups and/or centres should be encouraged. A potential creation of a research centre within the university could be considered.
- The panel recommends focusing the institutional efforts on the full compatibility of SIGMA with Erasmus without Paper in a reasonable delay.
- The panel recommends pursuing the efforts in more strongly associating alumni to institutional activities, comprising teaching and learning processes.
- The panel recommends pursuing a transversal cooperation of all actors involved in the internationalisation process both internally and externally.
- In order to improve the students' immersive experience, the creation of an accommodation facility for students is highly recommended.

Based on its internationalisation goals, the institution has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning. Therefore, the panel concludes that the University CEU Cardenal Herrera should obtain the Certificate of Quality in Internationalisation.



The institution should follow the recommendations identified in this report in order to further improve the involvement of stakeholders in the decision making process regarding internationalisation and to further develop the research dimension.



6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Impact on education	
2. Action plans	2a. Fitness for purpose	Excellent
	2b. Dimensions	
	2c. Support	
3. Implementation	3a. Information system	Excellent
	3b. Information-driven management	
	3c. Realisations	
4. Enhancement	4a. Measures for enhancement	Good
	4b. Enhancing education	
	4c. Stakeholders involvement	
5. Governance	5a. Responsibilities	Excellent
	5b. Effectiveness	
	5c. Responsiveness	



Annex 1. Composition of the panel

Overview panel requirements

<i>Panel member</i>	<i>Man.</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Dr. Eugenia Llamas	X	X	X	X	
• Dr. Heiner Schanz	X	X	X	X	
• Dr. Jose Turmo	X	X	X	X	
• Noelia Natalia Blascovich		X		X	X

Man.: Management experience;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

Chair:

Dr Eugenia Llamas PhD is Director of International Relations and Head of the Department of Languages and International Culture at Ecole des Ingénieurs de la Ville de Paris (EIVP); as such, she is responsible for the institution's internationalisation policies and represents EIVP in various national and international organisations. Since 2020 she is also a Counsellor of the Vice-President of International Relations at Gustave Eiffel University, particularly in charge of academic networks. Eugenia's passion for internationalisation began more than twenty years ago while still in Spain, where she was first Erasmus coordinator and then Deputy Director of the ETSIT at the University of Valladolid. At that time, Eugenia acted as an advisor for the implementation of the Bologna process in Spanish engineering degrees till 2005, when she moved to Paris. Eugenia is currently a special advisor in programme internationalisation at CTI (Commission des titres d'ingénieur), and regularly participates in accreditation and quality assurance procedures in France and abroad. She has been involved in CeQuInt as a core expert from 2013.

Members:

Prof. Dr. Heiner Schanz is Full Professor of Environmental Governance (since 2014). Currently, he also serves as the Dean of the Faculty of Environment and Natural Resources at the University of Freiburg. He holds a Diploma in Forestry Science with focus on Business Economics and a doctoral degree in Environmental Social Science from the University of Freiburg. He was visiting scholar at the University of Washington/Seattle and held guest teaching assignments at the Technical University of Dresden and the Agricultural University



of Warsaw/PL before being appointed as Assistant Professor (C1) at the University Freiburg in 1996. He accepted full professor positions in 1999 as Chair for Forest and Nature Conservation Policy at Wageningen University/NL, and in 2004 as Chair for Forest and Environmental Markets at the University of Freiburg. From 2008 to 2014 he served as fulltime Executive Vice-President and Vice-President for Academic Affairs at the University of Freiburg. He regularly participates in accreditation and quality assurance procedures in Germany and abroad.

Jose TURMO (Spain, 1974) got his 6-year program degree in Civil Engineer (1998) from University of Cantabria (Santander, Spain) and his PhD (2003) in Construction Engineering from Technical University of Catalonia BarcelonaTech- UPC (Barcelona, Spain). At the moment, he is Professor in the School of Civil Engineering in Barcelona, BarcelonaTech (Spain), where he teaches Construction Engineering and Bridges. His area of expertise is Construction and Maintenance of Concrete Bridges and Structures and Structural System Identification. Topics as different as structural behaviour of externally prestressed concrete bridges, applications of high performance concrete, shear strength of concrete structures, dynamics of cable suspended bridges, structural analysis of bridge construction, structural maintenance or model updating has been addressed by him, as well as improvement of health and safety and environmental issues of bridge construction. He has done several research stays as a postdoc, being appointed as Visiting Faculty at the Indian Institute of Technology, Madras (2005), Fulbright Scholar at the University of California, San Diego, USA (2006) and Kwang- Hua Visiting Professor (2010) and High End Foreign Expert (2014-2016) at the Department of Bridge Engineering, Tongji University, Shanghai, China. He has authored around fifty SCI papers and seventy conference papers. He is member of ACHE, IABSE and IABMAS. International Expert auditing for CTI (Commission des titres d'ingénieur) since 2014. He has been Vice-Dean for Graduate Studies at the Civil Engineering School of Ciudad Real and Vice-Dean for Undergraduate Studies at the Civil Engineering School of Barcelona.

Noelia Natalia Blascovich, NOHA+ Erasmus Mundus Joint Master degree in International Humanitarian Action at the University of Deusto (Spain) and the University of Groningen (The Netherlands), Political Scientist, Internationalist and graduate from the Diplomatic Academy of Argentina. Member of the Erasmus Mundus Association as Program Representative for NOHA+ and former Head of the Programme Representatives Network. Speaker at the round table of the project impEA (Facilitating Implementation of the European Approach for Quality Assurance of Joint Programmes). Representative to International Organizations and Advisor for the Centre of International Studies of the University of Buenos Aires. Participated in the



MERCOSUR mobility program Escala Estudiantil-Association of Universities Montevideo Group at Brazil as well as in varied governmental mobility programs at South Korea, Azerbaijan, Cuba, Turkey, Pakistan and India. Liaised with the Association of Francophone Universities while serving as a diplomat in the Argentine Ministry of Foreign Affairs.

Coordinator:

Eva Fernández de Labastida Amurrio, head of internationalisation and projects, Unibasq Basque University System Quality Agency. Doctor in Food Science and Technology from the UPV/EHU. Since 2009 she has been working at Unibasq, initially as an Evaluation Manager coordinating evaluation and accreditation procedures as well as quality system audits of the universities in the Basque University System, including the training of evaluators. She is currently in charge of Unibasq's international activities in different networks such as ENQA and ECA, mainly in matters related to joint programmes, academic recognition, employability and internationalisation. Since June 2017 she has been coordinating the ECA working group on "Mutual Recognition and Joint Programmes" and since June 2018 has been a member of the ECA Board of Directors. She is a certified evaluator of the CeQuint program and has also coordinated international accreditation of the Law programme at the Universidad de Aconcagua (Chile) and the international evaluation of joint programmes in accordance with the European Approach for Quality Assurance of Joint Programmes.



Annex 2. Documents reviewed

Self-evaluation report

Annex 01 - Documented Internationalisation Goals

Annex 02 - Key Action Plans

Annex 02c – Exploria project

Annex 03 - Internationalisation at the Faculty and Degree Program Level

Annex 04 - International Institutional Collaboration

Annex 05 - Incoming and Outgoing Students for Credit and Degree Mobility

Annex 06 - Diploma Supplement

Annex 07 - CEU Organizational Chart

Annex 08 - Staff (policy) plan

Annex 09 - Quality Assurance Plan

Annex 10a - Evaluation results and management information

Annex 10b-i - EAEVE Accreditation certificate

Annex 10b-ii - EAEVE Approval certificate

Additional information regarding:

- Erasmus Mundus projects
- Criteria for choosing IAB members
- World Ambassador Student Board (WASB)
- SUCTI project
- The HUB

Access was provided to the institutional SharePoint to check any information provided.



Annex 3. Site visit programme

Overview

Date: 28th and 29th October 2021
Institution: Universidad CEU Cardenal Herrera (CEU Cardenal Herrera University)
Location: Carrer Lluís Vives, 1, 46115 Alfara del Patriarca, Valencia
All the meetings will take place at Sala del Consejo (1st floor, Rectorado Building. Carrer Assegadors 2, 46115 Alfara del Patriarca, Valencia)

Programme

Thursday 28 October 2021

16:30 – 17:30: Meeting with the Institutional Board

<i>Full name</i>	<i>Position</i>
Vicente Navarro	Rector
José Amiguet	General Secretary
Gerardo Antón	Vice-Rector of Academic Organization and Professors
Ignacio Pérez	Vice-Rector for Research
M ^a José González	Vice-Rector for Students and University Life
Alfonso Díaz	Vice-Rector for Internationalisation and Digital Transformation
Oscar Cortijo	Head of Human Resources
Vicente Lozano	General Manager

17:30 – 18:30: Meeting with Students

<i>Stakeholder</i>	<i>Type of stakeholder</i>	<i>Full name</i>
<i>Student in a French-speaking Degree</i>	Physiotherapy (Kinesiterapie)	Mr. Thomas Michel Chabiron
<i>Student in an English-speaking Degree</i>	Architecture	Mr. Mukuka Chikoti Ms. Sara Hansen
	Dentistry	Mr. Chia-Hua Hsu (Jaguar)
	Veterinary Medicine	Ms. Suvi Hannele Eela



<i>Student in a Spanish-speaking Degree (National)</i>	Law + Mobility Student	Ms. Isabel Fuster
<i>Student in a Spanish speaking Degree (Latin)</i>	Joint Degree Primary and Pre-school Education	Ms. Valeria Larrabure Moreyra
<i>Student participant in COIL project</i>	Business Management Student + Student in an International Joint Degree program (Münster) + Merit Student	Mr. David Sánchez Paya
<i>Student participant in the International Week or IP</i>	Communication	Mr. Marc Grancha Carramolino
<i>Student granted with Merit/Financial Aid scholars</i>		Mr. Cristian Naforrita
<i>Postgraduate student</i>	Master of Design	Ms. Marlene del Pilar Gonzalez

18:30 – 19:15: Meeting with Professional Associations and Employers

<i>Stakeholder</i>	<i>Type of Stakeholder</i>	<i>Full name</i>
Professional Associations	Dentistry School of Castellón	Ignacio Fernández Boluda
International Advisory Board	International Advisory Board	José M ^a Peiró
Professional Sector	Veterinary Medicine	Juan Borrego Masso
	Architecture	Hamza Abdalas
	Nursing	David Requena

19:15 – 20:00: Meeting with Alumni

<i>Stakeholder</i>	<i>Type of Stakeholder</i>	<i>Full name</i>
<i>Alumni</i>	Dentistry	Adeiwale Akinwale
	Nursing	Marina Lewis
	Law	José M ^a Campos Hugo Domenech
	Veterinary Medicine	Sergio Almiñana
	Journalism and Advertising Communication and Advertising	Carla Puerto Lucía García
	Law	José Carlos Ferrer
	Dentistry	Assal Tabatabai
	Architecture	Jesús Jiménez Mateos

21:30 – 22:30: Dinner



Friday 29 October 2021

08:45 – 09:30: Arrival of the panel, internal meeting and possibility to review additional documentation.

09:30 – 10:30: Meeting with representatives of international services (ORI)

<i>Full name</i>	<i>Position</i>
Chirag Sheth	Deputy Vice-Rector for Internationalisation
Mercedes Gimeno	Director of the International Relations Office
Juan Roca	Head of Marketing
Chantal Martinez	Head of Hospitality Section
Eva Nadazdova	Admissions Advisor for Health Sciences
Guna Ciekurzne	Head of mobility section, International Relations Office
Pia Mahmoudi	Head of Admission
María Teresa Milán	Staff member responsible for Internationalisation and International Student Campus Life on the Elche Campus
Beni Perez	Relationship Manager
Lionel Arrys	DISC project

10:30 – 11:15 Meeting with Academic Authorities

<i>Full name</i>	<i>Position</i>
Joaquin Sopena / Mónica Rubio	Dean and Vice Dean of Faculty of Veterinary Medicine
Verónica Veses	Dean of Faculty of Health Sciences
Elías Durán	Dean of Faculty of Humanities and Communication Sciences
Esperanza Ferrando	Dean of Faculty of Law, Business and Political Sciences
Sara Barquero	Director of the Technical School of Design, Architecture and Engineering
Marina Pascual	International Relations Coordinator for the Faculty of Health Sciences
Andrés Ros	International Relations Coordinator for the Technical School of Design, Architecture and Engineering
Susana Sanz	International Relations Coordinator for the Faculty of Law, Business and Political Sciences
Deborah Chicharro	International Relations Coordinator for the Degree of Veterinary Medicine
Ruzán Galstyan	International Relations Coordinator and Mobility Coordinator for the Degree in Education, Castellón Campus
Francisco Suay	COIL Coordinator, CEU Universities

11:15 – 11:35: Coffee Break

11:40 – 13:30: Meeting with staff representatives (includes a visit to the services and facilities)

<i>Full name</i>	<i>Unit</i>	<i>Time</i>	<i>Building</i>
Vicenta Saez	General Secretary	11:40-11:50	Campos Gorriz Building



Carmen Acero	Careers centre	11:50-12:00	Campos Gorriz Building
Alicia Aranda	Language service	12:00-12:10	Campos Gorriz Building
Benjamin Dieu	Communication Vice Chancellors Office for Students	12:10-12:20	Campos Gorriz Building
Mamen Oliver	CAMPUS Life Valencia	12:20-12:30	Campos Gorriz Building
Adriana Handrich	Mobility Office	12.30-12.40	Campos Gorriz Building
Diana Gaspar	Hospitality Service	12.40-12.50	Campos Gorriz Building
Ana Midory	Representative of faculty secretary service (Health sciences)	12:55-13:05	Health Sciences Building
Irene Marín	Student Support Service	13:05-13:15	Health Sciences Building
Robin Haon	Sports Service	13:20-13:30	Sports Center

13:30 – 16:00: Lunch, including internal meeting and review of material

16:00 – 16:15: Final meeting with management

<i>Full name</i>	<i>Position</i>
Vicente Navarro	Rector
José Amiguet	General Secretary
Gerardo Anton	Vice-Rector of Academic Organization and Professors
Ignacio Perez	Vice-Rector for Investigation
M ^a José González	Vice-Rector for Students and University Life
Alfonso Díaz	Vice-Rector for Internationalisation and Digital Transformation
Oscar Cortijo	Head of Human Resources
Vicente Lozano	General Manager

16:20: End of site visit and departure



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