

Certificate for Quality in Internationalisation

Self-evaluation report

Name institution

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Self-evaluation report
- Institutional level

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# Preface

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

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

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

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

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

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

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

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

# Glossary

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

EHEA European Higher Education Area

HE Higher education

QA Quality assurance

UAS University of Applied Sciences

Etc.

# General overview

## Short introduction

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

## Basic information

|  |  |
| --- | --- |
| Institution: | ... |
| Type of institution: | … |
|  |  |
| Status: | … |
| *Guideline: Status refers to a status awarded to the institution by a quality assurance (accreditation) agency or by a national authority.* |
| QA / accreditation agency: | … (if applicable) |
| Status period: | … (if applicable) |
| *Guideline: The period of validity of the current (accreditation/recognition) status can be a period (from – until) but might also be just a starting or expiry date* |

## Mandatory annexes

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. *Guideline: Indicate by an X at the tick box that the document has been virtually annexed. We expect to receive all documentation electronically.*

|  |  |
| --- | --- |
| 1. The documented internationalisation goals;
 | 🞎 |
| 1. Relevant (internationalisation) action plans;
 | 🞎 |
| 1. Action plan regarding intercultural and international learning outcomes;
 | 🞎 |
| 1. An overview of the institution’s international collaboration (e.g. institutional networks, bilateral agreements, joint programme arrangements);
 | 🞎 |
| 1. Table of incoming and outgoing students of the last three years (percentage and absolute figures) per country and per type (credit or degree mobility);
 | 🞎 |
| 1. Example of a Diploma Supplement;
 | 🞎 |
| 1. Organisational chart;
 | 🞎 |
| 1. Staff (policy) plan or similar document(s);
 | 🞎 |
| 1. Quality assurance plan or similar document(s);
 | 🞎 |
| 1. Summary of recent evaluation results and relevant management information;
 | 🞎 |

1. CV’s of thef the nationality and international or internationalisation experience of staff;
 | 🞎 |

# Assessment criteria for institutions

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

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

*Guideline: The standards and criteria included in the framework are assessed in the context of the institution’s internationalisation goals. The framework does not prescribe or endorse any particular internationalisation approaches or activities. The institution’s goals are therefore considered the appropriate starting point for assessing its internationalisation. However, unambitious intentions are not satisfactory.* *We consequently expect that an institution’s internationalisation goals have an effect on the institution’s plans for action. Realisation of plans related to internationalisation must, of course, be demonstrated. Internationalisation should, additionally, be a basic element of the institutional quality assurance system. Finally, institutional governance must prove to be enabling the coherent implementation of all elements related to institutional internationalisation.*

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.*

**Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that 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.*

Standard 2: Action plans

**Criterion 2a: Fitness for purpose**

*The institution's internationalisation plans ensure 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”.*

**Criterion 2c: Support**

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

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 outcomes.*

**Criterion 3b: Information-driven management**

*The institution makes use of 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.*

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.*

**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.*

**Criterion 4c: Stakeholders involvement**

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

Standard 5: Governance

**Criterion 5a: Responsibilities**

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

**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.*

**Criterion 5c: Responsiveness**

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

# Concluding analysis

## Strengths in internationalisation

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

## Challenges in internationalisation

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

## Opportunities and ambitions

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

# References

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

# Annexes

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

1. The documented internationalisation goals;
2. Relevant (internationalisation) action plans;
3. Action plan regarding intercultural and international learning outcomes;
4. An overview of the institution’s international collaboration (e.g. institutional networks, bilateral agreements, joint programme arrangements);
5. Table of incoming and outgoing students of the last three years (percentage and absolute figures) per country and per type (credit or degree mobility);
6. Example of a Diploma Supplement;
7. Organisational chart;
8. Staff (policy) plan or similar document(s);
9. Quality assurance plan or similar document(s);
10. Summary of recent evaluation results and relevant management information;



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