

QUALITY ASSURANCE AND INTERNATIONALIZATION

Trends, Challenges and Opportunities

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Content

Global trends in Internationalization of Higher Education

Quality Assurance and Internationalization

Where is Internationalization going?

Redefining Internationalization of Higher Education

Internationalization of Higher Education

- **A relatively new but broad and varied phenomenon**
- **Driven by a dynamic combination of political, economic, socio-cultural and academic rationales**
- **Impact on regions, countries and institutions according to particular context: No single model that fits all**

STRATEGIC POLICIES AND APPROACHES

Regional level: European Higher Education in the World

National level: policy frameworks in an increasing number of countries

Institutional level: more than 2/3 have an internationalization policy, increasingly integrated in overall policy

Programme level: recent

Global Trends in Internationalization

1. **Growing importance of internationalization at all levels** (broader range of activities, more strategic approach, emerging national strategies and ambitions)
2. **Increase in institutional strategies** (but also risks of homogenisation, focus on quantitative results only)
3. **Challenges of funding everywhere**
4. **Trend towards increased privatization** through revenue generation
5. **Competitive pressures of globalization**, with increasing convergence of aspirations, if not yet actions

Global Trends 2

- 6 **Evident shift from (only) co-operation to (more) competition**
- 7 **Emerging regionalization, with Europe often a model**
- 8 **Numbers rising everywhere, with challenge of quantity versus quality**
- 9 **Lack of sufficient data for comparative analysis and decision making**
- 10 **Emerging areas of focus:**
 - Internationalization of the curriculum**
 - Transnational education**
 - Digital learning**

Focus of national strategies tends to be:

- Mobility
- Short and/or long term economic gain
- Talent recruitment
- International positioning

Far greater efforts needed to:

- Incorporate approaches into more comprehensive strategies
- Focus on internationalization of the curriculum and learning outcomes to enhance quality of education and research

Perceptions, Policies and Practices

Policy and perception: Comprehensive internationalisation.

Practice: Fragmentation

Policy and Perception: Cooperation.

Practice: Increased Competition

Perceptions, Policies and Practices 2

Policy and Perception: Global Citizenship

Practice: Employability

Policy and Perception: International.

Practice: national, regional and institutional interests

Perceptions, Policies and Practices 3

Policy and Perception: At home.

Practice: Abroad

Policy and Perception: For all students.

Practice: For a small elite

Perceptions, Policies and Practices 4

Policy and Perception: A diverse foreign language policy.

Practice: Dominance of English

Policy and Perception: International Accreditation

Practice: National

Internationalization policies at all levels:

The Why, based on Internal and External Context analysis: Contextualization

The What

The How

The Outcomes/Impact

Quality and Internationalization in Higher Education: four dimensions

1. The Quality of Internationalization Strategies and Policies
2. The Contribution that Internationalization makes to Enhancing the Quality of Higher Education
3. Internationalization standards and indicators for Quality Assurance and Accreditation
4. The Internationalization of Quality Assurance and Accreditation

The Quality of Internationalization Strategies and Policies

In the 1990s the focus was on Assessing the Quality of Internationalization Strategies and Policies at the Institutional Level

The Internationalization Quality Review Process (IQRP) of IMHE/OECD

Several successors, like ACE, NAFSA, ACA, IAU and projects like IMPI

Focussed more on assessing input and output than on outcomes and impact

Challenges to develop common standards and indicators

The Internationalization of Quality Assurance and Accreditation

Still more discussion than of reality

Is International Accreditation possible and desirable?

Collaboration and/or competition plays a key role?

Since Higher Education becomes more International as well as Digital:

A need for more collaboration in the QA sector to develop common values and guidelines

And Understand better what is happening in internationalization of higher education

The Contribution that Internationalization makes to Enhancing the Quality of Higher Education

Internationalization is not a goal in itself but a means to contribute to the enhancement of the quality of higher education

This implies that as much as possible the assessment of the quality of internationalization has to be embedded in the overall assessment of quality of education, research and service to society

This approach is different from the one taken in the 1990s by IQRP and by other instruments.

It is influenced strongly by the increased focus in internationalization on Internationalization of the Curriculum and Learning Outcomes

Internationalization standards and indicators for Quality Assurance and Accreditation

Many Accreditation Agencies look at including standards and indicators to assess the contribution internationalization makes to the quality of education

The main struggle is to move away from the quantitative approach that rankings use to a qualitative focus

At the program level it is more likely to get grip on that qualitative dimension

NVAO developed an instrument 'Distinguished Feature of Internationalization' that focusses on qualitative indicators and has been the foundation for the development of 'CeQuint' by the European Consortium for Accreditation (ECA)

The International University !?

Increased attention to internationalization and rankings:

THE ranking of 'International Universities' and U-Multirank ranking of International Orientation of universities

Same quantitative indicators: number of international students (U-Multirank incoming and outgoing mobility), number of international staff, international co-authored publications

No qualitative assessment, no focus on IaH, institutional

Is there another way to assess the quality of internationalization and its contribution to the quality of education?

CeQuint: Certificate for Quality of Internationalization

Builds on rich experience with the development of instruments like IQR, ISAS, EUA, IMPI, etc.

Where the others are mainly institutional, CeQuint both Institutional and Programme assessment

Where the others focus on input and output, CeQuint focusses on outcomes

Combination of quantitative and qualitative standards and criteria, with emphasis on quality assessment

Focused in first placement on improvement and only secondly on certification

WHERE IS INTERNATIONALISATION GOING?

Perceived Desirable Outcomes

A higher education system capable of producing global citizens and professionals

Respectful and appreciative of other cultures

Able to contribute to the development of knowledge economies and socially inclusive societies.

Better positioned to address global issues

To compete and cooperate, with the rest of the world, including the emerging regions

Key Enablers

- **Technological opportunities for virtual exchange and blended learning (enhanced international student interactivity)**
- **Further development of joint and double degrees**
- **Better mutual recognition of credits and degrees**
- **Enhancement of qualitative indicators for quality assurance and classification systems**
- **Greater commitment to equal partnerships**
- **Stronger fostering of public-private initiatives**
- **More alignment between education and research policies**
- **More alignment with other education levels (primary, secondary, vocational, adult)**

Key Barriers

- **Lack of funding, increased dependence on short-term external funding sources, over-focus on revenue generation, bureaucratic obstacles, disharmony of HE funding models**
- **Insufficient foreign language learning provision, dominance of English as language for education and research**
- **Over-dominant focus on mobility, accessible only to small elite, not integrated into curriculum/teaching and learning, lack of engagement and reward of faculty and staff**
- **Lack of integration of institutional, national and supranational policies**

The need for a revised definition of Internationalization of Higher Education

Reflects increased awareness that

- IoHE must become more inclusive and less elitist
- Mobility must become an integral part of the internationalized curriculum that ensures internationalisation for all

Re-emphasises that

- Internationalization is not a goal in itself, but a means to enhance quality
- Should not focus solely on economic rationales

Redefining Internationalization

“the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society”

The End