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Nacionalna agencija Republike Slovenije
za kakovost v visokem šolstvu

s.q.a.a

Slovenian Quality Assurance Agency
for Higher Education



Naložba v vašo prihodnost
OPERACIJO DELNO FINANCIRA EVROPSKA UNIJA
Evropski socialni sklad

INTERNATIONALISATION AND QUALITY OF HIGHER EDUCATION

Thematic workshop Erasmus IP, 28th May 2013 organised by CMEPIUS

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Presentation is divided into:

1. theoretical views – **connections between Internationalisation and Quality of HE**
2. criteria/standards for accreditation/re-accreditation procedures of study programmes/HEIs; **the role of international activities/international dimension in the Quality of HE**
3. **enhancement of Internationalisation of HE - CeQuInt project**
(Certificate for Quality in Internationalisation)

Theoretical views - connections between Internationalisation and Quality of HE

1. international dimension in teaching, research, and services **improve the quality of higher education** as well as the quality of higher education institutions (van der Wende 1999; Quang 2003);
2. **quality assurance and control in various forms of internationalisation of higher education** (Knight 2001, 2007, de Wit 2002, 2009, Altbach and Knight 2007);
3. integration of international dimension in quality assurance systems such as **international accreditation and recognition of qualifications gained by participating in international study programmes** (Van Damme et al 2002).

Internationalisation of HE

1. **Cosmopolitan values** - significant element of first universities in Bologna and Paris
2. **International dimension moved from „wandering scholars“ to the concept of Internationalisation of HE:**
 - student and academic staff mobility,
 - international students,
 - cross-border delivery,
 - rise in the number of joint or double degrees,
 - the expansion in partnerships,
 - transnational education (franchises, offshore satellite campuses, branch campuses), etc. (Knight 2008).

Positive influences of Internationalisation

1. Mobility of students and academic staff enhances the quality of study programmes, excellence in research.
2. International academic staff bring specific benefits to the higher education institutions that are reflected in international research networks and in new skills and different approaches in teaching (Welch 1997).
3. International research projects – innovation, mobility, networks, funding.

Negative influences of Internationalisation

1. The most prestigious universities and **world-class universities** that draw best foreign students and academic staff and **have a monopoly on knowledge**.
2. The publications that count most **are published in English** and issued by the publishing companies located in the western world - **other countries are in unequal position**).
3. The **brain drain**, which results in increasing inequality of other higher education institutions that remain on the “**periphery**” in terms of **funding, capacity of performance, research, publishing, student access to higher education**, etc. (Altbach et al 2009).

Activities of SQA from the aspect of the enhancement of Internationalisation of HE

Quality Assessment Criteria:

1. integration with the environment;
2. functioning of the higher education institution;
3. human resources;
4. students;
5. material conditions;
6. quality assurance, innovation and development orientation.

Quality Assessment Criteria

1. Integration with the environment

Does the institution cooperate with foreign higher education institutions, institutes, enterprises, organisations (agreements, contracts, projects)?

2. Functioning of the higher education institution

What is the institution's policy/strategy on internationalisation of HE?

3. Human resources

What are the possibilities for promotion, training, mobility exchange (academic and professional staff, sabbaticals, etc)?

Quality Assessment Criteria

4. Students

What are qualitative and quantitative characteristics of mobility of students, academic and professional staff?

5. Material conditions

6. Quality assurance

Does the institution attend to development and improvement of its work, modernisation or conceptualisation of new study programmes, improvement of working conditions, training and education of its employees, etc.?

Certificate for Quality of Internationalisation (CeQuInt)

Standard 1: **Intended internationalisation**

Standard 2: **Action plans**

Standard 3: **Implementation**

Standard 4: **Enhancement**

Standard 5: **Governance**

Assessment scale: excellent, good, satisfactory, unsatisfactory

An institution receives the **Certificate for Quality in Institutional Internationalisation** when at **least three standards** are assessed as **good** or **excellent** and no standard is assessed as unsatisfactory (ECA 2013).