



INTELLECTUAL OUTPUT – IO5

IO TITLE: DEVELOPMENT OF METHODOLOGY ON LEARNING MOBILITY OUTCOMES IN CURRICULA

LEADING ORGANISATION: Ghent University

PARTICIPATING ORGANISATIONS: Universidad Autónoma de Madrid (Spain), Aristotle University of Thessaloniki (Greece), Erasmus Student Network, Expertise In Labour Mobility, European University Foundation (EUF).



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1. General Information

1.1. Description and objectives

This output of the Erasmus Skills project is meant to support universities in the general integration of international/intercultural knowledge, skills and attitudes (KSA's) (or learning outcomes¹) in the curricula. Rather than just focusing on skills as found in the title of the project 'Erasmus Skills', we broaden this input to competences: knowledge, skills and attitudes (further referred to as KSA's) in general. We also focus on the whole curriculum and not just the mobility part of it. After all, current challenges in society make us aware that contemporary curricula are no longer acceptable without *all* graduates achieving international/intercultural *knowledge, skills and attitudes*. According to Betty Leask (2015), the curriculum plays a key role in the success or failure of the internationalisation agenda, by internationalising the curricula you can prepare today's students to take their place as ethical citizens and professionals in a globalised world. Betty Leask (2015) defines internationalisation of the curriculum as followed: "it is the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study".

The benefit of internationalising the curriculum is that it is a unique chance to anchor mobility and internationalisation in general in the curricula, to broaden internationalisation to all students, and to include (almost) all staff members in internal internationalisation debates. It shifts the focus from internationalisation as an end in itself to internationalisation as a driver for educational quality. Above this, the use of the concept of international/intercultural KSA's enhances transparency since it creates a kind of 'common language', beneficial e.g. in contacts with foreign colleagues (e.g. in the framework of mobility) and as such offers opportunities for (international) cooperation and benchmarking. The concept of international/intercultural KSA's is more and more used as a core element in different international frameworks focusing on the quality of internationalisation, e.g. the framework for the Distinctive Quality Feature of the

¹ Throughout the text we refer to the general term international/intercultural *knowledge, skills and attitudes* as a broad concept; in some countries or institutions, the term used is competences or *learning outcomes*.



NVAO and the frameworks for the Certificate on Quality in Internationalisation of European Consortium of Accreditation Agencies (ECA)².

This output is meant to be used in a broader process within a university, at the level of faculties and programmes. The integration of international/intercultural KSA's in the curricula is a process and a joint responsibility and endeavour of different stakeholders, including at least the units responsible for educational quality, curriculum development and internationalisation. Such a broader process requires the following enablers:

- various supporting measures meant to offer inspiration (e.g. by means of extra and concrete examples and best practices; thematic internal seminars),
- information (providing existing data (results of queries) related to the programme's internationalisation; links to existing practices, including at other institutions),
- guidance (offering faculties and programmes the possibility to be supported in developing a vision on internationalisation, implementing an internationalised curriculum and measuring the achievement) and
- stimulation (investigating the possibility to give incentives (financially or otherwise) to programmes; support programmes interested in labelling their internationalisation practices).

1.2. Responsible partner's contact details

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² See: <http://ecahe.eu/home/internationalisation-platform/certification/>



2. Introduction

The comprehensive internationalisation of a university's educational curricula preferably is embedded in the overall approach to the development of student-centred curricula and the way in which the educational goals in general (the so-called "envisaged learning outcomes" or "competences") of the different study programmes are defined. Hence, an important starting point for this is the university's "Competence Model", "Learning Outcomes Model" or something alike. After all, university programmes have to be aligned to a (national) Qualifications Framework (QF) which necessitates programmes to define their envisaged learning outcomes or competences (Knowledge, Skills and Attitudes) at the specific QF-level. Such a model, when it exists, offers programmes a framework wherein or a methodology on which basis the programme's competences are defined. This includes in general terms what -both at the end of a bachelor's and master's degree- graduating students need to have achieved.

Inspiration for such sets of competences (KSA's) can be found in the many existing "job description" databases, e.g. CEDEFOP's "Skills panorama" that was created to offer inspiring choices on skills and jobs in Europe³ or ESCO, the multilingual classification of European Skills, Competences, Qualifications and Occupations⁴. At the level of higher education institutions, reference points for common curricula on the basis of agreed competences and learning outcomes as well as cycle level descriptors for many subject areas were developed in the framework of the "Tuning educational structures in Europe"-projects⁵ and are aimed at enhancing recognition and European integration of diplomas, taking into consideration the diversity of cultures.

The specific KSA's graduates need in order to cope with the increasing diversity in societies, globalisation etc. are in this text as well as in international literature referred to as "international/intercultural learning outcomes⁶". Whereas it is up to the programmes themselves to define what these exactly entail (see below) in broad terms these can be distinguished in the following way (Based on AERDEN et al 2013):

³ See <https://skillspanorama.cedefop.europa.eu/en> for more information.

⁴ See <https://ec.europa.eu/esco/portal> for more information.

⁵ These reference points for more than 40 educational programmes can be found at <http://www.unideusto.org/tuningeu/subject-areas.html>.

⁶ We use a slash between international and intercultural as it is up to the programme developers to decide whether the focus is more on learning outcomes that are international, intercultural or international and intercultural.



- Intercultural learning outcomes: learning outcomes which enable effective & appropriate communication with people of other cultures; offer strategies and skills for functioning in other cultures and intercultural interaction techniques and are more “person”-related
- International learning outcomes: learning outcomes (mostly personal attributes and understanding) which enable effective & appropriate functioning outside one’s environment; cognitive & cultural flexibility, sociability, comparative civics, socio-economic geography and are more “environment”-related

One of the interesting features of using such an approach, in which the whole exercise of defining international/intercultural KSA’s at the programme level play a crucial role, is that the envisaged international/intercultural KSA’s can be of a different nature in one programme as compared to another.

This means in practice that programmes need to define these international/intercultural KSA’s and hence make clear what these are for a graduate of that specific bachelor or master.

For the Erasmus Skills project the exercise to define international/intercultural KSA’s has been done having in mind one specific target group: students who go or have been on mobility for studies. International/intercultural KSA’s have been clustered as followed (more detail on these clusters can be found in IO3):

- European Identity and Global Citizenship
- Cultural Knowledge
- Social Skills
- Curiosity/Openness attitudes
- Discipline awareness
- Communication in different languages
- Adaptability to Change
- Teamwork in diverse environment
- Planning and Organising
- Creativity

Defining the envisaged international/intercultural KSA’s is however only one step in the process and preferably not even the first one. It is advisable that before taking this step, programmes define a *vision* on internationalisation to assure that all the programme stakeholders are starting from the same assumptions. Other important steps are assuring that all students in the programme (so not only these studying abroad) are offered sufficient opportunities to achieve



the envisaged international/intercultural Knowledge, Skills and Attitudes, and defining assessment mechanisms to measure whether indeed the envisaged international/intercultural competences have been achieved. These issues are dealt with in this text as well. Such an integrated approach guarantees that internationalisation can be used as a strong means to offer qualitative programmes, ensuring that graduates are internationally/interculturally competent.





3. Defining a vision on internationalisation

Before starting to define the envisaged international/intercultural competences, a programme (a faculty or a school if more appropriate) defines its vision on internationalisation in order to make explicit what the added value of internationalisation is for the programme, especially with regard to what is expected from its graduates.

Such an exercise of course takes time, but there are clearly some advantages to it and it reduces the time investment in the following phases. A first advantage is that defining a vision requires the involvement of all relevant stakeholders (academic and administrative staff, students, alumni, representatives from the labour market...) and this reduces potential resistance during the further implementation. Secondly, there is evidence that when students are made better aware of the 'bigger picture', the achievement of the envisaged competences is facilitated. Students even react negatively to internationalisation activities which cannot be linked to an overall strategy, based on the programme's vision. A clear illustration of this relates to teaching staff mobility⁷.

A survey among more than 500 graduates from Flemish higher education revealed that there is even a negative correlation between "teaching staff mobility" (a foreign teacher spending a week or so lecturing in the institution of the students involved in the study) that was not framed properly and the achievement of generic competences. When however this "guest appearance" does fit in into the regular curriculum, when there is proper preparation and follow-up, when students are well informed of the bigger picture they do report a positive impact on their competence achievement.

Defining a clear and shared vision is hence a first but necessary and beneficiary step to be able to collaborate in unison at a later stage. It is therefore advisable to write such a vision not only with representatives from a purely managerial level. Use this momentum to turn this vision-writing into a collective exercise to create unity between different stakeholders, including students, alumni and representatives from the labour market. Although it is important to highlight that equally high-level support for the vision (head of department, dean, etc.) remains crucial.

⁷ The example is derived from De Decker, F. (2004) "De impact van internationalisering op de Vlaamse hoger onderwijscurricula", a study commissioned by and delivered to the Flemish Ministry of Education.



4. Three steps implementation phase

The vision of the programme creates a firm basis for the implementation phase, which consists of three main steps:

- 4.1. Defining and describing the programme's international/intercultural KSA's
- 4.2. Creating enough learning experiences in the programme's curriculum to allow the achievement of the envisaged international/intercultural KSA's
- 4.3 Measuring the achievement of the envisaged international/intercultural KSA's

Hereafter it is described how these three steps can be put into practice during the 'constructive alignment' of the programme. In Annex A (Example of Actions as part of the Implementation Plan) a detailed planning is described on what actions a university has to take to put this approach into practice.

4.1. Defining and describing the programme's International/intercultural KSA's

In the introduction, the advantages of programmes defining and describing their international/intercultural KSA's, have been highlighted. As has already been explained, the envisaged international/intercultural KSA's can be of a different nature in one programme as compared to another. Defining these concepts in a clear way and "translating" the competences to the programme specific level, is often related to learning pathways in the curriculum, a clear programme construction and/or evaluation criteria. Using this broad concept international/intercultural KSA's and the described approach is also beneficial in a mobility context, since it facilitates communication between the sending and receiving institution and constitutes a clear link with the makeup of the Learning Agreement. Hence, the concept of international/intercultural KSA's used in the Erasmus Skills project targeting mobile students can be a source of inspiration in this context and can be modified (made less general) to make it relevant and of use for all students within a certain programme.

It should be clear that this consignment is also a collaborative one involving different stakeholders internally and externally. International standards and expectations from employers as well as society as a whole are to be taken into account. Of course, it is logical that programmes do not start this exercise from scratch, but that they base this on the existing

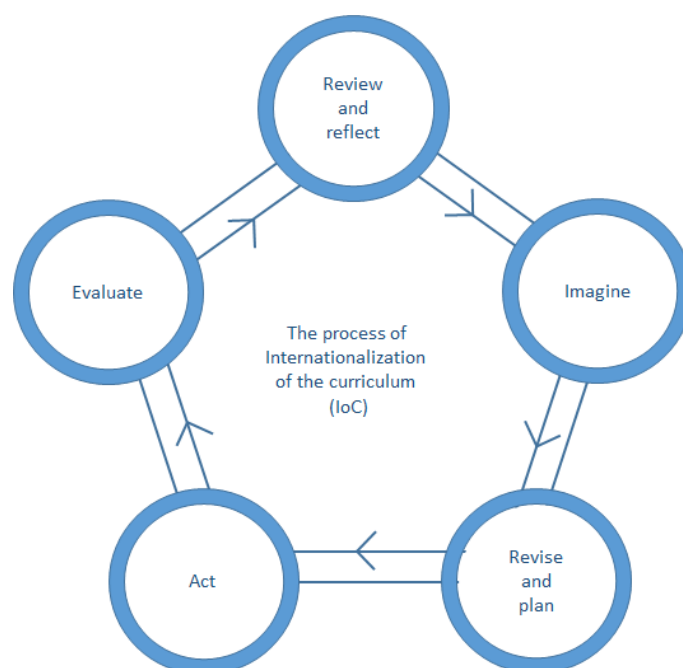


practices. One of the main ambitions should be to make explicit what has perhaps been implicitly present in the programme's contents and envisaged competences (KSA's) and is assumed to be present. In this way, possible misassumptions can be corrected or existing sub-surface practices can be made apparent. Above all, it gives programmes the chance to better and more clearly communicate its international ambitions to its students, staff, partner institutions and the outside world in general.

International/intercultural KSA's could be formulated in a very general way, limiting these to generic, transversal knowledge, skills and attitudes. All too much, one sees these being limited to *generic soft skills* such as linguistic skills, citizenship, global engagement, personal growth etc. A more powerful and appealing way of formulating these however is to really contextualise these competences (where the context is that of the programme) and bring to the front what this could entail for the programme in a more specific way or even incorporate an international/intercultural dimension in the programme's core competences.

A helpful tool to implement international/intercultural KSA's in the curricula or to internationalise the curriculum is the model created by Betty Leask 'The process of internationalization of the curriculum'. The process entails five stages (see Fig 1). Before starting this process it is important to get the right group of people together. Each stage of the process has a focus question, see Table 1 Five stages in the process of internationalising the curriculum.

Fig. 1 The process of internationalisation of the curriculum



Source: Leask (2015, p. 42)



Stage	Focus Question
1. Review and reflect	<p>To what extent is the curriculum internationalised?</p> <p>The Questionnaire on Internationalisation of the Curriculum of Betty Leask can be used and is available here: http://www.uq.edu.au/teach/OLT/resources.html</p>
2. Imagine	<p>What other ways of thinking and doing are possible?</p> <p>The aim is to provoke discussions of existing paradigms within a discipline. To prompt and guide this discussion, the conceptual framework for internationalisation of the curriculum can be used and is available here: http://www.uq.edu.au/teach/OLT/framework.html</p>
3. Revise and plan	<p>Given the possibilities for internationalising the curriculum, what changes do we want to make to the programme?</p> <p>After imagining it is time to revise and plan: what are the concrete changes you want to make to the program?</p>
4. Act	<p>How will we know if we have achieved our internationalisation of the curriculum goals?</p> <p>In this stage, the plans that have been formulated are implemented. This might involve the introduction of new student activities.</p>
5. Evaluate	<p>To what extend have we achieved our internationalisation goals?</p> <p>Gather evidence on how effective changes have been. Consequently go to stage 1 again: review and reflect.</p>

Table 1 Five stages in the process of internationalising the curriculum

Source: Leask (2015, p. 43)

It is important that competences at program, course or subject level are realistic, specific, and measurable and written in terms that learners will understand. An example is derived from the book of Betty Leask:

Institutional level <i>Graduates will demonstrate:</i>	Program level <i>Graduates will be able to:</i>	Course level <i>Students will be able to:</i>
International/intercultural competences	Manage a project involving culturally and linguistically diverse team members	Contribute to the formulation of achievement of shared goals in diverse teams
	Analyse the reasons for different approaches to professional practice in different parts of the world	Explain the relationship between the identity and status of [insert name of profession] professionals in two different social and cultural contexts
	Analyse the cultural foundations of knowledge in the discipline	Critically reflect on the way in which your personal values have been influenced by their social, cultural, and economic contexts

Table 2 Example of international/intercultural competence

Source: Leask (2015, p. 74)

The questionnaire and clustering of KSA's used in the Erasmus Skills project is rather general and can be used as a starting point. After all, being internationally/interculturally competent for sure means something different for a biologist, an engineer, a philosopher, a journalist, a psychologist or an audiologist for example.

Some examples of how international/intercultural KSA's can be translated to the nature of the programme:



- Master of chemistry: linking chemistry to society, being sensitive to societal and environmental questions, concerns, challenges and innovation needs and considering these within an international context.
- Bachelor of business economics: having an understanding of intercultural and international developments in business economics.
- Bachelor educational sciences: have insight in cultural differences and integrate respect for diversity in pedagogical, educational and orthopedagogical contexts.
- Master of bioscience: placing social, ecological and socio-economic role of agriculture and ethical aspects in an international context

It is equally important to stress that including these international/intercultural KSA's in the set of programme competences or learning outcomes implies that, like all other competences (KSA's), these have to be pursued by and evaluated for *all* students. This means that students spending a sufficient period abroad will have the chance to achieve the envisaged international/intercultural KSA's (and this will need to be checked, measured or assessed – see further). Equally students going abroad for a (short) period, engaging in virtual or blended mobility or students staying “at home” should be offered enough possibilities to achieve these.

This means that a combination of offering students a variety of internationalisation experiences (=mobility) and including an international dimension in the curriculum has to be strived for. This challenge of creating enough international/intercultural learning experiences will be dealt with in the next section.

4.2. Creating opportunities for International/intercultural learning experiences

As has been made clear, programmes will need to create a variety of opportunities to students to achieve the envisaged international/intercultural learning outcomes, combining a variety of internationalisation experiences and developing an international dimension in the curriculum. These opportunities include developing various mobility opportunities; offer international, English-taught courses to students; develop a variety of Internationalisation at home initiatives, use ample reference to international or intercultural contexts in the lessons, refer to international literature etc. However, all these initiatives need to be part of a clear strategy. It is very well possible that some students following the same programme get abundant possibilities



to become internationally/interculturally competent (because of personal choice) but that others don't because they either choose not to do so, are not stimulated or are not offered the possibility. This means that some of the proposed possibilities will exist in a programme and others won't. But programmes are encouraged to reflect on all and strategically decide on what to offer when to whom, keeping in mind that the overall aim is to eventually reach out to all students.

Different possibilities:

- Internationalisation experiences: creating opportunities for all students

Programmes have to define or develop a strategy on how such internationalisation experiences could best be integrated in the curriculum and hence how student mobility could best be facilitated. In international literature, more and more the concept of "Mobility windows"⁸ is put forward as a key to success. Therefore it is of crucial importance to enable programmes to include this into the curriculum with the necessary centrally support and facilities.

In line with the abovementioned endeavour to reach out to all students, not only the mobile ones, this concept could also be named creating "**Windows of opportunity**" and defined as follows:

A specific period built in in a study programme in which specific room is offered for acquiring international/intercultural competences, preferably with a choice for students from a range of diverse, complementary learning routes to cater for the diversity in students' abilities, means and possibilities. (Definition by Frederik De Decker, Ghent University)

The cruxes to implement these windows include the inclusion of it in an overall (faculty or programme) (internationalisation) vision and strategy, embedding it in the regular curriculum reform processes and guarantee the validation of it as part of the regular curriculum (which means for students the following elements have to be made clear: the envisaged competences, the amount of credits, assessment information, grading system etc.). In short: a regular "ECTS Course description" has to be developed for it and the necessary support has to be in place.

Such windows facilitate both incoming and outgoing mobility and as such also promote cooperation between students and hence "Internationalisation at home". And when we refer to mobility, this goes beyond the 'classical' credit mobility (for a semester or an

⁸ See for example "Mapping "mobility windows" in European higher education. Examples from selected countries", of which more information can be found on <http://www.aca-secretariat.be/?id=597>.



academic year), but also includes traineeships or research stays abroad, short-term mobility initiatives (e.g. “Intensive programmes”, “Summer schools”, “Field trips” etc.) and virtual or blended mobility initiatives (including video conferencing agreements with foreign partner institutions, the use of MOOCS, cross-cultural virtual group assignments, cooperative online international learning etc.). An important condition to be able to count all these types of mobility among internationalisation experiences offered in programmes is of course that also for these “ECTS Course descriptions” (including competences, credits, grading etc.) exist or are developed and that students are given the guarantee that the credits will be validated as part of their regular curriculum. This also implies that regular quality assurance mechanisms (including quality assurance of partnerships) are put in place to guarantee validation of these credits gained abroad.

For all these initiatives it is of utmost importance that these are framed and put in perspective, because [...] without preparation, exploitation and reflection, in a world without international or intercultural learning, these will not be meaningful, and therefore useless, just some nice memories and exotic selfies. (source: <http://www.eaie.org/blog/comprehensive-internationalisation-ehea/>)

Some good practices on supporting students to gain mobility related competences can be found in Chapter 3 of the Guide for Practitioners. A brief overview:

- Language courses for academic purposes;
- Annual meeting gathering all incoming and outgoing exchange students;
- Intercultural preparation event;
- Course title ‘Introduction to International and Global Development of Health Care’;
- A digital tool that provides intercultural training and global careers advice;
- Online pre-departure course.

- **Internationalisation dimension: creating an international classroom**

A strong approach to reach out to broad groups of students and offering these learning opportunities to achieve international/intercultural KSA’s, is embedding an international dimension in the programme’s curriculum.

An obvious way of putting this into practice is investigating whether current course contents already are or could be made more (explicitly) international/intercultural. More international/intercultural in this sense means that students are offered and confronted



with different world views, concepts, insights, “multiperspectivism” (= approach a problem from various perspectives) etc.

Two interesting possibilities to embed different perspectives into the curriculum constitute two alternative or complementary approaches to internationalising the curriculum: assuring a more diverse/international student body and attracting foreign teachers (either on a temporary basis or as part of the regular teaching staff).

More diversification in the student body entails that regular students and incoming (exchange) students are not segregated from each other but purposefully mixed to facilitate a multiperspective approach. This means that programmes should investigate the possibility to join efforts and to make sure that their “Mobility Window” becomes a real “Window of opportunity” when crossing it over with their existing “Exchange Programmes”, hence creating an interesting offer of English-taught “international courses” for both incoming exchange and regular students. Equally, including foreign (exchange) teaching staff can add such an international/intercultural dimension to the programme curriculum, at least when their contribution is not a “one shot” but part of an overall strategy (see above). The programme can define which courses are more appropriate to do so and even strategically involve staff to add different perspectives to the existing curriculum.

When these two approaches (assuring a more diverse/international student body and attracting foreign teachers) are put into practice on a larger scale, combined with an international content, an appropriate pedagogical approach and the right classroom management, one can talk about an international classroom. Much literature is available on this concept which can also be useful for programmes intending to implement less far-reaching types of internationalisation dimensions. The Erasmus+ project “Educational Quality at Universities for inclusive international Programmes (EQUIP)” has brought a lot of this together and is a useful source of information for practitioners (see <https://equip.eu/module/international-classroom/>).

Some examples of the internationalisation dimension:

- Ghent University offers an elective course “[Culture Studies](#)” where students participate in a set of cultural activities. Based on an individual portfolio they reflect on activities, linked to the lectures. In compiling groups for group work, local and



international students are purposefully mixed in order to facilitate an intercultural dialogue.

- At the University of Groningen they set up ‘the International Classroom Project’. The idea was and is to provide students inclusive, active learning through a common language in which all students and lectures engage in purposeful interactions with diverse ideas and diverse people to develop and demonstrate internationalised learning outcomes aligned with the program vision on internationalisation in order to enhance the quality of teaching, learning and employability for all students. (<https://www.rug.nl/about-ug/organization/quality-assurance/in-practice/international-classroom-project/>)
- A few examples from Betty Leask (2015)
 - Conduct “online interviews” with students from other cultures and/or professionals on current issues as part of an assessment task;
 - Participate in moderated online discussion on the status and role of the profession in different parts of the world with students and staff from a partner institution in another country;
 - Participate in mixed-culture online tutorial groups which examine ways in which particular cultural interpretations of social, scientific, or technological applications of knowledge may include or exclude, advantage, or disadvantage people from different cultural groups;
 - Web-based research into professional traditions in other cultures.
- Integrating international cases and examples in classes and course material. This is an easy step for professors to internationalise their own course. It helps to approach certain aspects from different perspectives helping students to acquire international/intercultural KSAs.
- Collaborative Online International Learning (COIL) brings students from different cultural backgrounds together online facilitating interaction and cooperation. Ground breaking work on COIL has been done by the State University of New York,



now hosting the [SUNY Coil Center](http://coil.suny.edu/index.php/) (<http://coil.suny.edu/index.php/>), a good starting point to explore COIL at length.

4.3. Measuring the achievement of the envisaged International/intercultural KSA's

This last step in the process is for sure not the easiest, but probably the most important one. Much neglected in the past, measuring whether an internationalisation experience of a student or the internationalisation dimension of the curriculum have an impact on students' KSA's has gained growing attention over the last couple of years (of which the Erasmus Skills project is proof). In the past, it seems to have been taken for granted that studying abroad automatically leads to more international/intercultural KSA's. Not surprisingly, the assessment of international/intercultural KSA's is progressing simultaneously with the overall growing expertise and experience in competence assessment. Because above all this point has to be clear: assessment of international/intercultural KSA's is primarily competence assessment. It hence needs to follow the university's overall assessment rules, standards, customs, testing principles etc.

According to Darla Deardorff⁹ it is of prime importance that one first of all clearly describes what has to be assessed and that one defines it as accurately as possible. Hence, the importance of a clear vision and accurate definition and description of the programme's international/intercultural KSA's as described above. Deardorff adds to this the general rule to align the assessment methods to the characteristics of the competences one wants to assess. There are hence some specificities to be anticipated with the assessment of international/intercultural KSA's. The major specific element is probably that proportionally there is a larger attitudinal component involved in such competences. This necessitates that in some cases a balanced mix of direct (e.g. group presentation) and indirect (e.g. portfolio) assessment methods will be the best option.

⁹ Deardorff, D.K. (2009) *The Sage Handbook of Intercultural Competence*. Thousand Oaks: Sage



In the Annex B a proposal is introduced for programmes wanting to benchmark or even certify their internationalisation policy and practice. This Framework for the assessment of quality in internationalisation can offer further inspiration.

For mobile students the self-reflection questionnaire developed in the Erasmus Skills project is an indirect self-assessment tool to measure the extent to which growth in international/intercultural competence has been achieved.

5. Conclusion

An integrated internationalisation policy also means that internationalisation has to be integrated in the heart of the education mission, policy and practice of your university. To facilitate this integrating international/intercultural KSA's in the programmes' competences/learning outcomes should become an integral part of the curricular development and quality assurance procedures. As such, programmes are explicitly triggered to define what these entail for their graduates, who will be working in a global and multicultural society.

This output proposed an integrated approach, starting from the definition of a vision and describing three concrete steps that programmes can put into practice. All this in order to guarantee that internationalisation can be used as a strong means to offer qualitative programmes, ensuring that graduates are internationally/interculturally competent. In this integrated approach, there is also space to more explicitly focus on the added value, in terms of competence development for students involved in mobility (Erasmus) programmes (their 'Erasmus skills').



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7. Annex A: Example of Actions as part of the Implementation Plan

Action	Involved
Organising an internal conference for sharing good practices on the internationalisation of the curriculum (“I@H”-projects and others alike)	All staff interested; IRO organises
Exploring the possibilities to transfer acknowledged good practices from other institutions as included in the Good Practices on Internationalisation Platforms of NVAO and ECA to the university’s context	IRO coordinates
Presenting at faculty level the policy and introductory guide on international and intercultural competences (knowledge, skills and attitudes) for all graduates	Faculties; IRO
Supporting programmes/faculties in the development of a vision on internationalisation [possibly as part of a broader vision]	Faculties; IRO
Supporting programmes/faculties in defining and describing the programmes’ international/intercultural competences (knowledge, skills and attitudes) [as part of the overall implementation of the university’ competence model –if existing- within the faculty/programme]	Faculties; IRO
Supporting programmes/faculties in creating a variety of learning experiences for students to allow the achievement of the envisaged international/intercultural competences (knowledge, skills and attitudes) [as part of an overall approach to teaching and learning]	Faculties; IRO
Supporting programmes/faculties in defining a strategy to work towards measuring the achievement of the envisaged international/intercultural competences (knowledge, skills and attitudes) [taking into account the overall testing principles of the university – if existing]	Faculties; IRO
Organising and supporting faculty-level initiatives to raise awareness	Faculties; IRO
Investigating the possibility to give incentives (financially or otherwise) to programmes to invest in the internationalisation of the curricula	IRO
Supporting programmes interested in labelling their internationalisation practices	Faculties; IRO



8. Annex B: Framework for the assessment of quality in internationalisation

In the framework of the project “Certificate for Quality in Internationalisation” (CeQuInt) of the European Consortium for Accreditation (ECA), *Frameworks for the assessment of quality in internationalisation* were developed, including one at the programme level. This framework can also serve very well as an interesting self-reflection instrument for programmes wanting to evaluate where they are in the development of their internationalisation.



Standard 1: Intended internationalisation	
Criterion 1a:	<p>Supported goals <i>The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.</i></p>
Criterion 1b:	<p>Verifiable objectives <i>Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.</i></p>
Criterion 1c:	<p>Measures for improvement <i>As a result of periodic evaluations of the programme's internationalisation, the successful implementation of measures for improvement can be demonstrated.</i></p>
Assessment:	Unsatisfactory, satisfactory, good or excellent
Standard 2: International and intercultural learning	
Criterion 2a:	<p>Intended learning outcomes <i>The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.</i></p>
Criterion 2b:	<p>Student assessment <i>The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.</i></p>
Criterion 2c:	<p>Graduate achievement <i>The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.</i></p>
Assessment:	Unsatisfactory, satisfactory, good or excellent



Standard 3:		Teaching and Learning
Criterion 3a:	Curriculum	<i>The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.</i>
Criterion 3b:	Teaching methods	<i>The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.</i>
Criterion 3c:	Learning environment	<i>The learning environment is suitable for achieving the intended international and intercultural learning outcomes.</i>
Assessment:	Unsatisfactory, satisfactory, good or excellent	

Standard 4:		Staff
Criterion 4a:	Composition	<i>The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.</i>
Criterion 4b:	Experience	<i>Staff members have sufficient internationalisation experience, intercultural competences and language skills.</i>
Criterion 4c:	Services	<i>The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.</i>
Assessment:	Unsatisfactory, satisfactory, good or excellent	



Standard 5:	Students
Criterion 5a:	Composition <i>The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.</i>
Criterion 5b:	Experience <i>The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.</i>
Criterion 5c:	Services <i>The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.</i>
Assessment:	Unsatisfactory, satisfactory, good or excellent