Quality Assessment of Internationalization at Higher Education Institutions - A case study

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SUMMARY

- The Polytechnic Institute of Portalegre (IPP)
- Basics of a Quality Management System (QMS)
- QMS at IPP: Organisation | Auditing | Processes | Automation
- What is Internationalisation in higher education
- IPP internationalisation strategy
- IPP QMS in internationalisation: Activities | Inputs | Bodies involved | Monitoring Tools | Matrix | Indicators | Targets | Results | The good and the bad...
THE POLYTECHNIC INSTITUTE OF PORTALEGRE
# IPP AT A GLANCE (2016-17)

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<td>Equine Sciences</td>
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<td>Veterinary Nursing</td>
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<td>Nursing</td>
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<td>Dental Hygiene</td>
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<td>Civil Protection and Rescue</td>
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</table>
PURPOSE OF A QMS

A system by which an organization aims to reduce and eventually eliminate non-conformance to specifications, standards, and customer expectations in the most cost effective and efficient manner.

A good QMS will:
• Set direction and meet customers’ expectations
• Improve process control
• Reduce wastage
• Lower costs
• Increase market share
• Facilitate training
• Involve staff
• Raise morale
ISO (INTERNATIONAL ORGANIZATION FOR STANDARDIZATION)
MANAGEMENT PRINCIPLES

• **Customer focus** (customer needs and expectations)
• **Leadership** (top management involvement)
• **Involving people** (at all levels in the organisation)
• **Process**\(^*\) **approach** (with each process transforming one or more inputs to create an output of value to the customer)
• **Systems approach** (giving coherence to the interrelationships between processes)
• **Continual improvement** (attention needs to be given to both the **voice of the customer** - through complaint analysis, opinion surveys and regular contacts – and **the voice of the processes** – through measurement, monitoring and analysis of both process and product data)
• Continuous **audits, reviews and assessments**

\(^*\) Process: A set of interrelated or interacting activities that use inputs to deliver an intended result (output). E.g. Internationalisation | Educational offer
THE PDCA STEPS

- **Plan:** set the objectives of the system and processes to deliver results ("What to do" and "how to do it")
- **Do:** implement and control what was planned
- **Check:** monitor and measure processes and results against policies, objectives, and requirements and report results
- **Act:** take actions to improve the performance of processes
WHICH PROCESSES TO CONSIDER

[Process: A set of interrelated or interacting activities that use inputs to deliver an intended result (output)].

- What processes should be considered?
- Should they be considered at the same level?
- How should they be named and distinguished from each other?
- ...

E.g.: **Internationalisation** – Promoting, Monitoring and Improving International Cooperation
IPP QMS PROCESSES

**Nuclear/Operational Processes**
- Curricular Activity
- Research
- Educational Offer
- Inter-institutional and Community Cooperation and Internationalisation

**Support Processes**
- Image and Communication
- Informatics
- Resource Management

**Cross-cutting Process**
- Social Responsibility
STRUCTURE OF THE MANAGEMENT INTEGRATED SYSTEM AT IPP

- **Strategic Board for Evaluation and Quality Assurance** [defines objectives and controls the whole system]

- **Evaluation and Quality Assurance Office** [supports the Strategic Board; monitors implementation of the system]

- **Continuous Improvement Task Forces** [in charge of each system process]

- **Management Integrated System Handbook** [defines structures, rules and guidelines]
CHECK
INTERNAL AND EXTERNAL AUDITING AT IPP

- **Internal auditing teams** [conduct annual, bi-annual, internal audits to processes, to system itself]

- **External certified agency auditing teams** [conduct regular external audits to processes, system itself]

- **Higher Education Evaluation and Accreditation Agency** [conducts regular external audits at institutional level and to programmes of study]
TOWARDS THE SYSTEM AUTOMATION (1/2)

▪ **Cognos Software**
  Cognos software, from IBM, houses the complete monitoring system and the BSC, including the strategy map and indicators for each process

▪ **Balance Scorecard (BSC)**
  At this time, and because the Balanced Scorecard itself is evolving, efforts are being made towards the automation of the indicators calculation, establishing links with existing databases at IPP.
TOWARDS THE SYSTEM AUTOMATION (2/2)

Balance Scorecard Metrics Overview

<table>
<thead>
<tr>
<th>Flows metrics</th>
<th>Reduções mais rápidas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Encargos com Telefones - Residência do Frei Amador Arras</strong></td>
<td><strong>SAS - Decisão de Atribuição de Bolsa</strong></td>
</tr>
<tr>
<td><strong>ESE - Grau de Execução Orçamental - Compromissos</strong></td>
<td><strong>Encargos com Água - Residência do Ensino Secundário</strong></td>
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<tr>
<td><strong>Encargos com Telefones - Residência do Ensino Secundário</strong></td>
<td><strong>Encargos com electricidade - Residência do Ensino Secundário</strong></td>
</tr>
<tr>
<td><strong>ESTG - X-ARQ - Taxa de Documentos Expedidos Digitalizados</strong></td>
<td><strong>Custos médios com electricidade - JASE</strong></td>
</tr>
<tr>
<td><strong>ESE - NP de projectos por ITI</strong></td>
<td><strong>Custos médios com água - JASE</strong></td>
</tr>
<tr>
<td><strong>ESTG - Número de novos clientes</strong></td>
<td><strong>SAS - Prazo Médio de Pagamentos a Fornecedores</strong></td>
</tr>
<tr>
<td><strong>Ensino Básico – 1.ª C.d.o - Taxa de Anulação de Matrículas</strong></td>
<td><strong>Taxa crescimento receta prestação serviços à comunidade</strong></td>
</tr>
<tr>
<td><strong>Informação Turística - Taxa de Anulação de Matrículas</strong></td>
<td><strong>Crescimento de despesa de funcionamento</strong></td>
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<tr>
<td><strong>Jornalismo e Comunicação - Taxa de Anulação de Matrículas</strong></td>
<td><strong>Biblioteca ESTG - Registos incorporados (anual)</strong></td>
</tr>
<tr>
<td><strong>Design e Animação Multimédia - Taxa de Anulação de Matrículas</strong></td>
<td><strong>Taxa de investimento</strong></td>
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<tr>
<td><strong>Engenharia de Energia e Ambiente - Taxa de Anulação de Matrículas</strong></td>
<td><strong>Engenharia Agronómica - Ratio de procura</strong></td>
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<table>
<thead>
<tr>
<th>Melhores métricas</th>
<th>Aumentos mais rápidos</th>
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<td><strong>Prazo médio de pagamentos a fornecedores - IPF</strong></td>
<td><strong>Reaproveitamento alimnetar</strong></td>
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<td><strong>Parcerias Internacionais - Turismo</strong></td>
</tr>
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<td><strong>Corpo Docente Especializado</strong></td>
<td><strong>Parcerias Internacionais - Serviço Social</strong></td>
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<td><strong>Corpo Docente Qualificado</strong></td>
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<td><strong>Colocados pelo CNAES - todas as fases</strong></td>
<td><strong>Parcerias Internacionais - Educação Básica</strong></td>
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<tr>
<td><strong>Corpo Docente Qualificado</strong></td>
<td><strong>Parcerias Nacionais - Educação Básica</strong></td>
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<td><strong>Corpo Docente Próprio</strong></td>
<td><strong>Parcerias Nacionais - Erif Veterinaria</strong></td>
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<td><strong>Corpo Docente Qualificado</strong></td>
<td><strong>Taxa de crescimento de análises laboratoriais</strong></td>
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<tr>
<td><strong>Corpo Docente Qualificado</strong></td>
<td><strong>Taxa de absenteismo do pessoal docente - ESG</strong></td>
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ACT?
QUALITY MANAGEMENT SYSTEM AT IPP

- IPP – First Portuguese Higher Education Institution certified in Social Responsibility [NP 4469.1:2008]
- Certificate awarded 7 de April 2008 and renewed in 2012 and 2016
- Includes all Organic Units of the Institute
- Includes all activities
- Includes 5 operational processes, 3 support processes and 1 transversal process
- Processes Management integrated into Balanced Scorecard and information available on Intranet
INTERNATIONALISATION IN HIGHER EDUCATION
WHAT IS INTERNATIONALISATION IN HIGHER EDUCATION? (1/2)

- **Three categories** in a global internationalisation strategy:
  - **International mobility of students and staff**
  - **Internationalisation at home** [international curricula, international staff...]
  - **Strategic cooperation, partnerships and capacity building**

- Such categories should **not be considered as standing alone**, rather as integrated elements of a global strategy.

- “Developing a comprehensive internationalisation strategy means, above all, positioning a HEI, its students, researchers and staff, and national systems in all the relevant activities related to research, innovation and higher education, **within the global scene**, in accordance with its individual profile and evolving labour market needs and economic strategy of the country.”

- [in European higher education in the world - Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 11.7.2013, COM (2013) pp 4-8]
WHAT IS INTERNATIONALISATION IN HIGHER EDUCATION? (2/2)

Top reasons that lead to the internationalisation of HEI:
• to improve student preparedness;
• to internationalize the curriculum;
• to enhance the international profile of the institution;
• to strengthen research and knowledge production;
• to diversify its faculty and staff

INTERNATIONALISATION AT IPP

General policy documents and guidelines
Internationalisation policy and programme
International students attraction programme
OUR INTERNATIONAL STRATEGY (1/3)

Sportive, Cultural, Scientific and Cultural Project

“More internationalisation” (p. 22) - through strengthening "privileged relations with other institutions, creating national and international knowledge networks, to generate synergies in the field of training, research, internationalization and the provision of services" (page 23) and the recruitment of "more students, especially through the adult public, the public of vocational education and international mobility... (page 23)

IPPP Development Programme

"To foster the development of exchange and cooperation programs" (Goal 7), through, inter alia:

• the creation of an Institutional Coordinator and a team to promote the internationalization of IPP;
• the strengthening of mobility actions for students teaching and non-teaching staff, and cooperation in projects of an academic nature;
• full integration into the Erasmuscentro Consortium,
• mobility with higher education institutions in Brazil and with the Institute Polytechnic of Macao.

• For all of these areas, actions, indicators and goals to be achieved are defined within a specific time limit

• Internationalization integrates the IPPP Quality Management System as one of the core processes. In this context, indicators and targets, processes and procedures are defined. The process is subject to regular internal and external audits.
Internationalisation Programme and Policy

• **A more sustainable Institute** – going beyond the region, the country and the continent

• **A more attractive Institute** - cosmopolitanism attracts more national and international students and provides more opportunities for international exchanges | “Study in an international atmosphere”

• **A more multicultural and multilingual educational offer** – curricular units in English; joint/double degrees with foreign partners

• **Greater involvement with/from the community** - "Student Friendly Cities" initiative; provision of accommodation at controlled costs in the city centers; promotion of cultural initiatives with the students, teachers and non-teachers who visit us.
OUR INTERNATIONAL STRATEGY (3/3)

International Students Attraction Programme

Promotion of IPP uniqueness

• Strong connection to the local community
• A welcoming institution and an academic environment of diversity and equality
• A rich academic life, in a region with a vast historical heritage
• Practical and professionalizing teaching delivery
• Unique and innovative educational offer (Horse Studies, Veterinary Nursing, Dental Hygiene, Animation Multimedia Design, Environment and Renewable Energies, etc.)
• Biobip Center
• A vast network of international partnerships (Europe, Brazil, Africa, Macao)
• Privileged location next to the Spanish border, two hours from Lisbon and Coimbra and 3 from Porto
• First institution of public higher education with quality certificate ISO 2008 and the only one unique with Social Responsibility certification

In short, IPP - I from Innovation and Identity; P from Passion and Participation; P from Proximity and of People

Definition of target population

• Mainly Portuguese-speaking countries

Media and resources

• Internet
• Merchandising
• External services – recruitment companies; recruitment websites; paid ads
• International recruitment fairs
QMS IN INTERNATIONALISATION AT IPP
- (Processes)
- Activities
- Inputs
- Outputs
- Bodies involved and their role
- Indicators, calculation method and description
- Monitoring and checking procedures and documents
CARRY OUT ACTIVITIES THAT CAN MEET “CUSTOMERS’” EXPECTATIONS

Customer focus (customer needs and expectations)

Who are our “customers”?  
- Internal and external Students, Teaching, Non-Teaching Staff

What do they expect from an International Office?  
- More opportunities to go mobile
- Greater choice of destinations
- Recognition of their teaching/learning/training abroad
- Sufficient grant amounts
- More opportunities to cooperate with international partners

What shall an International Office do to meet these expectations?  
- Increase the number of partnerships with other institutions
- Involve academic bodies in the preparation of mobility (e.g. LA)
- Use flexible methods to certify mobility periods
- Diversify funding sources
- Promote application and support to international cooperation projects

...
USE THE ADEQUATE INPUTS

- Needs and expectations of our “customers”
- Policies and guidelines from external and internal bodies
- Funding available
- ...

DO
INVOLVE THE RIGHT PERSONS AND BODIES

• Internal and/or external bodies or persons that participate in the different activities, besides the IRO
  - *E.g. who defines the international policy?*

• Role of each one, including the IRO
USE THE ADEQUATE TOOLS TO CHECK AND MONITOR ACTIVITIES AND OUTPUTS

Indicators, calculation method and description
- Indicators
- Calculation method
- Target for each indicator

Documents used to provide evidence for each activity
- Documents provided to show that the different activities are being carried out according to quality standards

Balance Score Card
- Update and Monitor metrics
SUPPORTING DOCUMENTS AND TOOLS
COOPERATION AND EXTERNAL RELATIONS MATRIX (up to 2016)
COOPERATION AND EXTERNAL RELATIONS MATRIX (up to 2016) - English

**Objective:** Describing activities concerning cooperation and external relations

**Performance Indicators:**
1) % Non-LLP Protocols (Non-LLP Protocols / Total Protocols)
2) % Bilateral Agreements (BA) LLP = N. BA/1st. Cycle Courses * 5
3) % Outgoing Flows (N. Outgoing Movements, Students + Teaching Staff + N. Non-Teaching Staff)
4) N. of Flows IN = (N. Movements IN) / 5
5) % Funding (Funding / Total IPP Budget)

**Scope:** ESAE, ESE, ESS, ESTG

**Date:** 13.09.2012

**Version:** 08

**Categorization of Bodies and Structures Involved:**
- C Garal
- President IPP
- C Academics
- REC
- UO Bodies
- LLP Coordinator UO
- GPC
- AN PROALV
- EACEA
- Partner Institutions

**Consult Record of Inputs and Outputs and their requirements:**

**Defining Policy concerning Cooperation and External Relations:**
- LLP
- Non-LLP

**Establishing Protocols and Agreements:**
- Applications
- Contracts
- Monitoring
- Certification

**Operationalizing Protocols and Agreements:**
- LLP
- Non-LLP

**Assessing Results:**
- LLP
- Non-LLP

**Coding:**
- ● Main responsible for the activity
- ○ Involved in the activity

**Process Manager:** CARLOS AFONSO
**Working Group:** ANA PEREIRA, ELISABETE MENDES, ANTONIO CASA NOVA, HELENA CAMERON

**Page 1 of 6**
**Objetivos Gerais:**
Revisão: 01
Indicadores de desempenho:

**B – Internacionalização:**
- B1: Número de protocolos ERASMUS+ e não ERASMUS +, B2: Número de entidades com fluxos IN ou OUT, B3: % Fluxos IN ou OUT ao abrigo de qualquer programa ou ação;
- B4: % Fluxos IN ao abrigo de qualquer programa ou ação;
- B5: Grau satisfação alunos, docentes e não docentes;
- B6: % de projetos internacionalmente aprovados;
- B7: Atividades de Educação e Formação - Protocolos, Acordos e Convenios com entidades Estrangeiras que visam a Promocão e o Desenvolvimento de Atividades de cooperação relativas à Educação e Formação B; Estudantes Internacionalizados.

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**INTER-INSTITUTIONAL COOPERATION AND INTERNATIONALISATION**
(Matrix template 2016 onwards)
**Process Manager:** Luís Loures  
**Task Group:** António Casa Nova; Irene Melita; Luís Loures; Margarida Coelho; Paula Rodrigues; Teresa Mendes; Paula Ricardo

**Global Aim:**

To develop and ensure the coordination of activities related to Inter-Institutional Cooperation and with the Community and to Internationalisation

**Performance Indicators:**

<table>
<thead>
<tr>
<th>Specific Objectives</th>
<th>Activities</th>
<th>Inputs/Related documents</th>
<th>Participants</th>
<th>Outputs/Related documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To implement procedures aiming at promoting, monitoring, evaluating and improving inter-institutional and international activities</td>
<td>Promoting the enhancement of mobilities beyond Erasmus+ and to partner countries, namely to Portuguese speaking countries</td>
<td>IPP Internationalisation Policy and programme; ERASMUS + Guidelines and technical rules defined by the NA and by bodies at each School; dissemination sessions concerning opportunities for mobility and international cooperation activities and stimulating applications to international cooperation projects; Guidelines from CCISP International Department</td>
<td>International and Cooperation Office (REC); IPP President; Academic bodies at IPP and at each School; Partners</td>
<td>Cooperation agreements with European and non-European partner countries; Annual REC report; Erasmus+ inter-Institutional agreements Mobility Call for applications; application forms; selection list; Contractual documents Certification</td>
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<tr>
<td></td>
<td>Promoting international mobility of students, teaching and non-teaching staff; Promoting dissemination sessions concerning opportunities for mobility and international cooperation activities and stimulating applications to international cooperation projects</td>
<td>ERASMUS + or non-Erasmus + Inter-Institutional agreements; Dissemination sessions agenda</td>
<td>REC; IPP President; CRI (Research Center); IPP students, teaching and non-teaching staff</td>
<td>Annual REC Report; Attendance lists at dissemination sessions; Number of project applications submitted</td>
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<td></td>
<td>Analysing final mobility reports from IN/OUT students, teaching and non-teaching staff and evaluate their degree of satisfaction; Evaluating impact of mobility on students on OUT mobility concerning employability</td>
<td>Final Reports submitted on Mobility Tool; Satisfaction survey to IN/OUT students, teaching and non-teaching staff; Annual employability survey to IPP graduates</td>
<td>REC; Mobility students, teaching and non-teaching staff; IPP graduates</td>
<td>Annual REC Report; IPP graduates employability report</td>
</tr>
</tbody>
</table>

**Revision:** 01  
**Date:** 29.11.2016

**INTER-INSTITUTIONAL COOPERATION AND INTERNATIONALISATION**

(Matrix template 2016 onwards - English)
# INTER-INSTITUTIONAL COOPERATION AND INTERNATIONALISATION (Table of Indicators 2016 onwards)

<table>
<thead>
<tr>
<th>General Objective</th>
<th>Specific objectives</th>
<th>Indicators</th>
<th>Indicators calculation</th>
<th>Typ of indicator</th>
<th>Target</th>
<th>Tolerance interval</th>
<th>Periodicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop and ensure the coordination of activities connected to inter-institutional and community cooperation and to internationalisation</td>
<td></td>
<td>Number of ERASMUS + and non-ERASMUS + Agreements</td>
<td>Total number of agreements with foreign institutions aiming at promoting the mobility of students, academic and non-academic staff</td>
<td>Numerical</td>
<td>N+10</td>
<td>20%</td>
<td>Semestrial</td>
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<tr>
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<td>Number of entities with IN or OUT flows</td>
<td>Total number of IN and OUT mobilities with different partners</td>
<td>Numerical</td>
<td>N+5</td>
<td>20%</td>
<td>Semestrial</td>
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<tr>
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<td>% OUT flows within the framework of any programme or action</td>
<td>(No. Of OUT Flows/(No. Students +No. Academic + No. Non-Academic Staff))*100</td>
<td>Percentage</td>
<td>5,0%</td>
<td>10%</td>
<td>Annual</td>
</tr>
<tr>
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<td>% IN flows within the framework of any programme or action</td>
<td>(No. Of IN Flows/(No. Students +No. Academic + No. Non-Academic Staff))*100</td>
<td>Percentage</td>
<td>5,0%</td>
<td>10%</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree of satisfaction of students, academic and non-academic staff</td>
<td>(High degree of satisfaction/No of respondents) *100</td>
<td>Percentage</td>
<td>90%</td>
<td>10%</td>
<td>Annual</td>
</tr>
<tr>
<td>To promote the participation/coordination in international education and training activities and in international research projects</td>
<td></td>
<td>% international projects approved</td>
<td>(No of international projects approved/No of international projects applied for)*100</td>
<td>Percentage</td>
<td>50%</td>
<td>10%</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education and Training Activities - Protocols/agreements with foreign entities aiming at promoting and developing activities connected to Education and Training</td>
<td>Total number of activities</td>
<td>Numerical</td>
<td>N+2</td>
<td>50%</td>
<td>Annual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% International Students</td>
<td>(No of International Students/No of First Cycle Students) *100</td>
<td>Percentage</td>
<td>5,0%</td>
<td>10%</td>
<td>Semestrial</td>
</tr>
</tbody>
</table>
INTERNATIONALISATION INDICATORS OVERVIEW
Advantages

- System created a culture of quality assurance
- Involved staff from all departments and areas
- United IPP community
Disadvantages

- Paperwork load
- No one likes to be assessed
- Internal audits often create conflicts among staff
- System updates “just for the picture”...