



Netherlands organisation
for international cooperation
in higher education

MINT webtool questionnaire Programme part

General user data

Institution:	
Name of the programme:	
Level of the programme:	
Name:	
Position:	

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Comments

Institution: Official name of the research university or university of applied sciences of which this programme is a part.

Unit: A unit could be any organisational level within an institute of higher education as long as it is on a higher hierarchical level than the programme level.

Name of the programme: Full official name of the unit.

Name: Of person (mainly) filling out this questionnaire.

Position: Of person (mainly) filling out this questionnaire.

Reference date : Date to which the data you will enter relate (could be a date, an academic year or a calendar year)

Internationalisation policy and internationalisation goals

This part of the questionnaire focuses in more detail on the internationalisation policy and goals. It includes questions on:

- the presence of an internationalisation policy
- the organisational level where this policy is set
- the type of goals
- how important the individual goals are
- the quality assurance cycle

1.1. Have internationalisation goals been set for the unit?

- ☐ yes
☐ no

1.2. Who is responsible for the internationalisation policy? (Multiple answers allowed)

Member of the Board	
Dean	
Head of institution	
Head of International Office	
Policy advisor for internationalisation	
Internationalisation Committee	
Others - please specify:	

	Always	Sometimes	Never	No answer
1.3. Does the person who is responsible for internationalisation report directly to the programme management?				
1.4. Is a member of the programme management responsible for international affairs?				
1.5. Is internationalisation a regular item on the agenda during programme management meetings?				
1.6. Is the programme management present during international official visits?				
1.7. Are internal and external stakeholders involved in setting up the internationalisation strategy?				

Comments

Goals: Goals could be

- a. International and intercultural competencies for students
- b. Improving quality of education
- c. Continuity
- d. Service to the community
- e. Reputation enhancement
- f. Improving quality of research

Programme level: Specifically for this programme.

Internationalisation policy and internationalisation goals

Member of the Board:	In Dutch: bestuur (e.g. college van bestuur, faculteitsbestuur of domeindirectie)
Dean:	The head of a faculty or school.
Committee:	This could for instance be made up of a combination of the stakeholders mentioned in this question.
Internal stakeholders:	for instance students, teaching, management and/or administrative staff, research departments
External stakeholders:	for instance representatives of industry, government, partner institutions, sectoral organisation and/or NGO's
Networks:	Set group of partners and/or peers.
Consortia:	Group of partners participating in a common activity or pooling resources for achieving a common goal.

Internationalisation policy and internationalisation goals

	Yes	No	No answer
1.8. Does the programme participate in international benchmarking initiatives?			
1.9. Does the programme have international accreditations?			

1.10. Which international accreditations does the programme have?

...

Comments

Benchmarking initiatives:

Benchmarking is the process of comparing the quality, cost or time of what one organisation does against what another organisation does. The results are often used to make improvements.

International accreditations:

Either by a foreign accreditation body or by an international accreditation body.

Internationalisation policy and internationalisation goals

1.11. What sources does the unit use to fund its internationalisation activities?(Multiple answers allowed)

- ☐ National internationalisation programmes
- ☐ EU programmes
- ☐ Institutional allocated internationalisation budget
- ☐ Foundation funding of internationalisation programmes
- ☐ Industry funding of internationalisation programmes
- ☐ Others - please specify:

Comments:

National internationalisation programmes:

For instance, a scholarship scheme or international research funding from the Ministry of Education, or that of Economic Affairs

EU programmes:

For instance the Lifelong Learning programme

Institutional allocated internationalisation budget:

For instance a scholarship programme funded by the institution itself

Foundation funding of internationalisation programmes:

For instance a cooperation agreement with national or international industry to finance a scholarship scheme for outgoing or incoming students.

Industry funding of internationalisation programmes:

Privately funded international mobility programmes or research programmes. For instance a cooperation agreement with international industry to finance a scholarship scheme for outgoing or incoming students.

Others - please specify:

Other funding, for instance the development of a study programme, a cooperation agreement or a research project.

Internationalisation policy and internationalisation goals

1.12. Which of the following possible goals of internationalisation are actively pursued by the programme?

	Yes	No
International and intercultural competencies for students		
Improving quality of education		
Continuity		
Service to the community		
Reputation enhancement		
Improving quality of research		
Other, please specify:		

1.13. How important are these goals to the programme on a scale of 1 to 5?
(1 = not important at all and 5 = extremely important)

	Importance
International and intercultural competencies for students	
Improving quality of education	
Continuity	
Service to the community	
Reputation enhancement	
Improving quality of research	
Other, please specify:	

1.14. Which intended learning outcomes of internationalisation have been defined?

...

Comments

International and intercultural competencies for students:

Examples of these competencies are:

- Student is aware of both his own culture and the values attached to it as well as other cultures and the fact that they have other values.
- Student knows that intercultural topics are relevant when working in another culture.
- Student uses international sources of information to find solutions for any work related problems.
- Student shows compassion for different cultural backgrounds when working with colleagues or clients from other countries or cultures.

Continuity:

Internationalisation is a means to increase the budget of the unit. Which can be used to guarantee continuity of the core activities of the unit.

Service to the community:

Internationalisation which is not aimed at the core goals of education or research but rather aims to have a community impact. Both in community in the home country (e.g. contributing to solving multicultural issues) and abroad (e.g. capacity building/development cooperation)

Reputation enhancement:

Increasing the reputation through international activities and partnerships.

Internationalisation policy and internationalisation goals

Other, please specify:

Make sure you only use this option for a goal which does not fit in any of the other options.

Internationalisation policy and internationalisation goals

1.15a. How is achievement of the goal “International and intercultural competencies” for students monitored?

	Yes (fully)	Partly	No
This goal is an explicit element in a strategic plan			
Key indicators have been set for this goal			
The level of achievement of this goal is evaluated in a structured process			
Evaluation results are used as input to improve policies.			

1.15b. How is achievement of the goal “Improving quality of education” monitored?

	Yes (fully)	Partly	No
This goal is an explicit element in a strategic plan			
Key indicators have been set for this goal			
The level of achievement of this goal is evaluated in a structured process			
Evaluation results are used as input to improve policies.			

1.15c. How is achievement of the goal “Continuity” monitored?

	Yes (fully)	Partly	No
This goal is an explicit element in a strategic plan			
Key indicators have been set for this goal			
The level of achievement of this goal is evaluated in a structured process			
Evaluation results are used as input to improve policies.			

1.15d. How is achievement of the goal “Service to the community” monitored?

	Yes (fully)	Partly	No
This goal is an explicit element in a strategic plan			
Key indicators have been set for this goal			
The level of achievement of this goal is evaluated in a structured process			
Evaluation results are used as input to improve policies.			

1.15e. How is achievement of the goal “reputation enhancement” monitored?

	Yes (fully)	Partly	No
This goal is an explicit element in a strategic plan			
Key indicators have been set for this goal			
The level of achievement of this goal is evaluated in a structured process			
Evaluation results are used as input to improve policies.			

1.15f. How is achievement of the goal “Improving quality of research” monitored?

	Yes (fully)	Partly	No
This goal is an explicit element in a strategic plan			
Key indicators have been set for this goal			
The level of achievement of this goal is evaluated in a structured process			
Evaluation results are used as input to improve policies.			

Internationalisation policy and internationalisation goals

1.15g. How is achievement of the goal “Other” monitored?

	Yes (fully)	Partly	No
This goal is an explicit element in a strategic plan			
Key indicators have been set for this goal			
The level of achievement of this goal is evaluated in a structured process			
Evaluation results are used as input to improve policies.			

Comments

Fully monitored: Monitoring covers the full scope of the topic not leaving out anything and is structural rather than ad hoc.

Partly monitored: Any situation that is in between no monitoring and full monitoring. This could for instance meant that part of the activities are monitored only over a limited period of time. It could also mean that monitoring takes place in an unconstructed manner.

No monitoring: There is no monitoring at all.

Strategic plan: A long term plan of action at unit level designed to achieve a particular goal in which internationalisation plays a role. It may or may not be a plan specifically focused on internationalisation

Internationalisation activities

This part of the questionnaire focuses in greater detail on activity clusters. It includes questions on:

- the type of activity clusters facilitated by the programme;
- how important each activity is from the programme's point of view;
- the relationship between the activity cluster and the goals pursued; and finally
- the quality assurance of the activity clusters offered.

Activity clusters consist of a range of similar activities that the unit employs to achieve its internationalisation goals.

2.1. Please indicate below which activity clusters are organised by the programme:

	Yes	Planned	No	Organised at a more decentralised level	Organised at a more centralised level	No answer
Education offered in a foreign language						
Student mobility/Credit mobility						
Recruitment of foreign students						
Internationalisation of the curriculum						
Internationalisation of staff						
International knowledge sharing						
International research activities						
Transnational education						
Other, please specify:						

2.2. How important are these activity clusters on a scale of 1 to 5?

(1 = not important at all and 5 = extremely important)

	Importance
Education in English or another foreign language	
Student mobility/Credit mobility	
Recruitment of foreign students	
Internationalisation of the curriculum	
Internationalisation of staff	
International knowledge sharing	
International research activities	
Transnational education	
Other, please specify:	

Comments

Activity clusters:

A set of activities that are closely related.

At a more decentralised level:

At a lower level in the organisation.

Education offered in a foreign language:

for instance programme elements taught entirely in English, or another foreign language. Programme elements organised abroad, preparatory school, summer school.

Internationalisation activities

Student mobility/Credit mobility:	Study abroad programmes, work placements, international projects, graduation projects, research projects.
Recruitment of foreign students:	<p>Participation in education fairs abroad</p> <p>Alumni or partner institutions helping out with recruitment</p> <p>Agents cooperating in recruitment</p> <p>International visitors to the website</p> <p>Ads placed in international media</p> <p>International school visits</p> <p>Social media</p> <p>Ambassadors</p>
Internationalisation of the curriculum:	<p>Content:</p> <ul style="list-style-type: none"> – Courses in Intercultural skills – English language courses for students – Dutch language courses for foreign students – Other foreign language courses for students – Programme elements aimed at the study of an international subject such as European Social Legislation – Programme elements that include the international comparison of a subject such as International Comparative Education. – Programme elements focused on a particular country or region. <p>Style:</p> <ul style="list-style-type: none"> – Virtual mobility – International (research) project – Using foreign literature – Joint/double/multiple degree programmes – Cases in an international context – Local knowledge of (foreign) students is used explicitly
Internationalisation of staff:	<p>Activities:</p> <ul style="list-style-type: none"> – Members of staff recruited with international experience – Members of staff recruited on the international job market – Foreign visiting professors – Members of staff taking intercultural skills training – Professors taking 'Didactics in the International Classroom' training – Members of staff taking English language training – Members of staff with permanent residence abroad – Members of staff with structural contacts with foreign colleagues
Internationalisation knowledge sharing:	<p>Activities:</p> <ul style="list-style-type: none"> – Capacity building (development cooperation) projects – International consulting assignments – International conferences organized by the unit

Internationalisation activities

- | | |
|------------------------------------|---|
| | <ul style="list-style-type: none">– Training programmes for staff of partner institutes abroad– Shared supervisions or co-tutelles |
| International research activities: | Activities <ul style="list-style-type: none">– Research centres focused on an explicitly international research topic– Researchers with a foreign nationality– Researchers with a foreign higher education degree– Scientific (peer-reviewed) publications published in English or another foreign language– Professional publications published in English or another foreign language– Patents filed outside the country |
| Other, please specify: | Make sure you only use this option for an activity cluster which does not fit in any of the other options. |

Internationalisation activities

2.3. You have indicated one or more internationalisation goals and activity clusters. Please indicate below which activity cluster is used to reach which goal.

2.3a. The following activity clusters are used specifically for the goal “International and intercultural competences for students”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3b. The following activity clusters are used specifically for the goal “Improving the quality of education”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3c. The following activity clusters are used specifically for the goal “Continuity”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3d. The following activity clusters are used specifically for the goal “Service to the community”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3e. The following activity clusters are used specifically for the goal “Reputation enhancement”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum

Internationalisation activities

- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3f. The following activity clusters are used specifically for the goal "Improving quality of research":

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.4. Indicate per activity cluster which activities the unit carries out:

2.4a. In the activity cluster "Education taught in a foreign language" the programme offers:

	Yes (fully)	Partly	No
Programme elements entirely taught in English			
Programme elements taught in another foreign language			
Programme elements organised abroad			
Preparatory school			
Summer school			
Other, please specify:			

2.4b. In the activity cluster "Credit mobility" the programme offers:

	Yes (fully)	Partly	No
Study abroad programmes			
Work placements			
International projects			
Graduation projects			
Research projectss			
Other, please specify:			

Comments

International projects	For instance an assignment for a company abroad or with foreign students
Research projects	This will typically, though not exclusively, be fundamental research at research universities and applied research at universities of applied sciences.

2.4c. In the activity cluster "Recruitment of foreign students" the programme:

	Yes (fully)	Partly	No
Participates in education fairs abroad			
Has alumni help out with recruitment			
Has partner institutions helping out with recruitment			
Co-operates with recruiting agencies.			
Attracts international visitors to the website			
Places ads in international media			

Internationalisation activities

Makes international school visits			
Uses social media			
Has ambassadors (students and staff)			
Other, please specify:			

Comments

Places ads in international media Both online and in print

2.4d. For reasons of readability we cut the activity cluster internationalisation of the curriculum in two. We observed that some items referred to didactical style whereas others were more content related. We decided to use style and content as categories as these represent two different, yet equally important, dimensions of education.

2.4.d1. In the activity “Internationalisation of the curriculum” the programme offers:

Content:

	Yes (fully)	Partly	No
Courses in Intercultural skills			
English language courses			
Dutch language courses for foreign students			
Other foreign language courses			
Programme elements aimed at the study of an international subject			
Programme elements that include the international comparison of a subject			
Programme elements focused on a particular country or region.			
Other, please specify:			

Comments

an international subject Such as European Social legislation
international comparison of a subject Such as International Comparative Education

2.4.d2. In the activity “Internationalisation of the curriculum” the programme offers:

Style:

	Yes (fully)	Partly	No
Uses virtual mobility			
Participates in international (research) project			
Uses foreign literature in its programmes			
Offers joint/double/multiple degree programmes			
Uses cases in an international context			
Uses local knowledge of (foreign) students is used explicitly			
Other, please specify:			

Comments

Virtual mobility International transfer of skills and knowledge by use of ICT facilities to obtain the same benefits as one would have with physical mobility but without the need to travel

2.4e. In the activity cluster “Internationalisation of staff” the programme:

Internationalisation activities

	Yes (fully)	Partly	No
Has members of staff with international experience			
Has members of staff recruited on the international job market			
Makes use of foreign visiting professors			
Organises exchange of non-teaching staff			
Has members of staff taking intercultural skills training			
Had professors taking 'Didactics in the International Classroom' training			
Had members of staff taking foreign language training			
Has members of staff with permanent residence abroad			
Has members of staff with structural contacts with foreign colleagues			
Other, please specify:			

2.4f. In the cluster "International knowledge sharing" the programme:

	Yes (fully)	Partly	No
Carries out development cooperation assignments			
Carries out international consulting assignments			
Organises international conferences			
Has articles published internationally			
Offers training programmes for staff of partner institutes abroad			
Shared supervisions			
Other, please specify:			

2.4g. In the cluster "International research activities" the programme:

	Yes (fully)	Partly	No
Has research centres focused on an explicitly international research topic			
Employs researchers with a foreign nationality			
Employs researchers with a foreign higher education degree			
Publishes scientific (peer-reviewed) publications in a foreign language			
Publishes professional publications in a foreign language			
Has patents filed outside the country			
Other, please specify:			

2.4h. In the cluster "Transnational Education" the programme:

	Yes (fully)	Partly	No
Offers distance education			
Offers locally supported distance education			
Offers twinning programmes			
Locally offers articulation programmes			
Is involved in franchising			
Has validation agreements			
Has branch campuses			

Comments

Validation agreements Agreement whereby a partner university offers validated programmes for the unit. Particular aspects of the curriculum, style of teaching, delivery of teaching and assessment are not determined by the unit but by the partner. The unit accredits the associated qualifications or learning

Internationalisation activities

2.5a. How is the quality monitored of activities in activity cluster “Education taught in a foreign language”?

	Yes (fully)	Partly	No
Activities in this cluster are an explicit element of an operational plan			
Activities in this activity cluster are carried out as planned			
The performance of activities in this cluster is evaluated in a structured process			
Evaluation results are used as input to improve policies			

2.5b. How is the quality monitored of activities in activity cluster “Credit mobility”?

	Yes (fully)	Partly	No
Activities in this cluster are an explicit element of an operational plan			
Activities in this activity cluster are carried out as planned			
The performance of activities in this cluster is evaluated in a structured process			
Evaluation results are used as input to improve policies			

2.5c. How is the quality monitored of activities in activity cluster “Recruitment of foreign students”?

	Yes (fully)	Partly	No
Activities in this cluster are an explicit element of an operational plan			
Activities in this activity cluster are carried out as planned			
The performance of activities in this cluster is evaluated in a structured process			
Evaluation results are used as input to improve policies			

2.5d. How is the quality monitored of activities in activity cluster “Internationalisation of the curriculum”?

	Yes (fully)	Partly	No
Activities in this cluster are an explicit element of an operational plan			
Activities in this activity cluster are carried out as planned			
The performance of activities in this cluster is evaluated in a structured process			
Evaluation results are used as input to improve policies			

2.5e. How is the quality monitored of activities in activity cluster “Internationalisation of staff”?

	Yes (fully)	Partly	No
Activities in this cluster are an explicit element of an operational plan			
Activities in this activity cluster are carried out as planned			
The performance of activities in this cluster is evaluated in a structured process			
Evaluation results are used as input to improve policies			

Internationalisation activities

2.5f. How is the quality monitored of activities in activity cluster “International knowledge sharing”?

	Yes (fully)	Partly	No
Activities in this cluster are an explicit element of an operational plan			
Activities in this activity cluster are carried out as planned			
The performance of activities in this cluster is evaluated in a structured process			
Evaluation results are used as input to improve policies			

2.5g. How is the quality monitored of activities in activity cluster “International research activities”?

	Yes (fully)	Partly	No
Activities in this cluster are an explicit element of an operational plan			
Activities in this activity cluster are carried out as planned			
The performance of activities in this cluster is evaluated in a structured process			
Evaluation results are used as input to improve policies			

Comments

Operational plan:

Activity plan, year plan etc.

As planned:

Exactly as stated in the operational plan.

Policies:

To improve the operational plan for the next period.

Internationalisation Facilities

This part of the questionnaire focuses in more detail on the **facilities**, including partnerships, that are available to the programme to help it achieve its internationalisation goals (and to support the activity clusters). There are questions on:

- the **type** of facilities offered at programme level
- the **importance** of these facilities
- the **target groups** that may use these facilities
- the extent to which the programme monitors the quality of the facilities offered (**quality assurance**)

3.1. Which of the following facilities are available to support the programme's international activities??

	Always	Partly/sometimes	Never	Not applicable
Practical				
Accommodation				
Visa/residence/work permit application service				
Information				
Multilingual communication				
Organisation of travel				
Academic				
Advice				
Information				
Preparation programme				
Diploma supplement				
Financial				
Scholarships				
Subsidies				
Advice on/help with application				
Social				
Guidance				
Activities				
Crisis team/procedure				
Re-entry programme				

Comments

Available:	Possibly with assistance from an external organisation.
Always:	For anybody at any time during working hours.
Accommodation:	Student or staff housing.
Information:	Practical information on accommodation, visa, travel, route description etc.
Multilingual communication:	In English or another foreign language spoken by the target group.
Advice:	On which programme elements to study. How to apply etc.
Information:	On the programme (elements), prerequisites, teaching style, degree etc.

Internationalisation Facilities

Preparation programme:	To overcome deficits in any relevant subject in order to (better) meet the requirements.
Scholarships:	Offered through the programme's offices not necessarily financed by the programme.
Subsidies:	Financial aid from national or international bodies used by the programme to support its international activities.
Advice on/help with application:	Application for a subsidy or a scholarship.
Guidance:	Counselling of students or staff with social difficulties like home sickness, culture shock, depression etc.
Crisis team/procedure:	Crisis being a serious threat to the health or even death of a foreign student or staff member or a national student/staff member abroad.
Re-entry programme:	Preparing of foreign staff and students for returning to and integrating in their home country.

Internationalisation Facilities

3.2. How important are these facilities on a scale of 1 to 5

(1 = not important at all and 5 = extremely important)?

	Importance
Practical	
Accommodation	
Visa/residence/work permit application service	
Information	
Multilingual communication	
Organisation of travel	
Academic	
Advice	
Information	
Preparation programme	
Diploma supplement	
Financial	
Scholarships	
Subsidies	
Advice on/help with application	
Social	
Guidance	
Activities	
Crisis team/procedure	
Re-entry programme	

Comments

Accommodation:

Student or staff housing.

Information:

Practical information on accommodation, visa, travel, route description etc.

Multilingual communication:

In English or another foreign language spoken by the target group.

Advice:

On which programme elements to study. How to apply etc.

Information:

On the programme (elements), prerequisites, teaching style, degree etc.

Preparation programme:

To overcome deficits in any relevant subject in order to (better) meet the requirements.

Scholarships:

Offered through the programme's offices not necessarily financed by the programme.

Subsidies:

Financial aid from national or international bodies used by the programme to support its international activities.

Advice on/help with application:

Application for a subsidy or a scholarship.

Guidance:

Counselling of students or staff with social difficulties like home sickness, culture shock, depression etc.

Crisis team/procedure:

Crisis being a serious threat to the health or even death of a foreign student or staff member or a national student/staff member abroad.

Internationalisation Facilities

Re-entry programme:

Preparing of foreign staff and students for returning to and integrating in their home country.

Internationalisation Facilities

3.3. For which target groups are the facilities primarily offered?

(more than one target group may be selected)

	Degree seeking foreign students	Incoming credit mobile students	Outgoing credit mobile students	Permanent foreign staff	Incoming temporary foreign staff	Outgoing temporary staff
Practical						
Accommodation						
Visa/residence/work permit application service						
Information						
Multilingual communication						
Organisation of travel						
Academic						
Advice						
Information						
Preparation programme						
Diploma supplement						
Financial						
Scholarships						
Subsidies						
Advice on/help with application						
Social						
Guidance						
Activities						
Crisis team/procedure						
Re-entry programme						

3.4. Is the learning environment suitable for achieving the intended international and intercultural learning outcomes?

- ☐ Yes
- ☐ Partly
- ☐ No

Please indicate how:

...

3.5. Is the learning environment suitable for achieving the intended international and intercultural learning outcomes?

- ☐ Yes
- ☐ Partly
- ☐ No

Internationalisation Facilities

Please indicate how:

...

3.6. Does the programme have partner institutions?

- ☐ Yes
- ☐ No

3.7. How important is the partner network on a scale of 1 to 5?

(1 = not important at all and 5 = extremely important)

...

3.8. For which activity clusters does the unit use its partner institutions?

- ☐ Education taught in a foreign language
- ☐ Student mobility/Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

Comments

Degree seeking foreign students:

Students who are registered in degree programmes with the intention of obtaining the degree.

Incoming credit mobile students:

Foreign students who intend to study/ do research or a work placement for a limited period of time before returning to their home institute.

Outgoing credit mobile students:

Students who intend to study/ do research or a work placement abroad for a limited period of time before returning to their home institute.

Incoming temporary foreign staff:

Foreign staff who intend to work for a limited period of time at the host institute before returning to their home institute, exchange staff.

Outgoing temporary staff:

Staff who intend to work abroad for a limited period of time before returning to the home institute, exchange staff.

Learning environment:

Mix of teaching methods to facilitate different learning styles, etc.

Teaching methods:

For instance group assignments to encourage international cultural cooperation.

Internationalisation Facilities

3.9a. How is the quality of the practical facilities assured?

	Yes (fully)	Partly	No
a) The facilities are an explicit element of a policy plan			
b) The availability of facilities is according to plan			
c) The facilities are evaluated in a structured process			
d) Evaluation results are used as input for the improvement of facilities			

3.9b. How is the quality of the academic facilities assured?

	Yes (fully)	Partly	No
a) The facilities are an explicit element of a policy plan			
b) The availability of facilities is according to plan			
c) The facilities are evaluated in a structured process			
d) Evaluation results are used as input for the improvement of facilities			

3.9c. How is the quality of the financial facilities assured?

	Yes (fully)	Partly	No
a) The facilities are an explicit element of a policy plan			
b) The availability of facilities is according to plan			
c) The facilities are evaluated in a structured process			
d) Evaluation results are used as input for the improvement of facilities			

3.9d. How is the quality of the social facilities assured?

	Yes (fully)	Partly	No
a) The facilities are an explicit element of a policy plan			
b) The availability of facilities is according to plan			
c) The facilities are evaluated in a structured process			
d) Evaluation results are used as input for the improvement of facilities			

3.9f. How is the quality of the partner institutions assured?

	Yes (fully)	Partly	No
e) The facilities are an explicit element of a policy plan			
f) The availability of facilities is according to plan			
g) The facilities are evaluated in a structured process			
h) Evaluation results are used as input for the improvement of facilities			

Comments

Practical: Accomodation, visa/residence/work permit application service, information, multilingual communication, organization of travel.

According to plan: As stated in the strategic plan.

Internationalisation Key Figures

If you intend to carry out a comparison or benchmark exercise it is especially important at this stage to agree with your partner(s) on a common set of definitions of generic terms (such as "international student", "incoming student", "staff", etc.)

This part of the questionnaire focuses on the quantitative data including results of the Internationalisation activities and facilities.

4.1. How many students are there in the programme?

...

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.2. How many employees have been allocated to this programme?

...

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.3. How many funding is available for internationalisation?

	euros
National internationalisation programmes	
EU programmes	
Institutional allocated internationalisation budget	
Foundation funding of internationalisation programmes	
Industry funding of internationalisation programmes	

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.4. What is the number of participating students, number of participating staff and the budget spent per activity?

	Number of participating students	Number of participating staff	Budget concerned
National internationalisation programmes			
EU programmes			
Institutional allocated internationalisation budget			
Foundation funding of internationalisation programmes			
Industry funding of internationalisation programmes			

Please select the date or period to which these data refer.

Internationalisation Key Figures

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.5. What is the number of students registered for the following types of education?

	Number of National students	Number of Degree seeking foreign students	Number of incoming exchange students
Programme elements entirely in English			
Programme elements in another foreign language			
Programme elements organised abroad			
Preparatory school			
Summer school			

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.6. Is the student group composition in line with the following goals?

	Yes (fully)	Partly	No
International and intercultural competencies for students			
Improving quality of education			
Continuity			
Service to the community			
Reputation enhancement			
Improving quality of research			

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.7. What is the number of European Credits for

	Number of Credits
Programme elements entirely in English	
Programme elements in another foreign language	
Programme elements organised abroad	
Preparatory school	
Summer school	

Comments

Employees:

Number of Degree seeking foreign students:

Academic and supportive staff.

Including any Double Degree students.

Internationalisation Key Figures

Programme elements:	A programme element is a part of a programme for instance a module, subject etc.
Programme elements organised abroad:	Programme elements not being joint/double/multiple degree programmes.
Double or joint degree programmes:	This programme is set up in close cooperation between two or more partners. Successful conclusion of the programme leads to diploma's of both the home institute and the partner institute (s).
Number of European credits:	What is the maximum number of credits a student could obtain when participating in the programme?

Internationalisation Key Figures

4.8. What is the number of credit mobile Bachelor's students in the past academic year who stayed abroad for at least three months?

	Number of outgoing students	Percentage of outgoing students	Total no. of Credits	Number of incoming students	Percentage of incoming students
Study abroad programmes					
Work placement					
International project					
Graduation project					
Research projects					

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.9. In the past academic year at programme level, what was the number of...

Participations in fairs abroad	
Alumni helping out with recruitment	
Partner institutions helping out with recruitment	
Agents recruiting foreign students for the programme	
International visitors to website	
Ads placed in international media	
International school visits	
"Ambassadors"	
Engaged users of the units' social media page(s)	

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.10. In the past academic year, what was the number of...

Content	
students taking courses in Intercultural skills	
students taking English language courses	
students taking local language courses	
students taking other foreign language courses	
students taking programme elements aimed at the study of an international subject such as European Social Legislation.	
students taking programme elements that include the international comparison of a subject such as International Comparative Education.	
students taking programme elements focused on a particular country or region.	
Style	

Internationalisation Key Figures

Students participating in virtual mobility	
Students participating in an international project, such as a research project	
Programme elements using foreign literature	
Students in joint/double/multiple degree programmes	
Programme elements with cases in an international context	
Programme elements in which the local knowledge of students, including international students, is used explicitly	

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Comments

Percentage of outgoing students:

Calculated on the basis of total number of students in the programme from the earlier question.

Percentage of incoming students:

Calculated on the basis of total number of students in the programme from the earlier question.

International project:

Not being a graduation project.

Graduation project:

Not being research for any of the former categories.

Programme level:

Executed at or focused on programme level.

Website:

Programme web pages.

International school visits:

This means: visits to international schools in the Netherlands and abroad or to regular schools abroad

Language courses:

Course to study the language.

Internationalisation Key Figures

4.11. In the past academic year, what was the number of...

Members of staff with international experience	
Members of staff recruited on international job market	
Foreign visiting professors	
Members of staff taking intercultural skills training	
Professors taking 'Didactics in the International Classroom' training	
Exchanges of non-teaching staff	
Members of staff taking a foreign language training	
Members of staff with permanent residence abroad	
Members of staff with structural contacts with foreign colleagues	

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.12. In the past academic year, what was the number of...

	Number	Number of staff involved	Number of students involved
development cooperation assignment			
International consulting assignments			
International conferences organised by the programme			
Internationally published articles			
Training programmes for staff of partner institutes abroad			
Shared supervision			

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Comments

Members of staff:

Member of staff means all kinds of employees in an institution for higher education, i.e. educators, researchers, support staff, management etc.

Professors:

Staff member with teaching tasks.

Co-tutelles:

Shared tutoring.

Internationalisation Key Figures

4.13. In the past academic year, what was the number and percentage of...

	Number	0-25%	25-50%	50-75%	75-100%
research centres focus on an explicitly international research topic					
researchers with a foreign nationality					
researchers with a foreign higher education degree					
scientific (peer-reviewed) publications published in English or another foreign language					
professional publications published in English or another foreign language					
Patents filed outside the country					

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.14. In the past academic year, what was the number of...

	Number	Number of staff involved	Number of students involved
Distance education programmes			
Locally supported distance education programmes			
Twinning programmes			
Articulation programmes (locally offered)			
Franchising agreements			
Validation agreements			
Branch campuses			

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Comments

Research centres:

Percentage:

Research centres:

Foreign nationality:

Foreign higher education degree:

Including Lectoraten/‘knowledge circles’ in Dutch UAS.
related to the total number of respectively a. research centres,
b. researchers, c. researchers, d. scientific publications, e.
professional publications, f. patents filed.
on an explicitly international research topic as percentage of
the total number of research centres in the programme.
as percentage of the total number of researchers in the
programme
as percentage of the total number of researchers in the
programme

Internationalisation Key Figures

Scientific (peer reviewed) publications: as percentage of the total number of scientific publications in the programme

Professional publications published: as percentage of the total number of professional publications in the programme

Patents filed outside the country: as percentage of the total number of patents filed in the programme

Internationalisation Key Figures

4.15a. How many students and staff have used the following facilities in the past academic year?

	Degree seeking foreign students	Incoming credit mobile students	Outgoing credit mobile students	Permanent foreign staff	Incoming foreign staff	Outgoing staff
Practical						
Accommodation						
Visa/residence/work permit application service						
Information						
Multilingual Communication						
Organisation of travel						

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.15b. How many students and staff have used the following services in the past academic year?

	Degree seeking foreign students	Incoming credit mobile students	Outgoing credit mobile students	Permanent foreign staff	Incoming foreign staff	Outgoing staff
Academic						
Advice						
Information						
Preparation programme						
Diploma supplement						

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.15c. How many students and staff have used the following services in the past academic year?

	Degree seeking foreign students	Incoming credit mobile students	Outgoing credit mobile students	Permanent foreign staff	Incoming foreign staff	Outgoing staff
Financial						
Scholarships						
Subsidies						
Advice on/help with application						

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Internationalisation Key Figures

Calendar year: (YYYY)

4.15d. How many students and staff have used the following services in the past academic year?

	Degree seeking foreign students	Incoming credit mobile students	Outgoing credit mobile students	Permanent foreign staff	Incoming foreign staff	Outgoing staff
Social						
Guidance						
Activities						
Crisis team/procedure						
Re-entry programme						

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.16. How many partner institutes does the programme have in each region of the world?

	Number of partner institutes
European Union	
Europe outside EU	
Africa	
Asia	
North America	
South America	
Pacific	
Total	

Comments

European Union: Including all Erasmus countries.

North America: Including Canada, US and Mexico.

South America: Including all countries between Guatemala and Argentina.

Outcomes of internationalisation

Given the limited usefulness of basic outputs (key figures) on the one hand and the increasing demand for accountability on the other hand, this section will focus on outcomes of internationalisation. Outcomes (which can be classed as more mid-term effects) are needed for the very real challenge of accurately predicting long-term impact.

- short-term effects may be understood as more immediate "outputs";
- longer-term effects may be considered as the enduring "impact", which can also be understood as achievement or substantial movement toward one or more of the fundamental goals of internationalisation; and
- outcomes should be situated at a point along this continuum between the more immediate and more long-term results.

Outcomes can be considered proof that certain actions have led to changes that are relevant to a central goal for internationalisation. Examples of such outcomes include: student learning outcomes (including but not limited to those of an international or intercultural nature), joint curriculum development, increased number of scientific publications and reputation enhancement.

Outcomes of internationalisation

5.1. Have outcomes of internationalisation been defined?

- ☐ Yes
- ☐ No

5.2. Can the institution demonstrate assessment or achievement of international or intercultural learning outcomes?

- ☐ Yes
- ☐ No

Please describe how:

...

5.3. Have other outcomes of internationalisation been measured and if so which ones and how?

...

- ☐ No

5.4. To what extent (%) have the goals of internationalisation been reached?

	%
International and intercultural competencies for students	
Improving quality of education	
Continuity	
Service to the community	
Reputation enhancement	
Improving quality of research	

Comments

International and intercultural competencies for students: Examples of these competencies are:

- Student is aware of both his own culture and the values attached to it as well as other cultures and the fact that they have other values.
- Student knows that intercultural topics are relevant when working in another culture.
- Students uses international sources of information to find solutions for any work related problems.

Student shows compassion for different cultural backgrounds when working with colleagues or clients from other countries or cultures.

Continuity: Continuity in the sense that internationalization is used to increase the budget of the programme and thereby guarantee continuity of the activities.

Service to the community: Internationalisation which is not aimed at the core goals of education or research but rather aims to have a community impact. Both in the community in the home country (e.g.

Outcomes of internationalisation

Reputation enhancement:

contributing to solving multicultural issues) and abroad (e.g. Capacity building)

Increasing the reputation through international activities and partnerships.