**Quality Assurance International Partnerships**

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# Introduction

Cooperation with international partners is crucial for internationalization of higher professional and university education. International partners are a necessity in shaping and realizing mobility (student, teaching- administrative and technical staff), in submitting joint proposals for international subsidies and last but not least, international partnerships definitely contribute to the international and cross-cultural contents of educational programs.

At present (2011) the Inholland programs together are related to 323 foreign partners originating from 42 countries all over the world.

Taking into account the growing quality awareness of higher professional education in general and more specifically of our organization, as well as the increasing importance of internationalization in accreditation, a clear quality assurance policy and related tools concerning the quality of international partners becomes more necessary.

This document describes qualitative requirements, based on national accreditation criteria and other (European) standards, and relates these requirements to the activities in which partnerships with foreign partners are relevant; exchange, double degree programs, joint programs and quality improvement. Briefly attention is paid to the quality of consortia.

The objective of this document is to very practically clarify the quality criteria of international partnerships, for both assessing existing partnerships as well as starting new ones.

***2. Partnerships regarding exchange***

At Inholland there are three forms of exchange: student exchange, teacher exchange and staff exchange. Student exchange implies that a student is studying at a partner institute for a certain period of time. The results obtained at the partner university are awarded as credits within the own Inholland program. Student exchange can also mean, foreign students of partner universities studying at Inholland for a period of time.

Teacher exchange implies working visits of Inholland teachers to a partner university (and v.v.) to lecture for a few days / hours within the regular curriculum (and v.v. for the foreign lecturers). Visiting foreign partners to take a training or to develop (joint) courses or programs is defined as staff exchange. This includes both teaching and non-teaching staff

## 2.1Requirements regarding foreign partners

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| **All exchange partnerships** | |
|  | The country / region where the partner is located is relevant for the education and competence development of the student |
|  | Country/ region where the partner is located is safe |
|  | The partner institute is relevant for the education and competence development of the student (students and staff benefit from the relation with the partner) |
|  | The partner institute is safe and secure (not involved in controversial / criminal/illegal activities, safe campus) |
|  | The partner institute, the program is accredited in its own country, based on criteria comparable to the NVAO (Dutch Accreditation Organization) |
|  | The partner institute is internationally oriented (it has a clear vision on how to work with foreign students) |
|  | The partner institute commits itself to periodically assess and evaluate the cooperation with Inholland and the quality of the exchange program offered |
| **Student exchange partnerships** | |
|  | The partner provides educations that equals at least the educational level of applied sciences / higher professional education |
|  | The program the partner provides matches the competences the Inholland students has to develop |
|  | The partner provides a basic national language- and culture module as part of the exchange program |
|  | The partner has a relevant program of at least 30 EC in English language |
|  | The partner is committed to come to operational arrangements regarding credits and study work load in such a way that they can be easily transformed to the Dutch system |
|  | The partner guarantees that the students it sends to Inholland within the exchange framework have the appropriate command of English language (minimum requirement CEF B2) |

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| **Student exchange partnerships (continued)** | | |
|  | The partner provides Inholland student sufficient support (practically within the institute and town, administrative affairs, accommodation etc.) and upfront this support is clear | |
|  | Inholland students have their education at the foreign partner institute preferably with local students at least to a certain extent | |
|  | The partner has a clear overview of its exchange offer (ECTS guide etc..) which is timely available for Inholland students and staff | |
|  | The partner provides the education as is actually offered in the ECTS guide and Learning Agreement with the student agreed upon | |
|  | The education the partner provides the Inholland students within the exchange program (including testing, exams), meets all the requirements imposed by Dutch law and Inholland regulations | |
|  | The partner institute does not charge tuition fee to the Inholland exchange students for the program he/she is taking there | |
| **Teacher exchange partnerships** | | |
|  | The educational level of the partner is at least comparable to applied sciences, higher professional education | |
|  | The command of English language of the involved staff and teachers is from a level that the Inholland teacher can teach in English | |
|  | The partner guarantees that the teachers it is sending to Inholland for an exchange program have a sufficient command of English language (understandable for students, minimum CEF B2) | |
|  | The partner provides sufficient support and facilities (welcome, transport, accommodation etc.) to the Inholland teacher | |
|  | The partner is committed to com eto operational appointments regarding the teacher exchange (which teachers to exchange, duration etc.) | |
| **Staff exchange partnership** | | |
|  | | In case of a training, the partner provides a course level which aligns the working level of Inholland |
|  | | In case of a training, the partner provides a course contents which is relevant for Inholland staff |
|  | | The training the partner provides is of added value compared to a comparable training in the Netherlands |
|  | | In case of (joint) curriculum development the partner is committed to take into account level and contents which are relevant for the Inholland program / faculty |
|  | | Command of English language of partner staff involved must be on workable level of communication (minimum CEF B2) |
|  | | In case Inholland staff is providing coaching- or training activities , the partner compensates (in kind or money) at least the costs (travel, stay, working hours) |
|  | | The partner guarantees the relevant professional quality of the staff it is sending to Inholland  in the framework of the staff exchange |

# Quality requirements partnerships regarding Double Degree

A Double Degree program (DD) is a bilateral cooperation between an Inholland program and a comparable program of a foreign partner. Within such a studying track the Inholland student partially completes the studying a program at the partner institute (and vice versa) and in case of successful completion acquires both the Inholland diploma as well as the partner institute diploma. In case of a DD there is not necessarily a joint curriculum (a curriculum that is jointly developed by both institutes and executed in the same way); Inholland and the partner institute can both offer their own program which is mutually checked and recognized.

## Requirements regarding foreign partners

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|  | | The country / region where the partner is located is relevant for the education and competence development of the student |
|  | | Country/ region where the partner is located is safe |
|  | | The partner institute is safe and secure (not involved in controversial / criminal/illegal activities, safe campus) |
|  | | The partner institute, the program is accredited in its own country, based on criteria comparable to the NVAO (Dutch Accreditation Organization) |
|  | | The partner institute is internationally oriented (it has a clear vision on how to work with foreign students) |
|  | The partner institute commits itself to periodically assess and evaluate the cooperation with Inholland and the quality of the DD program offered | |
|  | | The partner provides the Inholland DD-student with a studying program of at least 60 EC in English language |
|  | | Partner institute DD students have a program of at least 60 EC at Inholland |
|  | | The partner provides full information to its Inholland counterpart on the educational program it offers in the DD framework, for reasons of a thorough program comparison and a check on accredibility |
|  | | The education the partner provides in the DD framework is fully aligned with the qualifications / competences of the Inholland program |
|  | | The education the partner provides in the DD framework at least matches with the applied sciences level and meets the Dutch legal regulations (WHW) |
|  | | The educational program the partner provides complies in all respects with the accreditation requirements of NVAO (Dutch Accreditation Organization):   * Education * Testing, exams * Enrolment requirement * Quality of teachers * Quality of facilities * Quality of student supervision and coaching * Quality of quality assurance |

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| ***Partnerships regarding Double Degree (continued)*** | |
|  | The partner guarantees that the DD students it is sending to Inholland have a minimum command of English language of CEF B2 |
|  | The partner provides Inholland student sufficient support (practically within the institute and town, administrative affairs, accommodation etc.) and upfront this support is clear |
|  | The partner is committed to come to operational arrangements regarding credits and study work load in such a way that they are equal to or can be easily transformed to the Dutch system |
|  | The partner institute does not charge tuition fee to the Inholland exchange students for the program he/she is taking there |

# Quality requirements partnerships regarding joint educational programs

A joint educational program is a program that has been developed by Inholland and a partner jointly, it is executed by Inholland as well as the partner in the same way within the own environment. It does not result in double degrees of the students, students even do not have to get in touch with the other institute. Institutes use this cooperation to benefit from the expertise of the partner. Often these programs are organized in projects embedded courses.

## Requirements regarding foreign partners

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|  | The country / region where the partner is located is relevant for the education and competence development of the student |
|  | The partner institute is safe and secure (not involved in controversial / criminal/illegal activities) |
|  | The partner institute, the program is accredited in its own country, based on criteria comparable to the NVAO (Dutch Accreditation Organization) |
|  | The partner institute is internationally oriented (it has a clear vision on how to work with foreign students) |
|  | The partner fully commits itself to a joint track (objectives, efforts) en to periodically assess and evaluate the cooperation with Inholland |
|  | The educational level of the program the partner is providing is at least equal to applied sciences |
|  | The partner invests proportionally in the development (and execution) of the joint program |
|  | The educational content of the partner is relevant for the Inholland program and/or the objective of the jointly developed part of the curriculum (it is not necessarily the same or comparable to the contents of the Inholland program; an Inholland Marketing program for instance can develop a joint program with an Industrial Design program from a partner institute |
|  | Command of English language of partner staff involved must be on workable level of communication (minimum CEF B2) |
|  | ***N.B.*** If the joint program results in a DD, additional requirements must be met. See DD. |

## Quality requirements partners regarding joint distant learning programs

A special joint program is a program in which students from participating partners (next to Inholland often more than one partner) have classes and cooperate in a virtual classroom. This education is executed and supervised by a team of teachers from the different participating partners.

These partners have to meet the same quality requirements as in 3.1, and in addition the following requirements:

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|  | The partner has the ICT facilities needed to provide a virtual, distant learning program |
|  | The educational level of the virtual program the partner is providing is at least equal to applied sciences |
|  | The teaching staff involved are qualified both in the field of expertise, internationally and cross culturally competent as well as trained in e-pedagogy |
|  | The partner institute does not charge tuition fee to the Inholland virtual students for the program he/she is taking there virtually |

# Quality requirements partnerships regarding quality assurance

Inholland programs, faculties can enter partnerships with foreign institutes to improve the quality of their own programs. Benchmarking is an example but also the exchange of information and knowledge to improve the internationalization of Inholland education.

## Requirements regarding foreign partners

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|  | | The country / region of the partner institute is relevant for the professional profile on which the Inholland program is directed |
|  | | The partner institute is reliable and trustworthy, not involved in controversial / criminal/illegal activities |
|  | | The partner institute, the program is accredited in its own country, based on criteria comparable to the NVAO (Dutch Accreditation Organization) |
|  | The partner fully commits itself to a joint track (objectives, efforts) en to periodically assess and evaluate the cooperation with Inholland | |
|  | | De partner institute has a comparable profile as Inholland / the Inholland faculty / the Inholland program |
|  | | The educational level of the program the partner is providing is at least equal to applied sciences |
|  | | The educational content of the partners program is comparable to the Inholland program |
|  | | Command of English language of partner staff involved must be on workable level of communication (minimum CEF B2) |

# Quality requirements regarding consortia

Consortia / networks can be formed for different purposes; curriculum development, curriculum execution, exchange (student, teaching-, administrative and technical staff), double degrees, benchmarking. The objective determines the quality requirements consortium partners have to meet (see previous chapters). In addition the quality of the consortium as a whole must be taken into account (related to the purpose of its formation). For the quality of the consortium as a whole the following requirements are relevant:

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|  | The unique qualities of the separate partners together shape the quality of the entity aimed at |
|  | There is a good spread of participating countries (within EU, Europe, world), related to the subsidy requirements (if the program / project is subsidized) |
|  | The partners have sufficient mean at their disposal (finance, personnel, facilities) to contribute to the consortium |
|  | The partner fully commits itself to a joint track (objectives, efforts) en to periodically assess and evaluate the cooperation with Inholland |