UNIVERSITÄT PADERBORN
Die Universität der Informationsgesellschaft

AQUARIUS
Quality assurance in international student exchange

Handbook of Practical Tools

ERASMUS Mundus-Programme
Action 4: Enhancing attractiveness
of European Higher Education

Erasmus Mundus

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Action 4: Enhancing attractiveness of European Higher Education

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INTRODUCTION

What are the optimal conditions for an international student exchange office? What are the minimal requirements? How do practices in one country compare to those in another? Comprehensive pastoral care, advice and support, preparation and debriefing, expectations and reality, efficiency and availability, such are the common topics that arise when you ask international office staff and advisors to answer these questions.

A group of experienced international officers from universities in Germany, France, Poland, Cyprus, the UK, and the USA worked together for two years to address these questions. This handbook presents the concrete tools that we developed.

Quality standards vary widely in this field due to the variables of local culture and traditions, the specific attributes of sending and receiving institutions, the level of internationalization of the home and host institutions, etc.

We found common ground in defining the main mission of the international student exchange office as follows:

⋯⋗ Provide the greatest possible number of students with an international education experience.

⋯⋗ Provide these students with the best possible international learning experience

⋯⋗ Provide all services and information listed in the 'student exchange life cycle' on-time and with the best possible quality.

To facilitate these common goals, we developed the following tools:

···>   1. Timeline for the international student exchange process

···>   2. Survey of best practices

···>   3. Performance indicators for each step of the student exchange cycle

···>   4. Guidelines for exchange programme development

···>   5. Questionnaire to assess international exchange partnerships

These tools are intended for the international student exchange office and academic advisors. We hope that they prove useful for you in your job and can contribute to the quality of the international learning experience at your institution of higher education.

SIGNED by participants referencing their home institutions.

Instructions for use

Which target group should use the tools of quality assurance?

The target group is the staff who deal with international student mobility: Staff in International Offices, academic advisors in university departments and administration. The results should also improve their mutual cooperation with the aim of easing the main processes in course guidance.

The "client", the international student should benefit from receiving better and more clearly structured support at both universities – home and host institution. It does not depend on whether an international student is an Incoming (student from abroad as a guest at the host university for a certain period) or an Outgoing (student from the home university going abroad to study at the host university for a certain period): The question is **what service will be needed at this specific point in time**, whether the student is at home or abroad.

As a basic principle, an optimal service will be provided for our own students going abroad, but a maximal service for those who will study as a guest at the university. Keeping in mind the special cultural and social needs of the guest student, the intention of the host university should be to guarantee the best possible comprehensive service by all the staff involved.

Effective implementation of quality assurance in international exchange service, is supported by the following **TOOLS**:

⋯⟩ Benchmarks

⋯⟩ Guidelines for exchange programme development (check-list)

⋯⟩ Questionnaire for cooperating universities to assess the relationship

Benchmarking

Benchmarking helps you to define the status of the service quality of your International Office. Interpreting the results with the help of "performance indicators" (PI) it gives you hints about the weaknesses as well as the strengths of your service. By using it regularly, on an annual basis, it is a useful and meaningful instrument for evaluating and controlling the quality. By regularly repeating benchmarking, it informs you not only regarding degradation about any deterioration but also about improvements in performance.

Example:

Having set a benchmark, which is a long term target of say 5 years, ie the number of students in ERASMUS MUNDUS Programmes, as 100. with the current number (2005) as 20, and the benchmark as 100 by 2010, ie in 5 years time, then that is an increase of 80 in 5 years, or 80/5=16 students per year. This figure is a performance indicator by which the performance of the institution on this specific issue, may be judged every year in order to assess if the final target or benchmark set has a good chance of being met.

The above is a quantitative PI. One could have qualitative PI´s as well, although these should be limited: for example the degree of satisfaction with housing arrangements determined by a questionnaire.

Other benchmarks identify not only the quality of performance but also the degree of internationalisation at this institution. An optimal performance for international exchange students needs the support of the the leadership of the institution. Defining agreements on objectives with regard to an internationalisation strategy, commits faculties and administration to develop course guidance together for international students. One must surely agree that without agreeing the terms of cooperation between central and decentral units an optimal service is not feasible.

"Bad" results and their consequences

Obtaining negative results from using the tools, you may possibly decide to develop a strategy in order to upgrade the performance. Depending on the particular issue, the participating players and its priority, you can identify chronological targets, the person in charge and/ or any changes in procedures in order to positively influence the result. Taking into consideration the availability of staff, money and working hours, you can reflect on how to combine effectiveness with optimisation of service.

Try to convince the staff involved of the benefits of changing a well-known but ineffective procedure. You can do this with the help of your benchmarking results. Nobody will persist with a procedure that is exposed as ineffective and inadequate.

Questionnaire

As a second tool in quality assurance, the annual monitoring of the relationship between partners will take place with the help of a questionnaire for partner assessment. The aim is to provide common ground on issues of satisfaction in partnerships and to support the understanding of factors defining a partnership. You will be enable to question the quality of performance in an existing partnership. Identifying problems within the partnership, you can check them with the help of key words and develop strategies for improving the relationship. If no improvement is possible, then the consequences have to be addressed.

Consequences of bad results

The results of the Questionnaire regarding the partnership has been excellent! Everything is going well, the exchange students are coming back satisfied, and there is no problem with credit recognition and student balance. Congratulations!

But what to do if the results have to be regarded as unsatisfactory? Maybe you have noticed that the partnership has been deteriorating (or been in decline) for a longer period? Other people involved confirm your negative impression.

As a first step, you should have a dialogue with your contact person. To prepare this dialogue, you should be certain to cover the important points. The following basic questions could be helpful: "How do you feel we have been doing in area x?" and "What can we do to improve this, if necessary?"

When you are sure that your contact person has an open mind, then suggest that you each use the Questionnaire for partnership assessment and compare results. Possibly, there will be an unequal rating with regard to the various issues. Possibly, you each have different priorities.

After completing the questionnaire, you should both analyse the results and agree with your partner those issues that have to change in order to improve the relationship. You are free to come to an understanding with your partner with regard to the basic categories that are relevant to you both. Possibly, you can confirm them in writing and repeat the procedure the following year in order to monitor the progress and evaluate the result.

Guidelines

A prospective partner guideline contains the main criteria for defining quality based on the general characteristics of an exchange programme partnership. The characteristics are expressed principally as factors of suitability. The aim is to avoid choosing inappropriate international partner institutions.

Both check-lists are tools of quality control used to document the determining factors of partnerships. It is important to discuss and agree both instruments with the faculties or departments involved. They can also be used as tools for forming of opinions.

Timeline for the international student exchange process

No.	Exchange Students	Recommendation regarding "best practices"
	PRE-DEPARTURE	
1	**Study information about host university**	⋯⊱ Harmonisation of the beginning of the academic year at all partner universities ⋯⊱ Early offer of Course Module incl. ⋯⊱ all necessary data
2	**Organisational info before departure (home university)**	⋯⊱ Spreading out of deadlines for application for different country-/ university-programmes ⋯⊱ Preparing guidelines in order to lead students through the process ⋯⊱ Harmonising forms
3	**Selection process (home university)**	⋯⊱ While having the main responsibility, decentral units should cooperate with central units by nominating a programme coordinator ⋯⊱ Arrangement between central and decentral unit in order to 　⋯⊱ Reach useful distribution 　⋯⊱ Decrease the administrative expenditure in academic procedure
4	**Nomination to partner university**	⋯⊱ Distribution of task should be harmonised according to the selection process so it is in one hand ⋯⊱ Harmonisation of dates and deadlines

5	**Option: financial arrangement (grant)**	⋯⇥ It seems to be useful to have it in centralised hand
6	**Registration for: Accommodation, language courses (host university)**	⋯⇥ Outgoing students get – after being nominated – an Information and Application Package. This informs them also concerning ⋯⇥ Housing facilities: Contract with Outgoings guarantees placement for Incomings or own dormitories of decentral units ⋯⇥ Language course Offers
7	**Binding learning agreement & additional sheet**	⋯⇥ While having the main responsibility, decentral units should cooperate with central units by nominating an ECTS- coordinator ⋯⇥ Arrangement between central and decentral unit in order to 　⋯⇥ Reach useful distribution 　⋯⇥ Decrease the administrative expenditure in academic procedure ⋯⇥ Harmonisation of form ⋯⇥ Learning Agreements should be filled in before departure ⋯⇥ ECTS-Coordinator of decentral unit should support Outgoings
8	**Pre-arrival orientation**	⋯⇥ Course-offer of Intercultural Competence/ Intercultural training ⋯⇥ Outgoing students should be directed by guidelines through the facilities of arrangements to be admitted to the host university

STAY

9	**Accommodation (host university)**	⋯⇥ Centrally organised help for housing
		⋯⇥ Decentral organised facilities should be announced to the central responsible unit of host university
10	**Language courses**	⋯⇥ Centrally organised help to enrol in language courses
		⋯⇥ Decentral offered courses should be announced to the central responsible unit of host university in order to give all necessary information to international students
11	**Orientation at host university**	⋯⇥ Arrangements between central and decentral units should be made in order to distribute tasks and agree to mutual proposal with the aim to help international students getting adapted to life of host country
		⋯⇥ Information package
		⋯⇥ Personal tutors and buddy-programme
12	**Course guidance (individual)**	⋯⇥ Arrangements between central and decentral units should be made in order to distribute tasks and agree to mutual proposal
13	**Pastoral care/ general student service**	⋯⇥ Friend Family Programme
		⋯⇥ Personal tutors and buddy-programme
		⋯⇥ Arrangements between central and decentral units in order to distribute tasks and agree to mutual proposal

14	**Examination/ audit of final account**	⋯⋗ Responsibility is well-defined: Only the academic decentral units are in charge
		⋯⋗ ECTS-Coordinator of decentral unit should support Outgoings
		⋯⋗ Credit assessment should be given within a short term after departure
15	**Preparation of transcript**	⋯⋗ Certification of Transcript and Diploma Supplement should be in the responsibility of decentral units, only assisted by central unit
		⋯⋗ Certification should be assured within a short term after departure

ARRIVAL

16	**Debriefing, reporting**	⋯⋗ Arrangements between central and decentral units in order to agree to mutual proposal with the aim to have information in one hand for evaluation
17	**Recognition of credits (home university)**	⋯⋗ Distribution is too various: Too many different responsibilities!
		⋯⋗ Only the academic decentral units should be in charge
		⋯⋗ Recognition of credits should be given within a short term after return
18	**Evaluation (host & home university)**	⋯⋗ Arrangements between central and decentral units in order to agree to mutual proposal with the aim to have all information about evaluation in one hand

SURVEY OF "BEST PRACTICES"/ MAXIMAL SERVICE

INCOMING STUDENTS		OUTGOING STUDENTS

Support services/ guidance on site / **During students exchange stay at host university**	**Support services**
	⤏ International Offices services
	⤏ Arrival services/ information package
	⤏ Peer student services ("buddies")
	⤏ Orientation Programme
	⤏ Language course
	⤏ Library access
	⤏ Internet access
	
	Academic support services
	⤏ Academic contact person
	⤏ Study programme coordinator
	⤏ 'Learning Agreement'
	⤏ ECTS Coordinator
	
	Social services (see: "social services")
	
	Before departure:
	⤏ Check of Transcript of Records
	⤏ Evaluation/interview
	⤏ Needed proof of stay
	    (study certificates, etc)
		Study Abroad adviser:
		⤏ Overall management and advising
		⤏ Call for applications
		⤏ Information sessions/
		    Departure Orientation
		⤏ Study abroad publication
		    and www site
		⤏ Info, deadlines, grant information
		⤏ Assistance in applying
		⤏ First contact to host institution and
		    keeping contact
		⤏ Application forms delivery to host
		    institutions
		⤏ National funding applications and
		    grant dissemination
		⤏ Offer in Intercultural Training:
		    Preparing for Exchange
		    (Course of competences)
		⤏ Visa/residence practicalities
		    with students
		
		Pre-departure:
		⤏ Informing students of the progress
		    of their applications
		⤏ Keeping tract that the students have
		    filled all the required documents
		    (accommodation, arrival information,
		    special requirements etc.)
		⤏ making sure that residence permit
		    and other official papers are filled
		    and sent to the issuing authorities

The right column is labelled vertically: **Before students departure/ after their return**

		INCOMING STUDENTS	OUTGOING STUDENTS
Support services / guidance off site	**Before students arrival / after return rerererretrererderdeparture**		**After return:** ⋯⋗ Interview, report, evaluation forms ⋯⋗ Assistance in credit transfer ⋯⋗ After arrival session with other returnees, feedback and return orientation session* ⋯⋗ Alumni-strategy in order to get helpful information **Credit Transfer:** ⋯⋗ Upon completion and receipt of Transcripts of Records from host institution the full transfer of credits (within short duration)
		Pre-Arrival ⋯⋗ Formal letters of acceptance ⋯⋗ Information Package* ⋯⋗ Assistance in accommodation arrangements ⋯⋗ Assistance in residence permit issues ⋯⋗ Peer student pairing, contacts and services information ⋯⋗ Arrival information inquiry and arrival services arrangements (in connection with Peer student service ⋯⋗ Assistance in residence permit issues (public authorities, health insurance) **After Departure** ⋯⋗ making sure obtaining the receipt of Academic Transcripts and that they are up to date. ⋯⋗ support for Credits Transfer if needed ⋯⋗ Evaluation questionnaire, statistical data ⋯⋗ Alumni-strategy to stay in contact	**During exchange** ⋯⋗ Making sure that the students have arrived at host university ⋯⋗ giving advise and assisting the student if needed **Before return** ⋯⋗ Asking that the student has collected the needed documentation in order to ensure the Credits Transfer

(Center label between Pre-Arrival and During exchange rows:) **During students exchange stay**

	INCOMING STUDENTS	OUTGOING STUDENTS
Social service	···⟩ Introduction organising ···⟩ Peer students Programme ···⟩ Cultural and 'get together' Activities ···⟩ Student Services/ Club activities ···⟩ Friend Family Programme ···⟩ Agent for Foreigner Affairs at University (in questions of discrimination, xenophobia) ···⟩ Information for family travellers (child care service, language courses)	···⟩ Offer in Intercultural Training: Preparing for Exchange (Course of competences) ···⟩ Alumni-meetings/ lists ···⟩ After arrival session with other returnees, feedback and return orientation session ···⟩ Re-entry (return) orientation (reception and feedback forum)
Publications and printed material	···⟩ A general guide for arriving international students; practical and official information, included in the info package* ···⟩ Course catalogue ···⟩ Fact Sheet of the institution ···⟩ Promotion materials ···⟩ Application forms	···⟩ Study abroad procedure; how to apply, where can I go and practical information etc: Information package* ···⟩ Application forms ···⟩ Promotion materials
WWW services	···⟩ WWW-site for international students containing practical and academic information ···⟩ the needed forms in downloadable form ···⟩ e-mailing lists and online forums	···⟩ General: Electronically: making sure that study abroad catalogues are available for students, information sessions announcements, call for applications is disseminated Study abroad www site with all the needed information and partner / location listings with directs links. Application forms in downloadable form ···⟩ e-mailing lists

	INCOMING STUDENTS	OUTGOING STUDENTS
Human resources	⸱⸱⸱⸱▹ International Officer ⸱⸱⸱⸱▹ Faculty International Coordinator ⸱⸱⸱⸱▹ Faculty ECTS Coordinator ⸱⸱⸱⸱▹ Student Union Representative ⸱⸱⸱⸱▹ Peer students (Tutors) ⸱⸱⸱⸱▹ Student affairs officer ⸱⸱⸱⸱▹ Academic contact person/ Academic Mentor ⸱⸱⸱⸱▹ Agent for Foreigner Affairs relating discrimination etc.	⸱⸱⸱⸱▹ Study Abroad adviser ⸱⸱⸱⸱▹ Faculty International ⸱⸱⸱⸱▹ Coordinator, Academic Adviser ⸱⸱⸱⸱▹ International Officer ⸱⸱⸱⸱▹ Host institution's international students on campus ⸱⸱⸱⸱▹ Student Services

Performance indicators for each step of the student exchange cycle (benchmarking list)

1. Management

1.1 General

1.1.1	Existence of annual partner evaluation system	Commitment to quality network
1.1.2	Maintenance of partner statistics ⇢ Exchange balance records	Commitment to quality
1.1.3	Maintenance of home academic department statistics	Availability of data base system on participation of home academic departments Statistics and production of previous 5-year trends
1.1.4	Existence of on-line information system concerning partners (updated annually)	Quality of information for students
1.1.5	Staffing ratios ⇢ Number of exchange students in relation to number of staff assigned to exchanges ⇢ Number of programmes in relation to number of staff	Indicates resources allocated

1.2 PRE-DEPARTURE

1.2.1	Do you offer housing assistance to incoming students? Yes/ No	Indicates degree of service available to exchange students
1.2.2	Does your system allow students to transfer financial aid? Yes/ No	Indicates absence of administrative barriers
1.2.3	Does your university offer any additional financial assistance? Yes/ No	Commitment to internationalisation
1.2.4	Do you provide exchange students with guidelines for application? Yes/ No	Indicates good service
1.2.5	Do you offer support/ advice for application procedure for outgoing students? Yes/ No	Indicates good service

1.3   STAY ABROAD

1.3.1	% of incoming students receiving organised cultural programme by host institution	Indicates good service Shows responsibility for exchange students
1.3.2	Number of students that did not receive grants for study abroad on time	Indicates efficiency of administrative system

1.4   RETURN

1.4.1	Do you provide returnees with guidelines to rejoin the home institution? Yes/ No	Availability of service

2. STUDIES

2.1 GENERAL

2.1	General assessment of stay abroad (whole procedure)	Indicates degree of benefit and adequate preparation in relation to the different aspects
2.1.1	Academic aspect	Possibly indicates difference between students expectations and reality
2.1.2	Linguistic aspect	
2.1.3	Personal aspect	
2.1.4	Number of PhD-students going out	Shows correlation between teaching and research

2.2 PRE-DEPARTURE

2.2.1	% of Learning Agreements signed between host and partner universities in relation to number of outgoing students	Indicates active involvement of universities in exchange programmes
2.2.2	Student mobility participation rates by faculty programme	Indicates involvement of faculty in exchange programmes
	⤏ Number of outbound students in relation to total enrolment by faculty	
	⤏ Number of inbound students in relation to total enrolment by faculty	

2.2.3	Number of exchange visits from academics/ faculty coordinators	Number of exchange visits from faculty divided by number of exchange programmes Indicates involvement of faculty in exchange programmes
2.2.4	Is there a language learning centre at your university? Yes/ No Are the majority of languages from exchange partners offered at the centre? Yes/ No	Shows resources for linguistic preparation
2.2.5	Does your university require students to demonstrate linguistic preparation in languages that the system requires for studies abroad Yes/ No	Indicates course offer in line with exchange policy
2.2.6	Do you take intercultural preparation into account when selecting students for study abroad? Yes/ No	Shows awareness of importance of intercultural preparation
2.2.7	% of faculties/ departments with ECTS information packages for each speciality	Shows preparation for exchange by faculty/ departments (faculty involvement)

2.3 STAY ABROAD

2.3.1	% of Learning Agreements modified at host institution per academic year	High value may indicate inadequate LA preparation at home before departure
2.3.2	% of host language courses ECTS accredited	Indicates degree of Internationalisation of study courses
2.3.3	% of transcripts sent out to home university after completion of study period: ⋯⇥ within 2 months ⋯⇥ within 3 months ⋯⇥ never	Organisational competence and efficiency

2.4 RETURN

2.4.1	% of study courses that have not been given credit by home university	High value may indicate inadequate preparation of LA and/ or lack of experience of credit assessment by academic staff in charge
2.4.2	Do you have a conversion procedure for grades? Yes/ No	Indicates the assurance of recognition in a transparent fashion

3. PASTORAL SUPPORT

3.1 GENERAL

For international staff:

3.1.1	Do you have a staff training plan including intercultural training? Yes/ No	Shows responsibility for exchange students and internal support for staff

For international staff:

3.1.2	% of participation in inter-cultural training sessions	Indicates degree of competence of international staff

3.2   PRE-DEPARTURE

3.2.1	Existence of pre-departure programmes Yes/ No	Indicates adequate preparation of outgoing students
3.2.2	Does your university manage an inclusion of host university students and alumni in pre-departure meetings? Yes/ No	Availability of current information

3.3   STAY ABROAD

3.3.1	Do you have a crisis response system for host students? Yes/ No	Indicates good service/ pastoral care
3.3.2	Does your university have a system of pairing home students with incoming students? Yes/ No	Indicates good service/ pastoral care Shows responsibility for exchange students
3.3.3	Do you offer assistance with housing problems? Yes/ No	Indicates good service/ pastoral care Shows responsibility for exchange students
3.3.4	Do you organize a farewell event? Yes/ No	Shows responsibility for exchange students

3.4   RETURN

3.4.1	Do you organize returnee events? Yes/ No	Availability of post-return support
3.4.2	Do outgoing students complete an evaluation questionnaire? Yes/ No	Indicates willingness of university to set up feedback mechanism

Guidelines for exchange programme development (Checklist)

These guidelines will enable you to ascertain whether or not the essential criteria for a potential new partnership can be met: will it be meaningful, useful and sustainable? This list will help you check the relevant factors.

Answering the following questions gives you a systematic survey of the essential criteria. Interpreting the results is relatively easy: if you come up with mostly positive answers, then the partnership is probably going to work well. Negative answers will of course need to be addressed.

FACTORS you should take into consideration:

a) INSTITUTION

⋯⋗ Are they internationally recognised?	□ yes	□ no
⋯⋗ Is their reputation similar to ours?	□ yes	□ no
⋯⋗ Do they fit in with our internationalisation strategy?	□ yes	□ no
⋯⋗ Do we need another partner (in this country/ region)?	□ yes	□ no
⋯⋗ Are they recommended by other partners?	□ yes	□ no
⋯⋗ Do we like them?	□ yes	□ no

b) ACADEMIC PROFILE

⋯⋗ Does it fit our academic profile and mission?	□ yes	□ no
⋯⋗ Is it compatible with our system?	□ yes	□ no
⋯⋗ Do their courses match ours?	□ yes	□ no
⋯⋗ Are faculties involved/ will they be involved?	□ yes	□ no
⋯⋗ Are they accredited nationally &/or externally?	□ yes	□ no
⋯⋗ Will we recognise their courses?	□ yes	□ no
⋯⋗ Are courses available in the appropriate language?	□ yes	□ no
⋯⋗ Are internships possible?	□ yes	□ no

c) STUDENT INTEREST

⋯⋗ Is it attractive to our students:		
⋯⋗ Academically?	□ yes	□ no
⋯⋗ Linguistically?	□ yes	□ no
⋯⋗ Financially?	□ yes	□ no
⋯⋗ location-wise?	□ yes	□ no
⋯⋗ Culturally?	□ yes	□ no
⋯⋗ Is the interest mutual?	□ yes	□ no

d) Facilities

⋯⋗ Is there a good student support system?	▢ yes	▢ no
⋯⋗ Is their International Office working well?	▢ yes	▢ no
⋯⋗ What study resources are available?	▢ yes	▢ no
⋯⋗ Computer / IT-resources	▢ yes	▢ no
⋯⋗ Library	▢ yes	▢ no
⋯⋗ Housing	▢ yes	▢ no
⋯⋗ Health services	▢ yes	▢ no
⋯⋗ Student welfare services	▢ yes	▢ no

e) Safety/ Health

⋯⋗ Is it safe to send our students there?	▢ yes	▢ no

Questionnaire to assess international exchange partnerships
(annual checklist for internal use)

This document is intended as a simple tool for assessing exchange partnerships. It may be used individually or by both partners to begin a constructive dialogue to address challenges.

1=bad, 2=dissatisfying, 3=satisfying, 4=good

Balance

···▷ Number of incoming and
   outgoing students balanced?   ◻ 1   ◻ 2   ◻ 3   ◻ 4

Communication

Information flow
···▷ International Office contact   ◻ 1   ◻ 2   ◻ 3   ◻ 4
···▷ Responsiveness   ◻ 1   ◻ 2   ◻ 3   ◻ 4
···▷ Course information   ◻ 1   ◻ 2   ◻ 3   ◻ 4

Information on changes/ developments
···▷ Academic calendar   ◻ 1   ◻ 2   ◻ 3   ◻ 4
···▷ New programmes   ◻ 1   ◻ 2   ◻ 3   ◻ 4

Exchange of documents
···▷ Application forms   ◻ 1   ◻ 2   ◻ 3   ◻ 4
···▷ Transcript   ◻ 1   ◻ 2   ◻ 3   ◻ 4

STUDENT SUPPORT AT HOST INSTITUTION

⋯⇢ Health & safety issues   □ 1   □ 2   □ 3   □ 4

⋯⇢ Housing services and availability   □ 1   □ 2   □ 3   □ 4

⋯⇢ Extracurricular activities   □ 1   □ 2   □ 3   □ 4

⋯⇢ Student support services   □ 1   □ 2   □ 3   □ 4

⋯⇢ Buddy system/ involvement of home students   □ 1   □ 2   □ 3   □ 4

INCOMING STUDENT PERFORMANCE

Academic performance   □ 1   □ 2   □ 3   □ 4

Conduct   □ 1   □ 2   □ 3   □ 4

EFFICIENCY AND PROBLEM SOLVING

⋯⇢ Crisis response system   □ 1   □ 2   □ 3   □ 4

ACADEMIC PROGRAMMES/ COURSES

Catalogue info quality   □ 1   □ 2   □ 3   □ 4

Catalogue info availability in (good) time   □ 1   □ 2   □ 3   □ 4

Faculty involvement   □ 1   □ 2   □ 3   □ 4

Academic calendar   □ 1   □ 2   □ 3   □ 4

AQUARIUS
Assuring quality in internationalisation of study courses and course guidance

ERASMUS MUNDUS PROJECT 022-A4-2004

The project was financed by the EU Commission for 16 months in 2004-2006.

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