

## Checklist Strategy and Leadership

1	2	3	4	5
<p>The mission, vision and strategy of the program show a national focus. The program has limited to no insight into the international market in which it operates. There is no budget for internationalization activities.</p>	<p>The mission and vision of the program contain an international dimension, but this is not based on a profound insight into the international market and the program position on this market. The program has no internationalization strategy, but possibly there is an annual plan for internationalization. The resources for internationalization activities are limited and not constant.</p>	<p>The program shows some insight into the international or European market in its mission and vision. Every year the program compiles an annual internationalization plan, in which the internationalization activities for the corresponding year are described (goal, planning, costs, etc.). Financial resources are allocated each year based on the internationalization plan. The program checks whether there operational internationalization objectives were reached at the end of the year.</p>	<p>In its mission and vision, the program aims for a (limited) international dimension and international position. The ambitions correspond with trends and developments in the international market. The international dimension has been translated into tactical and operational objectives. Internationalization is a fixed component of the program's yearly budget. The amount of resources reserved for internationalization depends on the planned activities for the corresponding year. Twice a year, the program evaluates the progress of the internationalization activities and intervenes if necessary. <i>(EPAS)</i></p>	<p>The mission, vision and strategy of the program clearly contain an international dimension, which has been translated into tactical and operational internationalization objectives. The program has a profound insight into the international market in which it operates and the position it has on that market. The program structurally reserves resources for internationalization. These resources are based long term plans. The programs has set up processes to integrate the international dimension into the regular structures and processes. The program evaluates the implementation of the internationalization strategy periodically. <i>(EQUIS)</i></p>
<p>Tasks, responsibilities and authorities regarding internationalization have not been explicitly appointed within the program.</p>	<p>Internationalization is a task of one (or more) teacher(s) working for the program. Responsibilities and authorities regarding internationalization have not been explicitly appointed.</p>	<p>The program has appointed an Internationalization Coordinator responsible for the (coordination of the) execution and evaluation of the internationalization activities planned. This coordinator consults with the university's International Department on a regular basis. The authorities of this coordinator have not been defined.</p>	<p>The responsibility and authority regarding internationalization has been appointed to one of the program's management team. The program also has a Internationalization Coordination, responsible for the (coordination of the) execution and evaluation of the internationalization activities planned. This coordinator consults with the university's International</p>	<p>Internationalization is the responsibility and authority of a dedicated staff position at management level. The execution and evaluation of internationalization activities is the responsibility of several staff members of the program who report to the manager Internationalization and with the university's International Department on a regular basis.</p>

			Department on a regular basis. <i>(EPAS, EQUIS)</i>	
The international experience or background of the management of the program is non-existent or negligible.	A sole member of the management has substantial international experience.	About half of the management team of the program can demonstrate substantial international experience.	The entire management team of the program can demonstrate substantial international experience.	The program's selection and appointment policy is focused on attracting managers with substantial international experience. The management of the program maintain their international experience periodically, for example by participating in management exchange programs with international partners or by actively participating in international conferences. <i>(EQUIS)</i>
<b><i>Average score 'Strategy &amp; Leadership':</i></b>				

## Checklist Network & Accreditation

1	2	3	4	5
The program does not maintain relationships with foreign partners (there are no foreign partners or the program doesn't use them)	The program has a few foreign partners with whom it sporadically undertakes (exchange) activities.	The program possesses quite a large network of foreign partners with whom it undertakes exchange activities on a regular basis. <i>(EPAS, EQUIS)</i>	The program possesses quite a large network of foreign partners with whom it undertakes exchange activities on a regular basis. The program also undertakes several other educational activities (co-production, exchange of materials, double degrees etc.) with a few of its foreign partners. The program and a few of its partners have validated each other's courses and degrees.	Apart from having a substantial amount of foreign partners in its network, the program has also set up on or more strategic partnerships in which numerous educational and other activities (benchmarking, international accreditation etc.) are undertaken. The program and all its partners have validated each other's courses and degrees.
The program has no (active) foreign partners.	The few foreign partnerships the program has, grew historically or originated through personal contacts. New partnerships come into existence largely based on coincidence.	The program has formulated basic policy regarding international cooperation. This policy describes why the program wants/has partnerships with foreign institutions and contains an overview of the minimal criteria foreign partners should meet. These criteria are used in the selection process of new partners.	The program has formulated mid-term policy regarding international cooperation in which it describes the why and how of partnerships with foreign institutions. The program has also defined how partnerships are evaluated and how students and faculty benefit from the partnerships. The partnership policy contains an elaborate overview of criteria foreign partners should meet. These criteria are used for selecting new partners and for periodically evaluating existing ones. <i>(EPAS, EQUIS)</i>	The program had formulated a strategic internationalization policy in which policy regarding international cooperation is included. The program has developed a clear set of specific criteria international partners should meet for every type of cooperation. These criteria are used for selecting new partners and for periodically evaluating existing ones. The program provide complete disclosure of these criteria to (potential) partners.
The program is accredited by a national accreditation body with no international recognition. The program has a low ranking on the national	The program is accredited by a national accreditation body with some international (European) recognition. The program has an average	The program has a good ranking on the national market. The formal accreditation of the program only takes place at a national level, but the	The program has a good ranking on the international market. The program aspires to an international accreditation (e.g. EPAS or EQUIS) and	The program is accredited by an international accreditation body and has a good / high ranking on the international market.

market.	ranking on the national market.	accreditation is recognized / accepted internationally. <i>(EPAS)</i>	undertakes structural activities to obtain it. <i>(EQUIS)</i>	
The program does not use the 'checklists program internationalization' to continuously monitor and improve the quality of its international activities and doesn't intend to use it in the short term.	The program has filled out the 'checklists program internationalization' together with a few key staff members. It is using the results to compose an improvement plan for internationalization. The checklists have not yet been incorporated in the program's quality assurance cycle.	The program has used the 'checklists program internationalization' to define its internationalization aspirations and to measure its current internationalization status (gap analysis). The program has composed a clear and structured plan as to how to achieve the internationalization objectives and monitors the progress periodically. Management and internationalization coordinators are closely involved in this. <i>(EQUIS)</i>	The program has made a gap analysis for internationalization together with the entire staff and a good representation of the student body (using the 'checklists program internationalization'). It has composed a multiple-year-plan for internationalization based on this analysis. The level of internationalization is evaluated periodically with staff and students and the results are used to make adjustments in the internationalization activities.	The program has made a gap analysis for internationalization together with the entire staff, a good representation of the student body and a good representation of the professional field (using the 'checklists program internationalization'). It has composed a multiple-year-plan for internationalization based on this analysis. The level of internationalization is evaluated periodically with staff, students and industry representatives and the results are used to make adjustments in the internationalization activities.
<b><i>Average score 'Network &amp; Accreditation':</i></b>				

## Checklist Mobility & Exchange

1	2	3	4	5
The program has no bilateral agreements with foreign partners for exchange and has no plans to enter into such contracts in the short term (or doesn't see opportunities to do so).	The program has no bilateral agreements with foreign partners for exchange, but has taken steps to enter into such contracts in the short term	The program has a few bilateral agreements with foreign partners in a limited number of countries. The program has limited insight into which countries or foreign institutions appeal to the students.	The program possesses a substantial amount of bilateral agreements with foreign partners in a limited number of countries. These countries and partners were chosen based on relevance for the program and the students' wishes. The program evaluates the students' exchange wishes periodically. <i>(EPAS, EQUIS)</i>	The program possesses a multitude of bilateral agreements with foreign partners in a multitude of countries. These countries and partners were selected based on relevance for the program, quality and the students' wishes. The program evaluates the concurrence of the bilateral agreements with the students' wishes and the programs objectives periodically.
The program does not provide opportunities for its students to complete part of their study program abroad (exchange, excursions abroad, work placement abroad).	The program allows its students to complete part of their study program abroad, but has no bilateral agreements. Students have to arrange for their study abroad experience themselves. Work placement as a rule take place 'at home', but there are/have been few students who have done their work placement abroad.	The program provides opportunities for its students to complete part of their study program abroad. A few students actually take this opportunity. The program offers support for students who are about to go abroad by organizing additional language training and culture courses.	The program actively stimulates its students to complete part of their study program abroad. A substantial number of students utilizes the mobility opportunities offered. The program prepares students who are about to go abroad actively by organizing additional language training and culture courses. <i>(EPAS, EQUIS)</i>	The program emphasizes the importance of mobility for students. A study abroad experience is a mandatory part of the curriculum, for all the students. The program prepares students who are about to go abroad actively by organizing additional language training and culture courses.
The program has not formulated any policy regarding student mobility.	The program refers students who want to complete part of their program abroad to the university's International Office. The program has no policy or procedures regarding student mobility, but follows the procedures of the International Office. The program does not keep track of how many students go abroad for their	The program has formulated operational policy regarding study and work placement abroad. This policy also describes the role and position of the International Office. The program has an overview of how many students go abroad for their studies in a specific year, it does not make an historic overview.	The program has formulated operational and tactical policy regarding study and work placement abroad and foreign partners. This policy is drawn up and evaluated in close consultation with the International Office. The program keeps an historic overview of study abroad experiences and extrapolates	The program has formulated strategic, tactical and operational policy regarding study and work placement abroad and foreign partners. This policy is based on analyses of students' wishes and relevance for the program. The students' study abroad experiences are evaluates periodically as well as the

	studies.		trends from this overview in order to adjust its policy. <i>(EPAS, EQUIS)</i>	mobility policy and the foreign partners. Adjustments to the policy are made based on these evaluations.
The program does not provide opportunities for foreign students to complete part of their studies in the program.	The program irregularly provides limited opportunities for foreign students to complete a small part of their studies in the program (e.g. international week).	The program receives foreign students on a regular basis for a semester or a year. The program does not always succeed in receiving as many students as it sends out (frequently there are substantially more or less incoming students than there are outgoing ones). The program offers a separate, fixed, exchange program in English for foreign students (exchange students are not in mixed classes with domestic students). The exchange program offered is not described in an ECTS guide.	The program receives and sends out as many exchange students as agreed in its bilateral agreements (balanced flow of students). The program offers a fixed exchange program in English for foreign students. Part of this program is also open to domestic students. The exchange program offered is clearly described in an ECTS guide. The program does not always succeed in providing information for (potential) foreign exchange students on time. <i>(EQUIS)</i>	The program receives and sends out as many exchange students as agreed in its bilateral agreements (balanced flow of students). The program offers a multitude of courses in English from which foreign students as well as domestic students can choose (mixed classes). The courses on offer are clearly described in an ECTS guide, which is provided to (potential) foreign exchange students on time.
<b><i>Average score 'Mobility &amp; Exchange':</i></b>				

### Checklist Corporate relations & Interventions

1	2	3	4	5
The program's corporate network consists virtually solely of National organizations and companies.	The program has a limited number of international(ly operating) companies and organizations in its network, but does not use them actively.	The program's corporate network contains international(ly operating) as well as foreign companies and organizations, which it offers to students as potential work placement companies. <i>(EPAS, EQUIS)</i>	The program has a corporate network of internal and foreign companies and organizations and offers these as work placement companies to its students and staff.	The size of the program's network of international and foreign companies and organizations is such that each student and staff member can do an internationally oriented work placement.
The program has no structural contacts or relations with international of foreign companies and organizations.	The program has a limited number of international(ly operating) companies and organizations in its network, but does not use them actively.	The program's Professional Advisory Board contains companies that operate on a national scale as well as companies operating on an international scale. <i>(EPAS)</i>	The program's Professional Advisory Board contains companies that operate on a national scale as well as companies operating on an international scale. The program explicitly asks the international companies to advise it on international aspects of the profession. The program also has contacts with a few foreign companies/ organizations, which she consults every once in a while regarding the demand of the foreign or international industry. <i>(EQUIS)</i>	The program's Professional Advisory Board consists of national, international and foreign companies/ organizations. The program remains in close contact with these companies/ organizations to keep track of international/foreign developments that are important for the program.
<b>Average Score 'Corporate relations and Interventions':</b>				

## Checklist Faculty

1	2	3	4	5
None of the faculty have international experience (or background).	A minority of faculty have international experience (or background).	A substantial portion of the faculty has international experience (or background). <i>(EPAS, EQUIS)</i>	The majority of faculty have international experience (or background).	(virtually) All members of the faculty have international experience (or background). The program's selection- and appointment policy is aimed at attracting foreign teachers.
There are no guest lecturers / speakers from abroad contributing to the program.	Every once in a while a guest lecturer / speaker from abroad contributes to the program.	The program receives guest lecturers / speakers from abroad periodically. <i>(EPAS)</i>	The program receives guest lecturers / speakers from abroad on a regular basis. On occasion these lecturers / speakers collaborate with faculty from the program. <i>(EQUIS)</i>	The program receives guest lecturers / speakers from abroad on a regular basis. During their visits, these lecturers / speakers give lectures to students and collaborate with faculty from the program.
The faculty's mastery of the English language is not sufficient to teach in English.	A few of the faculty are fluent enough in English to teach in English.	About half of the faculty is capable of teaching in English. <i>(EPAS, EQUIS)</i>	The majority of the faculty is capable of teaching in English. Some have also mastered another foreign language sufficiently to teach in that language.	All the faculty is capable of teaching in English effortlessly. A substantial number of them has also mastered another foreign language sufficiently to teach in that language.
The program does not provide its faculty the opportunity to teach abroad.	The program provides limited opportunity for a few of its faculty (the same ones every time) to teach abroad.	The opportunity to teach abroad is open to all faculty with tenure. A substantial number of the faculty uses this opportunity. <i>(EQUIS)</i>	The opportunity to teach abroad is open to all faculty (with or without tenure). A substantial number of the faculty uses this opportunity.	All faculty is expected to teach abroad periodically; it is 'part of the job'.
The faculty does not participate in relevant international networks, conferences, (research)projects or publications.	Some of the faculty are involved in international networks, conferences, (research)projects or publications. The relevance of these activities for the program have not been made clear.	A substantial portion of the faculty participates in relevant international networks, conferences, (research)projects or publications. The gains of these activities are visibly incorporated in the program. <i>(EPAS, EQUIS)</i>	Most faculty participate in relevant international networks, conferences, (research)projects or publications. The gains of these activities are visibly incorporated in the program.	Participation in relevant international networks, conferences, (research)projects or publications and incorporating the gains of these activities visibly in the program is expected of all faculty.
The faculty has not been trained in 'culturally inclusive	The faculty has not been trained in 'culturally inclusive	The faculty has been trained in 'culturally inclusive pedagogy'.	Most faculty explicitly take the needs, learning styles and	All faculty employ culturally inclusive pedagogy and

pedagogy'; they do not (consciously) take the needs, learning styles and perspectives of all the students (including culturally diverse ones) into consideration in their teaching and assessment methods.	pedagogy'. Some of them do (consciously) take the needs, learning styles and perspectives of all the students (including culturally diverse ones) into consideration in their teaching and assessment methods.	A substantial portion of them does (consciously) take the needs, learning styles and perspectives of all the students (including culturally diverse ones) into consideration in their teaching and assessment methods.	perspectives of all the students (including culturally diverse ones) into consideration in their teaching and assessment methods. (EPAS, EQUIS)	explicitly take the needs, learning styles and perspectives of all the students (including culturally diverse ones) into consideration in their teaching and assessment methods.
The faculty approach their subjects from a national perspective.	Some faculty have insight in the international aspects of their subject and approach the subjects from an international perspective.	Teachers of the key subject areas have insight into the international aspects of their subjects and approach the subjects from an international perspective. (EPAS)	Most faculty approach their subjects from an international perspective. In the selection process of new faculty, special attention is paid to the applicants' international competence. (EQUIS)	All faculty approach their subjects from an international perspective. The selection and appointment process aims at attracting internationally competent faculty.
The faculty are not cross-culturally competent.	Teachers of subjects like cross-cultural communication are cross-culturally competent.	Several of the staff (coaches, intercultural communication, cross-cultural management, student administration etc.) are cross-culturally competent. (EPAS)	Most staff members are cross-culturally competent. In the selection process of new staff, special attention is paid to the applicants' cross-cultural competence. (EQUIS)	All staff members are cross-culturally competent. The selection and appointment process aims at attracting cross-culturally competent staff.
<b>Average score 'Faculty':</b>				

## Checklist Students

1	2	3	4	5
<p>There are (virtually) no international students enrolled in the program (exchange or full degree).</p>	<p>International students are a minority within the program. They represent a limited amount of nationalities and cultural backgrounds. No special attention is paid to the intercultural exchange between the various nationalities and cultures in the group.</p>	<p>The number of international students in the program is limited, but they represent a multitude of nationalities and cultural backgrounds. The program has set explicit objectives regarding attracting international students to the program. In some courses special attention is paid to the intercultural exchange between the various nationalities and cultures in the group.</p>	<p>The number of international students in the program is substantial and they represent a multitude of nationalities and cultural backgrounds. The program has set ambitious goals regarding the recruitment of international students into the program, in which enrolment barriers are addressed explicitly. In the majority of the courses special attention is paid to the intercultural exchange between the various nationalities and cultures in the group. <i>(EPAS, EQUIS)</i></p>	<p>The student population of the program is completely diverse in nationalities and cultural backgrounds. The recruitment of students is focused internationally or is aimed at specific foreign markets. Enrolment barriers are addressed explicitly in the recruitment policy. Intercultural and cross-cultural exchange between the nationalities and cultures in the group is continuously stimulated by all faculty and staff.</p>
<p>The program has no English courses on offer and does not participate in exchange programs with foreign partners.</p>	<p>Only English language courses are offered in English, other courses are offered in the national language. Officially the program does participate in a few exchange programs with foreign partners, but it does not make use of these programs.</p>	<p>Some courses are offered in English. The program participates in a few exchange programs with foreign partners which generate a modest inflow of foreign students every year.</p>	<p>About half the courses are offered in English. The program participates in a large number of exchange programs with foreign partners and continuously aims to expand this number. Each year, the exchange programs generate a substantial inflow of foreign students. <i>(EQUIS)</i></p>	<p>All courses are offered in English. The program participates in a multitude of exchange programs with foreign partners and continuously aims to expand its network. The exchange programs generate a continuous inflow of foreign students.</p>

<p>The program does not provide its students opportunities to participate in international projects as part of their curriculum.</p>	<p>The program allows students to participate in international projects, but does not facilitate these (in terms of credit, support etc).</p>	<p>Each year, a limited number of students is offered the opportunity to participate in an international project as part of their curriculum. If necessary, the program actively stimulates students to take this opportunity.</p>	<p>Every student has the opportunity to participate in an international project at least once in the course of their studies. The program actively stimulates students to take this opportunity. <i>(EQUIS)</i></p>	<p>Every student has the opportunity to participate in a number of international projects during the course of their studies. These projects are integrated into the curriculum.</p>
<p><b><i>Average score 'Students':</i></b></p>				

### Checklist Research & Knowledge transfer

1	2	3	4	5
On occasion faculty and staff participate in international conferences. The gains of these activities are not shared among the other faculty and staff and are barely used in the program.	Faculty and staff participate in international conferences on a regular basis. The gains of these activities are share with key people within the program and the university's International office.	Participation of staff and faculty in international conferences is actively stimulated. On occasion faculty and staff also present at international conferences in the home country or abroad.	Active participation in international conferences and sharing the gains broadly is expected of all staff and faculty.	The program is regularly involved in the organization of international conferences.
Faculty make limited to no use of international publications during their lectures.	Some faculty regularly use international publications in their classes.	International publications are regularly used. Faculty also actively stimulate students to use international publications. <i>(EPAS, EQUIS)</i>	International publications make up a substantial portion of the materials used in class.	The use of international publications, by faculty as well as students is the norm.
The program does not undertake activities regarding international research projects.	Some faculty and staff are members of international research networks. The gains of these memberships are shared with colleagues.	The program participates in international research projects on a regular basis. Each year it offers students and faculty the opportunity to get involved in these projects. <i>(EPAS, EQUIS)</i>	The program structurally participates in international research projects. All students are expected to conduct international research as part of their curriculum. The program facilitates them by defining international research projects and by actively recruiting foreign partners to participate.	All faculty, staff and students regularly participate in international research projects. Faculty and staff produce international publications on a regular basis.
<b>Average score 'Research &amp; Knowledge exchange':</b>				

## Checklist Curriculum – content

1	2	3	4	5
The learning objectives do not contain international or intercultural aspects.	The learning objectives contain a limited amount of international or intercultural aspects.	Some learning objectives are explicitly aimed at international or intercultural issues.	All learning objectives are explicitly aimed at international or intercultural issues.	The learning objectives have a strong international and intercultural nature. <i>(EPAS, EQUIS)</i>
The program has no insight into the international and cross cultural skills / competence the national and/or international professional field deems necessary. There are no international or cross cultural elements worth mentioning embedded in the curriculum and assessment.	The program does not have a clear view on the international and cross cultural skills / competence required by the national and/or international professional field. By way of separate courses and training sessions (e.g. ICC or CCM) the program has embedded some international and cross cultural elements into the curriculum. The international and cross cultural elements in the assessments are near to none.	The program has a reasonably clear understanding of the international and cross cultural skills / competence required by the national and/or international professional field. It has also embedded a logical set up of international and cross cultural elements in the curriculum and assessments. These are partially integrated in the program and partially separate. The connection between the international and cross cultural elements in the curriculum and the requirements of the professional field is not quite clear.	The program has a clear insight into the international and cross cultural skills / competence deemed important by the national and/or international professional field. In addition the program has some view on the international and cross cultural skills / competence needed in light of global citizenship. It has for the most part integrated these skills and competence in the curriculum and assessment following a logical set up. The program hasn't formulated policy regarding the development of international and cross cultural competence yet and is not always able to justify the choices made with respect to the curriculum or assessment.	The program has a clear and complete insight regarding the international and cross cultural skills / competence required by the national and international professional field. In addition it has a clear view on the international and cross cultural skills involved in global citizenship. The program has translated these insights and views into policy that clearly describes which skills / competence the students need to develop (and why) and how this development is supported. The international and cross cultural skills / competence needed are all clearly and logically integrated into the curriculum and assessments.
The curriculum content does not provide an international / global scope.	Part of the curriculum provides a limited international / global scope.	Part of the curriculum provides an extended international / global scope.	Most courses offered provide a clearly visible international / global scope. <i>(EPAS, EQUIS)</i>	The entire curriculum provides an extended and clearly visible international / global scope. Each subject is viewed from a global perspective.
The teaching materials do not provide an international perspective.	The international perspective provided in the teaching materials is weak or incidental.	The teaching materials contribute somewhat to the development of an international perspective.	The teaching materials provide an extended and strong international perspective. <i>(EPAS, EQUIS)</i>	The program often uses teaching materials from abroad which provide a strong international perspective. International publications

				dominate the required reading lists.
The program strongly depends on national materials (publications, case studies, journals). The materials show a national bias in methods and views offered.	International materials (publications, case studies, journals) are used, but the program tends to select national materials.	National as well as international materials (publications, case studies, journals) are used. <i>(EPAS, EQUIS)</i>	International materials (publications, case studies, journals) are often used.	International materials ((publications, case studies, journals) dominate the required reading lists.
The program is entirely offered in the national language. There are no English language courses incorporated in the curriculum.	The program is entirely offered in the national language. English language courses are part of the curriculum.	The program is mainly offered in the national language. Some subjects are taught in English. Students have the opportunity to take courses in other language (as part of the curriculum or as extra-curricular activity). <i>(EPAS)</i>	A substantial portion of the program is offered in English. Students have the opportunity to take courses in other language (as part of the curriculum or as extra-curricular activity). <i>(EQUIS)</i>	The program is entirely offered in English. Other language courses are incorporated in the curriculum as well.
Doing a work placement, study of dissertation abroad is not an option for the students of the program.	The assessment of work placements, dissertations and studies abroad is strictly based on content. The extent to which the student developed international and cross cultural competence during his experience is not part of the assessment or evaluation.	The program dictates that work placements and dissertations done abroad contain an international / foreign component. It's up to the student to define this component and to demonstrate it. In studies abroad it is mandatory for students to elect a national language & culture course as part of their program. At the end of his experience abroad the student is required to write a report about his experience. There are no specific requirements regarding the content of this report.	The program requires students who are going to do a work placement, dissertation or study abroad to partake in the INHolland 'experience abroad course'. This course pays explicit attention to the development of international and cross cultural competence prior to, during and after the experience abroad. Participation in the course (and completing the assignments) is integrated in the assessment / evaluation of the work placement, dissertation or study abroad.	The development of international and cross cultural competence is explicitly part of the assessment / evaluation of students' experiences abroad. Prior to going abroad the student indicates how he will be developing his international and cross cultural competence while abroad and participates in an acculturation course. During the time spent abroad the students completes assignments specifically targeted at developing international and cross cultural competence.
<b>Average score 'Curriculum – content':</b>				

### Checklist Curriculum - pedagogy

1	2	3	4	5
Subjects (theory and practice) are not studied from several national perspectives.	Subjects are seldom or irregularly studied from several national perspectives.	Throughout the curriculum limited use is made of transnational or foreign case studies, focusing on a variety of perspectives.	Throughout the curriculum transnational or foreign case studies are often used, focusing on a variety of perspectives. <i>(EPAS, EQUIS)</i>	Throughout the curriculum transnational or foreign case studies are consistently used, focusing on a variety of perspectives.
Wherever faculty or students have international experience, this is not used in the program.	Wherever faculty or students have international experience, this is seldom used functionally.	The faculty's and students' international experience is used to some degree in the program. This might not be demonstrable, however.	The faculty's and students' international experience is clearly used on a regular basis in the program. <i>(EPAS, EQUIS)</i>	The faculty's and students' international experience is consistently used in the program.
The teaching and assessment methods do not take foreign students' needs, learning styles and perspectives into account.	Most teaching and assessment methods were chosen without consciously taking in to account foreign students' needs, learning styles and perspectives into account.	Some teaching and assessment methods were selected with some consideration for foreign students' needs, learning styles and perspectives into account.	Most teaching and assessment methods were selected with explicit consideration for foreign students' needs, learning styles and perspectives into account. <i>(EPAS, EQUIS)</i>	All teaching and assessment methods were selected with explicit consideration for foreign students' needs, learning styles and perspectives into account. The curriculum is completely 'culturally inclusive'.
No attention is paid to the social integration or intercultural learning through authentic intercultural interaction.	Attention is seldom paid to the social integration or intercultural learning through authentic intercultural interaction.	Some attention is paid to the social integration or intercultural learning through authentic intercultural interaction. However, this is not consistent.	Much explicit attention is paid to the social integration or intercultural learning through authentic intercultural interaction. <i>(EPAS, EQUIS)</i>	Continuous explicit attention is paid to the social integration or intercultural learning through authentic intercultural interaction.
<b>Average score 'Curriculum - pedagogy':</b>				

## Checklist Curriculum - Facilities

1	2	3	4	5
All the information about the program (for internal or external use) is only available in Dutch. When this information is needed in English, it is translated ad hoc.	The program has concise standard information for external use available in English. For internal use, the information is in Dutch and is translated ad hoc is necessary.	The program has a complete set of information available in English for external use. Most of the information for internal use is also available in English, but is not easy to find. In most communication the recipient is first confronted with Dutch (and can click further for an English version). The information in English is possibly less elaborate than the Dutch information.	All information regarding the program is always available in English (for internal and external use). The recipient of the information can simply choose to use the English of Dutch version.	All information (for internal and external use) regarding the program is always available in English and several other relevant foreign languages (which languages depends on countries the program focuses on). If necessary the information is also translated to other foreign languages.
Finding a place to live during the stay at INHolland is the responsibility of the incoming exchange students and faculty (the program does not provide accommodation).	The program works with several preferred suppliers of temporary accommodation and refers incoming exchange students and faculty to them.	Every year the program has a limited amount of living spaces to its disposal to rent out to incoming exchange students and faculty. The number of rooms is not sufficient to accommodate all incoming students and faculty. The lease period is fixed. The available rooms are not always close to the campus.	The program has a reasonable amount of living spaces available for incoming exchange students and faculty. The number of rooms is usually sufficient to accommodate all incoming students and faculty, but not to accommodate all exchange students and faculty agreed to in bilateral agreements. The rent is comparable to that on the free market. There are several fixed lease periods available, varying from 1 month to 1 year.	The program disposes of a sufficient amount of temporary living spaces to accommodate all incoming students and faculty agreed to in bilateral contracts with partners and all foreign degree seekers for at least 1 year. The rent charged to the students is the same as on the free market or less. The lease period is completely flexible.
The non-teaching staff of the program do not have a sufficient command of the English language to adequately respond to questions or requests.	A few of the program's non-teaching staff is capable of orally responding to requests made / questions posed in English.	A substantial portion of the non-teaching staff has sufficient command of the English language to respond to requests and questions orally as well as in writing.	The large majority of the non-teaching staff has mastered the English language to such a degree that they can respond to questions and requests orally, in writing and over the phone. Some of them is also capable of dealing with	All non-teaching staff is capable of dealing with questions and requests in English (oral, written, phone). Quite a few of them also have sufficient command of another foreign language to respond to questions and requests

			requests and questions in another foreign language.	adequately.
The organization of an experience abroad (incoming and outgoing) is the responsibility of the students / faculty. The program does not provide information or support.	The program refers students who want to do a work placement, dissertation or study abroad to the international office for information (scholarships, visa, insurance etcetera). Foreign students who contact the program regarding studying here are also referred to the International Office.	The program, in collaboration with the International Office periodically provides its students with information regarding scholarships for study and work placements abroad. The program has a checklist for students who want to go abroad, listing everything they need to arrange prior to leaving (visa, insurance, accommodation etcetera). Foreign students interested in doing one of the program's study abroad courses receive a set of information regarding scholarships, visa, insurance etcetera and are referred to the International Office if they have any questions.	The program provides its students and staff with elaborate information regarding the organizational aspects of going abroad on a regular basis. It has a checklist for students and staff, listing what they need to arrange when (scholarships, visa, insurance, accommodation etcetera). Foreign students interested in participating in one of the programs study abroad courses receive a set of information regarding the organizational aspects surrounding an exchange period in The Netherlands and at INHolland. They are referred to the program's international coordinator or the international office if they have any questions.	The program offers incoming (exchange and degree seeking) and outgoing students and staff support in applying for scholarships, visa, insurance etcetera. Each year to program gives out a few extra scholarships out of its own budget to financially challenged incoming students.
<b>Average score 'Facilities':</b>				

### Checklist International Development & Outreach

1	2	3	4	5
<p>The program does not engage in structural activities regarding international development and outreach and does not offer its students to participate in such activities organized by others.</p>	<p>The program offers its students the opportunity to participate in international development and outreach projects, as part of their extra-curricular activities. The program informs the students about the possibilities. <i>(EQUIS)</i></p>	<p>The program participates in collaboration projects with partners in so-called developing countries. Faculty as well as students are offered to opportunity to get involved in these projects. The program actively stimulates students to do so.</p>	<p>The program participates in collaboration projects with partners in so-called developing countries, in which international social goals are aimed for (no financial gain). Faculty as well as students are expected participate in at least one project throughout the course of their studies.</p>	<p>The program consistently engages in incubator activities in developing countries and expects its students and faculty to contribute to these activities at least once.</p>
<p><b>Average score 'International Development &amp; Outreach':</b></p>				