**Universities UK International**

# Internationalisation at Home (IaH)

## Introductory Handbook

UUKi Outward Student Mobility Network

# Contents

The handbook has been created by members of UUKi's working group for Internationalisation at Home, part of the Outward Student Mobility Network (OSM). The group has representation from across the UK sector and is led by Anthony Manning and Emma Marku from the University of Kent.

# 1. Why has this handbook been created?

This handbook has been designed to help university practitioners involved with Internationalisation at Home (IaH) to enhance their practice and develop a more systematic approach to the development and evaluation of IaH.

IaH has often been seen as new or unknown, a substitute for study abroad and immersive experiences, but this is not the case. With only a small percentage of students having or being able to have a physical international mobility experience, IaH presents an opportunity to create equity for all students. In this way, IaH can facilitate the development of intercultural competencies and global citizenship while inspiring students to consider physical travel.

Universities are operating against a backdrop of developing environmentally sustainable practices, widening participation from traditionally underrepresented backgrounds in global activities, financial pressures, and ensuring inclusivity and belonging amongst their student cohorts. IaH provides an excellent opportunity to bring global dimensions to our university experiences through recognition of the diversity on our campuses and the value which can be unlocked from within our international student communities.

## Who is this handbook for?

This handbook is designed to provide an introduction to IaH for both academic and professional services staff. Whether you are exploring how IaH can be incorporated into your classroom provision, or developed as co-curricular initiatives, this handbook should not be confined to only staff working in classrooms or international offices. This resource should be made available to university staff in teaching and wider support services, including the library, student services and careers.

Please note that this handbook has an accompanying infographic which can be <u>downloaded on this link</u> and used to help raise awareness of IaH. We encourage you to share the infographic and the handbook with colleagues across your institutions and networks.

# 2. What is Internationalisation at Home (IaH), and why is it important?

IaH has been defined by experts in the field of global higher education, Professors Jos Beelen & Elspeth Jones as:

> *"…the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments".*

Put simply, IaH encompasses activities that aim to develop international and intercultural knowledge, skills and attributes for all students on campus.

### Key concept – internationalisation of the curriculum

IaH is closely linked to the complementary concept of internationalisation of the curriculum (IoC). Internationalisation of the curriculum is the incorporation of international and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study. As will be explored later in this handbook, this concept is inclusive of the formal curriculum, the informal curriculum, through co-curricular activities, and the hidden curriculum in the form of facilities and services which contribute to student experience. IoC can also support decolonising the curriculum by ensuring suitable coverage of non-Western traditions and being inclusive of cultures, theories and experts from the Global South.

The importance of IaH has been highlighted in a range of recent publications and activities. Examples include the 2021 UUKi report focusing on using IaH as a mechanism to develop global citizens without travel, the 2021 book *Innovations in Internationalisation at Home* by Manning and Colaiacomo, and most recently the International Higher Education Commission's 2023 report Is the UK developing global mindsets?. The University of Kent has also led a conference series focusing on cross-sector Innovations in Internationalisation at Home.

IaH is important because:

- Our students deserve to experience a curriculum which reflects the rich diversity of our local and international communities and to feel included, enabled and empowered by their studies.
- It is an inclusive and accessible form of learning that can be made broadly available to more students, especially those for whom travel may not be possible due to time and financial restrictions.
- It supports the development of critical thinking skills, global citizenship and employability skills which are all key resources for successful community building and workforce development.
- It encourages knowledge diplomacy through the process of collaboration, intercultural communication and networking between international and home students, and promotes mutual understanding and shared solutions which can help build international relations.

These activities can also help institutions make progress towards a range of key policy and strategic missions, including: global engagement; employability; equality, diversity and inclusion (EDI); sustainability; participation; and progression. The case studies that appear throughout this handbook demonstrate how IaH can make a positive contribution to a range of mission-critical areas of priority for the university sector.

# 3. What challenges could be experienced by you and your colleagues in IaH and how can they be overcome?

Implementing and integrating IaH practices across an organisation as large and complex as a university can, at the outset, appear a daunting task. Having advance awareness of some of the challenges you might face can make them much easier to tackle and overcome. Professor of Internationalisation, Betty Leask and others provide a framework of 'blockers and enablers' which we can use to identify some of the challenges which the development and delivery of IaH and other forms of internationalisation of the curriculum may face.

## Personal

Dr Janet M. Bennett refers to mindset, skillset and heartset to describe willingness, capacity and commitment of staff. Support and preparation are key. Consideration needs to be given to each of the three sets. To overcome these challenges it is often useful to engage with staff on an individual basis, working with them to identify opportunities for engagement with IaH which are personal and appealing to them. This way, you can co-develop a gradual approach which is manageable with available resources and draws on staff's personal strengths and the unique characteristics of each subject area.

## Cultural

Dr Valerie Anne Clifford identified that some academic staff, especially in certain discipline areas, are less persuaded of the need to engage in the discourse of curriculum internationalisation. It's important to remember that one size doesn't fit all in terms of individual staff members' preparedness, experience or subject focus.

The sciences are often representative of this challenge, where the language of science or maths are seen as inherently international and transcending culture through their focus on universal principles. When we look deeper however, there can be cultural differences in how methodology is employed. Academics may want to consider how international diversity in the classroom might be harnessed for group work, or how they might help students prepare for international collaboration and knowledge exchange once they enter the world of work.

## Institutional

<u>Professor Leask</u> refers to institutional blockers to IaH in terms of university organisational structures and the level of cross-institutional engagement with the process. Ideally, IaH should be implemented across all services and not confined to international offices. This includes consideration in the strategies of careers and employability, e-learning, student support and sustainability. As IaH <u>encourages learning collaboration</u> and other interaction between students of all nationalities, it can make a positive contribution across different institutional diversity missions, building bridges between groups that might not otherwise intermingle.

# 4.  How can sector good practice inform your IaH?

As previously noted, internationalising your curriculum (IoC) is key to successful IaH. When considering where to begin with IaH via IoC, it can be useful to break down the curriculum into three aspects under which different strands of activities and initiatives can take place: the *formal curriculum* (planned-out lessons, course content, and learning activities), the *informal curriculum* (co-curricular activities), and the *hidden curriculum* (facilities and services which contribute to student experience). Below are some examples of how these can be incorporated into working practices and case studies from our working group members.

The **formal curriculum** refers to international learning opportunities within credit bearing modules and courses. Examples of how IaH may be integrated into the formal curriculum include:

- Collaborative Online International Learning (COIL) projects and other mechanisms to encourage collaboration across borders.
- Skills for working globally e.g. language, intercultural and digital skills.
- Internationalised learning outcomes.
- Reference to subject area knowledge in a global context.
- Use of diversity and inclusivity within the classroom by ensuring that the views, lived experiences and needs of international students are taken into account when planning, delivering and evaluating the curriculum.
- Globally diverse reading lists, case studies, guest lectures and other course content.
- Activities designed to share or develop intercultural awareness.

## Case study one – *What's in a name?* Ice-breaker activity

| Formal/Informal/Hidden IaH: | Formal |
|---|---|
| Institution: | University of the Arts London |
| Name: | Karen Harris |
| Email: | k.harris@arts.ac.uk |

Names are a gateway for cross-cultural engagement and community-building. This ice-breaker activity works best early in a course using a mix of reflection, discussion and creativity to maximise participation.

Students firstly consider Shakespeare's dismissive "What's in a name?" quote. Are names significant? What's their relationship with identity, culture and language? Students respond on Padlet (or a similar digital collaboration tool) and a discussion follows.

Each student then creates a visualisation (and optional text) exploring their relationship with their name. Students view each other's work. This finishes with a whole-class discussion: "Any that especially struck you? Anything else you'd like to ask, or share…?"

**What students have said:**

"It's interesting to see the origins of names and whether people connect themselves with a particular name."

"I think a name is like identity to everybody, sometimes we start knowing each other by exchanging our names."

"Personal relationships with a certain name can be so meaningful."

"It can make us feel different feelings just by hearing a name. A name can represent our beliefs, experience and stories."

## Case study two – Global Learning Online in Legal Studies

| Formal/Informal/Hidden IaH: | Formal / Informal |
|---|---|
| Institution: | University of Kent and Université de Bordeaux |
| Name: | Laura Charleton |
| Email: | L.A.Charleton@kent.ac.uk |

The purpose of the virtual exchange was to provide an opportunity for undergraduate Law students at Kent and Bordeaux to connect and converse, primarily in English. The students from Bordeaux could practice their English-speaking skills, before being assessed by way of oral presentation. For the Kent students, it was a co-curricular opportunity without assessment.

After an introductory Zoom session where everyone got to know each other using fun icebreakers, students were put into pairs and met weekly using their preferred communication platforms. They followed a road map of conversation topics, starting with introductory fact-finding tasks about each other, such as where they live and their experiences as Law students within their universities. By the fourth week, the tasks advanced to selecting a legal topic of interest to both participants and researching how that topic is dealt with within their respective jurisdictions. Each participant kept a logbook, filling it with notes of their conversations. The students from Bordeaux were then assessed on their presentations of the legal topic, whilst the Kent students submitted their logbooks in order to confirm their participation.

The beauty of COIL/virtual exchange activities is that they do not attract the validation processes of the more formal international arrangements between institutions, so my advice is to go for it! Laura's top tips are:

- If you know an academic colleague already, brainstorm how you might bring your students together using the available communication platforms. Is there a shared curricular subject, topical issue, maybe a UN Sustainability Goal?

- If you do not have an existing contact, see whether one of your institution's existing international partners might be interested in developing something, or ask language colleagues, as they may know of someone.

- Be clear from the outset as to who will perform what role in preparing and running the opportunity.

- Set a clear timeframe and respond to correspondence promptly.

- Emphasise the level of commitment required of the students from the outset.

- Enjoy the experience! The students get a lot from it, and so do the staff.

### What students have said:

Reflecting on the experience, a Stage 2 English and French Law LLB student from Kent said:

"The Bordeaux virtual exchange was a perfect opportunity to learn more about the French legal system, to make a new friend and to have fascinating conversations about two very different legal systems. It is an eye-opening experience to see the way in which a Law student in France thinks about the common law and to discover that no matter how different the two legal arrangements are, similarities are also present in some areas. I would recommend this opportunity to anyone who has an interest in discovering a new culture, a new legal system, and a new perspective on law in general."

The student partner from Bordeaux added:

"This virtual exchange was beneficial for someone who wanted to speak in English and improve it like me. It was a great experience for me because I met a great person. I would recommend it even if you are shy."

A Stage 3 Law LLB student at Kent, said:

"Beyond the academic coursework, I gained a lovely friend, enhanced my personal development, and improved my confidence. Aside from gaining Employability Points, adding something to your transcript, and improving your CV, the Bordeaux virtual exchange is an insightful and exciting programme that I would recommend. From my experience, especially as an international student, I believe I learned and discovered more about the English and French systems and how they were dissimilar whether it came down to the constitution, the university system, barrister pathways, or even tuition fees. With the task that was assigned to my partner and me, I got to develop my researching skills and communication skills when we had to work together."

 A student partner from Bordeaux, said:

"I really enjoyed chatting and exchanging with my partner. I think it's very important to take every opportunity we can to talk with international students. The international virtual exchange was very rewarding to me, I really liked comparing our lifestyles and talking about all these differences as students from different countries. I'm glad I participated in this module and I can only recommend it to anyone!"

**The informal curriculum** refers to co-curricular international experiences which provide intercultural learning opportunities. This can include:

- Promoting engagement between home and international students (such as buddy schemes, welcome events and student societies).
- Intercultural awareness and global citizenship activities and courses.
- Internationally-themed events, festivals and cultural exchange.
- Virtual international experiences and internships.
- Non-credit bearing language learning.
- Student led societies and events.

## Case study three – A short course in intercultural communication skills

| Formal/Informal/Hidden IaH: | Formal / Informal |
|---|---|
| Institution: | University of Southampton |
| Name: | Ros Davies |
| Email: | R.M.Davies@southampton.ac.uk |

This short course aims to enhance students' awareness of how language and culture can affect communication and help students to improve their communication skills so they are more effective when working with people from a range of backgrounds. The course brings together awareness (e.g. knowledge of others, ideas and orientations), practice (enhancing intercultural communicative competence) and understanding (empathy, patience and tolerance).

The course was developed after student feedback suggested there was interest in non-assessed sessions on this subject. To begin with the course was piloted for two hours per week for two weeks, and was then extended to two hours per week for five weeks, delivered twice per semester to different cohorts. There is now demand for a follow-on short course building on these sessions.

What students have said:

A PhD Engineering and the Environment student from Mexico said:

"I learned a lot about other cultures like Ukraine, China and Wales. This class helped me to see that other people are struggling too with communication and made me more confident to express myself. I got to know more people and have great talks. I really liked that environment, it felt good to speak and be open. Also, I liked to tell other people about my country and to realise that we have more in common than I used to think."

## Case study four – Language and culture exchange

| Formal/Informal/Hidden IaH: | Formal / Informal |
|---|---|
| Institution: | Middlesex University |
| Name: | Luiza Dantas |
| Email: | L.Dantas@mdx.ac.uk |

Learning new languages, exploring new cultures, building networks and developing employability with LCExchange (LCE) at Middlesex University.

LCE is a student-driven, free extra-curricular activity, allowing opportunities to learn multiple languages at on-campus sessions and via self-paced online courses. It helps students build key employability skills and raises awareness of exchange opportunities. It is open to staff and students across all Middlesex's global campuses. It provides an innovative approach to celebrating and utilising the diversity of the student body, supporting our students to become culturally competent global citizens through certificated peer learning. So far over 6000 staff and students have participated in the LCE, with over 80 peer-facilitators trained. Investing in training and supporting facilitators is key.

**What students have said:**

"LCE helped me acquire speaking and writing skills. My confidence has changed ever since, making me more outgoing and sociable. My pronunciation improved drastically. I also had the chance to learn about different cultures which can be advantageous when working with offshore companies."

A peer-facilitator said:

"Taking part in the Language and Cultural Exchange team as a facilitator, has helped develop my confidence. It has helped me learn how to be confident in order to speak and teach more than 160 people at once. It has also helped me develop my communication skills as well as develop my skills to be able to use Zoom in a more professional way."

## Case study five – The Tandem Project

| Formal/Informal/Hidden IaH: | Informal |
|---|---|
| Institution: | King's College London |
| Name: | Dr Hongfen Zhou and Dr Kyriaki Koukouraki |
| Email: | Hongfen.zhou@kcl.ac.uk<br><br>Kyriaki.koukouraki@kcl.ac.uk |

This extra-curricular project is a collaboration between the King's Language Centre and King's Foundations at King's College London, UK. This project aims to pair highly proficient speakers of English who are learning Mandarin or Arabic with native speakers of those languages in order to encourage a meaningful and authentic student experience of intercultural interactions between international and home students.

These interactions can happen either face-to-face or online. After pairing up, students meet once weekly outside of their classrooms to discuss topics that either have been chosen by the students themselves or recommended by the facilitators. Students regularly report feedback from their sessions and their progress via Teams channel or emails, which are monitored by the facilitators. Apart from improving their respective level of language proficiency of the language they are learning, a further aim is to develop students' intercultural awareness and competence, a core value of the internationalisation strategy at King's. This idea can be expanded to include other language pairs or study pairs for other disciplines.

**What students have said:**

"The Tandem Project is a great opportunity to learn from each other's worldviews and broaden your horizon. I would 100% recommend the Tandem Project as it is a great opportunity to have extensive contact with someone from another culture and build lasting friendships."

**The hidden curriculum** refers to expectations, assumptions and norms which can play a significant role in shaping experiences in the learning environment. Areas of the hidden curriculum to consider when pursuing IaH include:

- Induction and onboarding to ensure that the needs of international groups are suitably met.
- Systems and procedures which take into account the possibility of different experiences of international students in previous stages of education.
- Sharing of experience, perspective and awareness between groups of students at different levels of study and by students from particular nationality groups so that students from specific geographies can learn from students who have been in UK higher education before them.
- Tailoring of inclusivity policies and practices which consider the expectations and requirements of international students.
- Adapt the range and reach of student services to meet the needs and expectations of international students, ensuring students know what support is available to them and how it can be accessed.

## Case study six – The Intercultural Communicative Skills online course

| Formal/Informal/Hidden IaH: | Hidden |
|---|---|
| Institution: | University College London |
| Name: | Dr Silvia Colaiacomo |
| Email: | S.Colaiacomo@ucl.ac.uk |

The Intercultural Communicative Skills online course is self-paced and available to UCL staff and students to support the development of an intercultural and inclusive working environment for all. The course evolved from the provision of workshops titled 'working with international students', designed for teaching and professional services staff at UCL.

The idea of the course moved away from a traditional approach to training and monitoring progress, to encompass a more holistic learning approach, based on reflective activities, scenarios and case studies. Participants are invited to share their views and log their reflections within a framework that doesn't require completion of a final quiz or to provide 'correct answers'. The course was developed by staff and students from different areas of the university with a focus on collaborative practice and continuous feedback.

### What students have said:

"We now live and operate in a multicultural society; we need to discuss how to work together and deal with complex situations - this course provides an opportunity to do so."

# 5. How can IaH support diversity and inclusion at your institution?

IaH can <u>contribute to inclusion</u> by counteracting cultural biases that may be 'inherent in the curriculum', and by affirming students' identities rather than just avoiding discrimination. As IaH is just one of the many forms of diversity and inclusivity in the curriculum that need to be championed, practitioners are encouraged to collaborate with other diversity and inclusivity champions to progress this work. A key example of this could include exchange with colleagues working in the field of Decolonising the Curriculum (DtC). Although IoC, IaH and DtC have different aims and objectives there remain <u>opportunities to share good practice</u> and strategic approaches for stakeholder engagement.

# 6. How can you help your students to value and join the dots in IaH?

Many students benefit from <u>explicit help connecting the dots</u> between their deep academic learning, co-curricular activities and goals for life and work. Like a pixelated digital image viewed too closely, these rich learning experiences and the skills gained in each can appear to students as discrete, disconnected dots if the connections are not made more explicit. As a result, it is useful to help students to see the value in individual activities under the IaH umbrella in terms of the part they play in broader goals or institutional objectives and frameworks such as:

- Graduate attributes
- Intended learning outcomes
- Existing good practice features in your curriculum
- Allyship with other diversity champions
- <u>Cultural intelligence</u>
- <u>Development Model of Intercultural Sensitivity (DMIS)</u>
- <u>6D model of National Culture</u>

It should be noted the term 'Internationalisation at Home' can sometimes be an ambiguous label for students. Some of the perceived ambiguity may stem from the fact that international students on our campuses are unlikely to feel 'at home' in the traditional sense of being in their home country. Although IaH as a term can be easily explained, activities that are designed to meet the objectives of IaH do not necessarily have to use the 'IaH' label. Colleagues may choose terms such as 'global', 'international', 'world' or 'inclusive' as alternatives to describe activities or events according to the specific context of the activity.

# 7.  How can you develop and review your IaH?

Once you have decided to engage with IaH, it is useful to do so in a systematic way which encourages a continuous cycle of collaborative and principled development and evaluation. With this in mind, the following IaH Development and Evaluation Cycle (IDEC) has been created:



IaH Development and Evaluation Cycle (IDEC)

## (1) Identify

This part of the cycle allows you to assess what you or others are doing already in the area of IaH, outline what your institutional priorities are, identify gaps and showcase and demonstrate to others what may be working well. This can be done by:

- Reviewing the aims and objectives of specific events/activities.
- Exploring and identifying existing good practices.
- Clarifying and defining what you want to achieve.
- Including case studies from both staff and student voices.
- Developing intended learning outcomes to meet the needs of students.

## Case study seven – International Student Advisory Board

| Formal/Informal/Hidden IaH: | Informal / Hidden |
|---|---|
| Institution: | Leeds University Student Union<br><br>University of Kent |
| Name: | Denica Shute |
| Email: | D.Shute@leeds.ac.uk |

The International Student Advisory Board (ISAB) is an initiative first designed and instigated by Leeds University Student Union and now also adapted and implemented by the University of Kent. The ISAB model seeks to create an opportunity for international student advocacy so that international students can steer and shape change and development within their institutions, in a manner which spots continual enhancement and a clear 'you said, we did' approach. Although the approaches underway at Leeds Student Union and the University of Kent are subtly different, they each share the following features:

- International students are recruited to work as a team to focus on areas of enhancement from their individual and shared perspectives.
- The ethos of the activities and the focus for selected enhancements and campaigns is student led but staff members are on hand to support with a flexible guidance structure and to advise on points of staff contact and routes of exploration.
- A structured series of meetings is devised during which points of individual and shared priorities are identified.
- A tracker document is used to keep up to date with proposed areas of exploration and progress in holding meetings and resolving issues.
- Developments are reported at the beginning of each meeting.
- Ongoing projects are continued from year to year by allowing new ISAB members to continue the work of their predecessors where necessary.
- Outcomes are reported at other University meetings including the Student Experience Committee, in the case of the University of Kent.

This activity has been created to provide a new channel of voice and activism for international students. It allows students to identify areas for development and improvement in their student experience and to find practical ways of finding solutions and advice to realise improvements.

When establishing an ISAB, colleagues should ensure alignment with their Student Experience Committee, or equivalent, and collaborate with the Students' Union. Utilising existing channels of promotion to international students for recruitment to ISAB is equally advisable.

What students have said:

"I've got to work with an amazing bunch of students. It gave me a chance to discuss really pertinent issues affecting international students and we have Excel spreadsheets so we can see the progress and document the substantial work done throughout the year."

"I can contribute to the Board and help other international students like me facing similar problems. It's been lovely to make a positive change and connect with other international students."

## (2) Collaborate

Here, you should identify who your stakeholders are and who you can collaborate with. This could include:

- Students.
- Other staff, both academic and professional services.
- External stakeholders, such as university partners, employers (in person and online).
- Working across teams, and role functions/departments.
- Encouraging cross-disciplinary working and activities

## Case study eight – Global Officers Leadership Development Programme (GOLD)

| Formal/Informal/Hidden IaH: | Formal / Informal |
|---|---|
| Institution: | University of Kent |
| Name: | Dr Anthony Manning and Emma Marku |
| Email: | a.manning@kent.ac.uk<br>e.l.marku@kent.ac.uk |

The Global Officers Leadership Development Programme (GOLD) provides a framework of activities for globally-minded undergraduate students to develop their leadership skills, global citizenship and cultural awareness. The programme aims to offer any student the possibility to engage with the internationalisation opportunities on campus and pursue the mind-set that we can all be global citizens.

GOLD's structure consists of five components which can be completed over the course of the academic year. The programme allows for flexibility around a student's studies, meaning that they only need to attend at least two training workshops and engage in a minimum number of activities in order to pass the programme overall. The programme incorporates existing recognition and reward mechanisms through the Employability Points scheme, Kent Global Passport, and an open reference from the Dean for Global and Lifelong Learning to help to motivate and acknowledge the appreciation of their input to the programme.

The programme aligns with Kent's graduate attributes, including global/cultural awareness; creativity and innovation; integrity and accountability; resilience; and intellectual curiosity. Students develop transferable skills, including understanding and knowledge of other cultures, communication abilities, leadership capabilities, practical project/event management skills, networking and social confidence.

It has been acknowledged that some students put a lot of time and effort into the programme and it has now been adopted into a credit-bearing module. Both credit and non-credit bearing run together, which allows students to mix socially and does not exclude any student if their programme does not allow for elective modules. The module enables academic divisions at Kent to add an international dimension to their degree programmes, meeting the needs of a wider range of students than traditional mobility opportunities.

What students have said:

"Splitting the programme into different components allowed a variety of skills to be developed simultaneously. Having regular meetings throughout the year also really helped me to keep motivated and stay on track with the programme."

"It was enjoyable to see our work being put into practice, as a lot of university work is more theoretical and with GOLD we had the opportunity to see the results of our work."

"I thoroughly enjoyed my participation in GOLD, not only do I think that it has allowed me to develop skills that have strengthened my employability, I also found the programme to be an important avenue for expression during an intense final year of study. I would recommend GOLD to any student that is interested in further developing themselves personally and professionally."

"GOLD was a highlight of my time at Kent. The team leading the programme listened to all of our ideas and supported us throughout the year. I developed many transferable skills, gave back to the student community, and made many new friends."

## (3) Align

IaH does not need to be a standalone practice but should be aligned with other priorities and agendas in higher education. When seeking to align IaH with other activity it is important to consider:

- Good practice frameworks, activities and research that have already been showcased and used in this space.
- Other institutional strategies and goals.
- Ways to harness shared language and mission statements across the institution with both staff and students to enable and strengthen shared understandings.
- Means of connecting with employability and graduate attributes upon completion of studies.
- The UKCISA International Student Charter.
- Sustainability strategies and the ambitions of the UN Sustainable Development Goals.

## Case study nine – UKCISA #WeAreInternational Student Charter

| Formal/Informal/Hidden IaH: | Formal / Informal / Hidden |
|---|---|
| Institution: | UK Council for International Student Affairs (UKCISA) |
| Website: | www.ukcisa.org.uk |

The #WeAreInternational Student Charter is a student-led document, written by UKCISA's #WeAreInternational student ambassadors, and developed with the input of students and staff from across the international education sector in the UK. The charter provides guidance on the fundamental principles for delivering a world-class international student experience, from pre-arrival to post-graduation.

As supporters of #WeAreInternational institutions and organisations are pledging to work towards the provision of the highest level of international student experience and support, according to the five principles highlighted in the #WeAreInternational Student Charter. The Charter has five main aims:

- Create a welcoming, inclusive, and equitable environment for international students in the UK.
- Value international students' perspectives and voices in institutional policy and decision-making.
- Integrate sustainability as a core value in institutional internationalisation strategies.
- Monitor and evaluate existing available support and provision for international students on an ongoing basis.
- Make available targeted support for international students in every area of the student experience.

### What students have said:

"We hope that this Charter contributes to building a world-class international student experience, where these principles are reflected in institutional policy and practice through ongoing collaborative work with students, students' unions, UKCISA and the wider sector."

## (4) Deliver

Once you have identified your objectives and your collaborators, you can begin to provide or implement your IaH activity by:

- Considering the best means of stakeholder engagement.
- Identifying where you want the activity to be located; in the formal, informal or hidden curriculum?
- Designing incentives and measurement of impact.
- Developing methods of outreach; is it better to be online or in person?
- Considering how inclusive and diverse your event/activity is and making adjustments where necessary.
- Promoting your event, activity, intervention.
- Setting measures of success and strategic alignment with other allied missions around your institution.
- Creating monitoring strategies to demonstrate impact.
- Enhancing student-staff partnerships and joint projects which ensure that activities are suitably co-created.

### Case study ten – The Global Graduate Programme and RED: Global Engagement Award

| Formal/Informal/Hidden IaH: | Formal / Informal |
|---|---|
| Institution: | University of Reading |
| Name: | Daniela Standen |
| Email: | d.standen@reading.ac.uk |

The Global Graduate Programme and the RED: Global Engagement Award are curricular and co-curricular avenues available to all students to develop global graduate attributes. The provision contributes to The University of Reading's global engagement and widening participation strategic priorities.

The programme's distinctiveness stems from being developed through student partnership. Students were joint owners of the project, from conception of the programme building blocks to development of the curriculum and visual identity.

What made the collaboration successful was reimagining the relationship between students and academics where contributions of all parties were considered equally valuable and are equally valued. The shape of the provision with 'at home' and 'abroad' routes across curricular and co-curricular strands is down to the students' vision. It gives opportunities for all students who want to engage globally, to do so irrespective of ability to travel or programme of study.

**What students have said:**

"It was rewarding to see that our contribution was much cherished and had made a valuable impact.  The experience of being a student partner was and is why I decided to become a tutor at my home university." -  student partner

"I really felt that my contribution was valued, my ideas were heard, so it was a safe space to be creative. It was, of course, challenging, but we felt that what we were doing could influence how the programme will be shaped in the future." – student partner

"The best thing was the opportunity to interact with students from all over the world.  It changed how I relate to others." - student on the global graduate programme, intercultural competence and communication module

"A great opportunity for those who want to gain a deeper insight into the culture and contemporary history of Britain." - student on the global graduate programme, modern Britain module

## (5) Reflect

At this stage you can consider the ways in which you could improve your activity or event for future use. This could include:

- Evaluating strengths and weaknesses/impact.
- Providing reflection framework tools.
- Collecting feedback from students, stakeholders and organisers

## Case study 11 – The University Global Partnership Network (UGPN) academy

| Formal/Informal/Hidden IaH: | Informal |
|---|---|
| Institution: | University of Surrey |
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The University Global Partnership Network (UGPN) Academy is a Collaborative Online International Learning (COIL) project across The Universidade de São Paulo, North Carolina State University and the University of Surrey.

Students work asynchronously with international peers to create an academic poster on their chosen UN Sustainable Development Goal (SDG) and how their respective universities contribute to it. Groups have one or two students from each partner university and participants are expected to contribute to the poster over the course of three weeks in numerous ways e.g. research, design and fact-checking. The project concludes with an online poster conference, where groups present to a panel (consisting of UGPN staff representatives) and first, second and third prizes are awarded. The UGPN Academy also has two online events with guest speakers, Q&A and opportunities to network. Digital platforms (Zoom and Slack) are used to host the posters, live events and build a shared team spirit!

The mission of the UGPN is to develop sustainable world-class research, education and knowledge transfer through an active international network collaborating in research, learning and teaching to benefit our global society.

To further progress this mission, and align with the University Education Strategy, The UGPN Academy aims to:

- Support students in developing a variety of transferable skills/ knowledge/ attributes such as resourcefulness and resilience, cultural and global awareness, teamwork and digital capabilities.
- Contribute to a learning community that is dedicated to the discovery and enrichment of the humanities and social sciences.
- Encourage networking and increase in student/ staff mobility and/or joint research between the partners.

Other organisations could implement this by:

- **Identifying partner institutions:** Reach out to institutions that share similar interests and goals. If your institution is already part of an international network, utilise these connections.
- **Defining the project goals and objectives:** Identify the learning outcomes that the project aims to achieve, the topics to be covered, and the duration of the project.
- **Designing the project:** Define the project scope, create learning/assessment activities, and establish a timeline. Also consider the technical requirements for the project, such as the tools and platforms you will use to facilitate communication and collaboration.
- **Preparing students and instructors:** Before the project begins, prepare students and instructors for the COIL experience. This can include providing training on cross-cultural communication, academic poster design, and establishing guidelines for participation.
- **Implementing the project:** Coordinate communication and collaboration between the partner institutions (whether it is synchronous and/or asynchronous), monitor student participation and progress, and address any technical/logistical issues that arise.
- **Evaluating the project:** Gather feedback from students and instructors, analyse student performance, and assess the impact of the project on learning outcomes.

**What students have said:**

"The UGPN Academy was a great and convenient way to experience new cultures and places different from one's home country."

"It is a good alternative for students that might not feel comfortable going to another country or those that physically cannot travel."

"It makes global exchange much more accessible, financially and logistically, and is also net-positive."

"It was good to think about the SDGs in different contexts, as there are many different realities around the world."

## (6)Enhance

This is your opportunity to implement improvements to your activity or event before its next run or delivery. You could do this by:

- Modifying event or activity design in response to feedback or experience of stakeholders.
- Adapting promotional/engagement approach and associated materials.
- Broadening of inclusivity, subject focus or scale.
- Considering a possible transition of focus from hidden to informal or from informal to formal curriculum (or the inverse).
- Moving to an in-person or digital or hybrid approach.
- Practising diversity allyship to join forces with or support other diversity missions.
- Seeking other forms of meaningful feedback or co-creation to ensure your activity adapts to meet changing stakeholder needs.

# 8. Which steps can you take to make an impact with this handbook?

Different higher education institutions will have a range of resources and time availability to be able to engage with IaH, due to competing demands and priorities. The checklist below has been provided to help you to identify the areas that you can work on with your colleagues and teams in the short, medium, and longer term. Tick and annotate the relevant boxes in the checklist to help you to plan your next steps in IaH. There is also a section marked 'considerations' to enable you to identify areas that need further resources or guidance before they can be engaged with. Items in this last section could be positioned as area for discussion within your institutions or areas of development and support requested from the UUKi IaH working group community.

| Next steps to consider | Short term | Medium term | Long term | Considerations |
|---|---|---|---|---|
| Download and share the IaH handbook and infographic to raise awareness with your colleagues and networks | | | | |
| Expand your understanding of IaH by exploring further the resources and documents referenced in this handbook, including the UUKi (2021) Report on IaH and the IHEC (2023) report | | | | |
| Encourage your institution to support engagement with IaH and the handbook as a form of recognised continuing professional development (CPD) | | | | |
| Build your own international connections with your institution's International / Global Engagement Office or equivalent. | | | | |

| Next steps to consider | Short term | Medium term | Long term | Considerations |
|---|---|---|---|---|
| Draw on your institution's existing partnerships and relations to support new IaH activities and COIL. | | | | |
| Use the IaH IDEC to systematise and enhance your IaH practice | | | | |
| Join the IaH conversation on social media by combining #WeAreInternational and #InternationalisationAtHome in your social media posts | | | | |
| Nominate two IaH staff champions to support IaH at your institution and engage with the UUKi IaH working group to gain more support for your colleagues and teams | | | | |
| Identify ways to make sure your IaH is sustainable and aligned to the UN SDGs and other KPIs | | | | |
| Use student ambassadors for IaH and build up a community of IaH champions. Encourage students to share stories on their involvement with IaH activities | | | | |
| Seek ways to co-create your IaH, including COIL opportunities, with students as partners | | | | |
| Feedback suggestions on the UUKi IaH working group's support and our materials | | | | |
| Submit a proposal to the next Innovations in IaH Conference. | | | | |

# 9. Key terms

| Co-curricular | Activities and learning experiences that complement the formal curriculum. |
|---|---|
| Collaborative Online International Learning | Technology-enabled, people-to-people education programmes or activities in which interaction takes place between individuals or groups who are geographically separated and/or from different cultural backgrounds, with the support of educators or facilitators. |
| Cultural intelligence (CQ) | Cultural intelligence refers to the skill to relate and work effectively in culturally diverse situations. |
| Decolonising the Curriculum (DtC) | Identifying, acknowledging and challenging the ways in which colonialism has impacted upon perceived knowledge and learning. |
| Diversity allyship | The activity of people from a privileged, 'in' or dominant group working in collaboration with activists from a marginalised group to help remove systems that challenge basic rights, equal access and ability to thrive. |
| Formal curriculum | Refers to international learning opportunities within credit-bearing modules and courses. |
| Global citizenship | Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally-minded individuals and communities on a worldwide scale. |
| Hidden curriculum | Refers to expectations, assumptions and norms which can play a significant role in shaping experiences in the learning environment. |
| Informal curriculum | Refers to co-curricular international experiences which provide intercultural learning opportunities. |
| Internationalisation at Home (IaH) | The purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. |

| Internationalisation of the Curriculum (IoC) | The incorporation of international and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a programme of study. |
|---|---|
| Knowledge diplomacy | The role that collaborative research and innovation in the field of higher education internationalisation play in building and strengthening international relations. |

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**Download the Internationalisation at Home infographic here.**

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University of Surrey (2023) UGPN Academy: https://ugpn.org/tag/university-of-surrey/

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