Higher Education Academy

CONSULTANCY

frameWORKS

Essential frameworks for
enhancing student success

05. Internationalising higher education

What is Internationalising HE?

Internationalising HE is a transformative and continual process of sector-wide concern. Learning, teaching and research, and the interconnections between them are centrally important. All students enrolled on UK HE programmes should be beneficiaries of internationalising HE, irrespective of location, background, discipline or mode of study. Promoting a high quality, equitable and global learning experience can help prepare graduates to live in and contribute responsibly to a globally interconnected society.

Everyone within HE can make a valuable contribution to the process of internationalisation, working in collaboration as an international academic community. Individuals bring a plurality of identities, cultures, languages and experiences that can enrich and enhance learning, teaching and research. Thus, responsibility for internationalising HE is shared among organisations, individuals and curriculum.

Who is the framework for?

This framework is intended for multiple audiences within HE and beyond who play a role in, and can benefit from, internationalisation. Its principal audiences are organisations (e.g. HE providers, agencies, bodies and employers), individuals (e.g. staff, students and employees) and the curriculum (formal and informal). It can be most effective if adopted at an institutional level, as well as embedded within programmes.

Why is internationalising HE important?

FOR ORGANISATIONS: it bolsters global standing or reputation, helping to attract and retain academic communities into the future. International alliances can help maintain credibility, currency and provide sources of evidence to support achievement and progression in teaching and research.

FOR INDIVIDUALS: it enhances the diversity of knowledge, experiences, languages and cultures within academic communities, which can be capitalised upon for enhancement and success. Engaging in associated activity can help widen horizons and networks, and help promote learning, sense of belonging and future employability.

FOR CURRICULUM: it enriches design and delivery, widening the range of available perspectives, beliefs, values, connections and partnerships. It can help boost a programme's success and future sustainability.

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How this framework is structured

The framework is modelled on the UK Professional Standards Framework (UKPSF) aspiring to enhance the quality, equity and global connection of learning, teaching and research. The main triangle depicts areas of focus (activity), as well as the underpinning and interconnected sets of knowledge and values required to implement them effectively. Global graduates are placed at the heart of the framework in the inverted triangle, which points to the audiences fundamental to its effective implementation.

Areas of focus

GLOBAL ACADEMIC COMMUNITY: driven by international knowledge generation, exchange, networking, partnerships and collaboration.

GLOBAL LEARNING EXPERIENCE: informed by outward, inward and virtual mobility, cultural immersion, language acquisition, international interactions and/or perspectives.

GLOBAL INTERCULTURAL ENGAGEMENT: underpinned by empathy, sociability and sensitivity to all forms of diversity and the plurality of language.

GLOBAL SOCIAL RESPONSIBILITY: demonstrated by a commitment to addressing global issues and inequalities, as well as their impact on cultures and wider society.

Knowledge

GLOBAL SOCIETY: understand the role of HE in shaping and sustaining global society and addressing its challenges, as well as the reciprocal influence of global society on HE.

INTERNATIONAL CONTEXTS OF HE: understand the relevance and impact of different international contexts to your organisation, professional responsibilities and discipline area.

DIVERSE CULTURES, LANGUAGES, AND PRACTICES: understand the potential of diverse or divergent pedagogical approaches, cultural, linguistic and social capital within the global academic community to enrich and impact upon learning, teaching and research.

EFFECTIVE INTERCULTURAL RELATIONS: understand cultural, linguistic, professional and personal ways of interacting, communicating and working with others.

KNOWLEDGE CREATION AND EXCHANGE: understanding various means of creating, contesting and exchanging knowledge within and across global academic communities, including the function and impact of technology.

Values

RESPECT: show consideration for individual, cultural and linguistic diversities.

EQUITY: ensure parity and fairness in approaches to, and opportunities for, participation and success.

ETHICAL: act with integrity and transparency with regard to moral, social and legal considerations.

OPENNESS: be receptive to different ideas, forms of communication, and ways of working across cultures and learning contexts.

RECIPROCITY: mutually generate and exchange knowledge, ideas and resources within and across cultures, languages, and intellectual traditions.

Global academic community
Global learning experience
Global intercultural engagement
Global social responsibility

AREAS OF FOCUS

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VALUES

KNOWLEDGE

Respect
Equity
Ethical
Openness
Reciprocity

Global society
International contexts of HE
Diverse cultures languages and practices
Effective intercultural relations
Knowledge creation and exchange

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How this framework can be used

This framework is designed to be used flexibly and can be applied in different ways, as deemed appropriate to a particular context:

RESEARCH
to inform or shape related research projects or tenders.

REVIEW
to evaluate, benchmark or evidence internationalisation activity, and assess individual and/or organisational readiness, and then chart future progress.

CURRICULUM DESIGN OR REVIEW
to appraise, evaluate and enhance the internationalisation of the curriculum, make pedagogical decisions and/or inform validation and approval processes.

COMMUNICATION
to help categorise or map internationalisation activity and convey plans, ways of working or information to others.
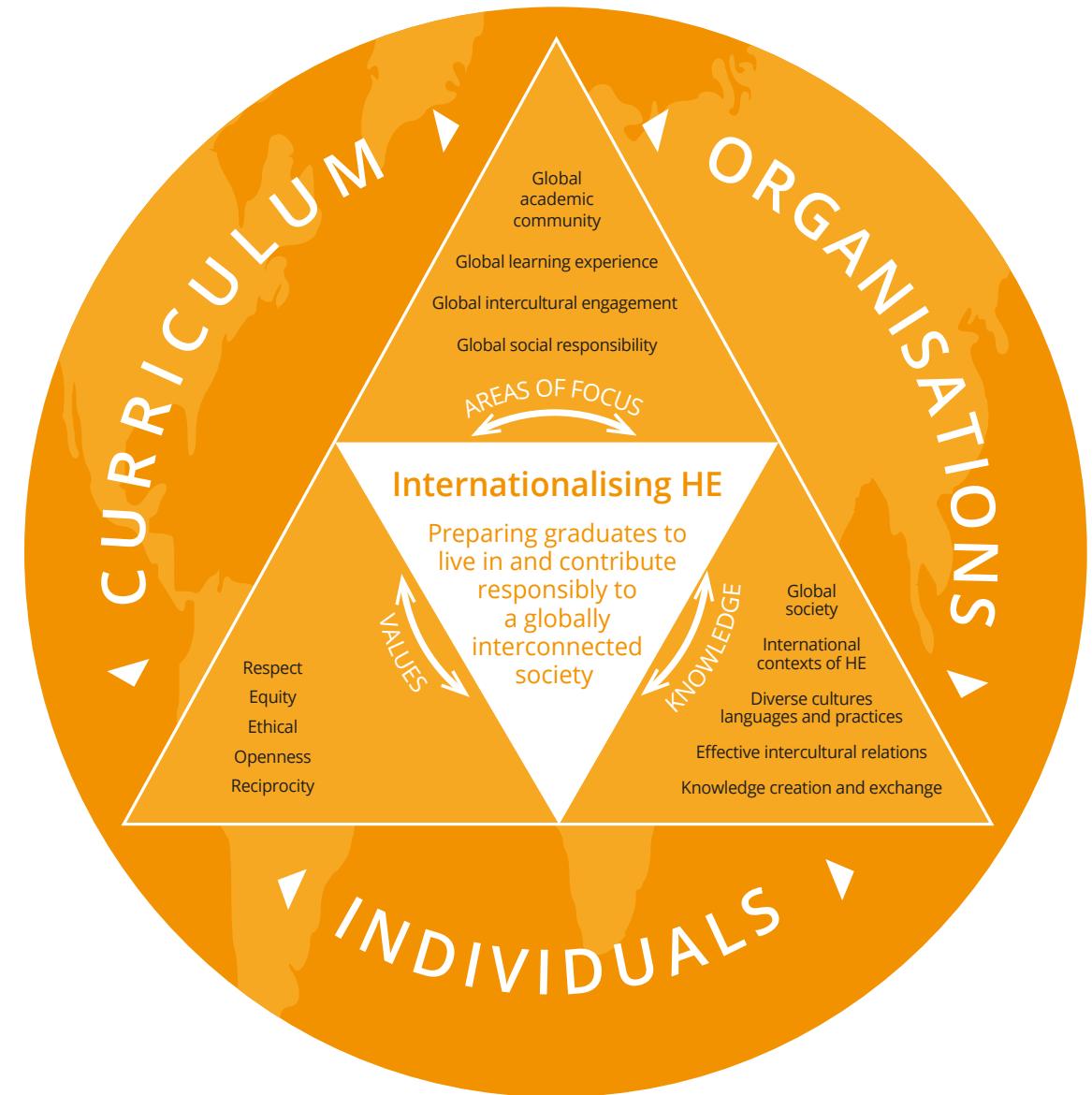
ENGAGEMENT
to promote stakeholder commitment to internationalisation or inform the development of associated partnerships, collaborations and/or communities.

PROFESSIONAL DEVELOPMENT
to frame the continual review and development of individuals, helping maximise their contribution to and impact on internationalisation.

PLANNING
to inform the planning and development of related policy, strategy, practices, initiatives or the curriculum.

CURRICULUM

ORGANISATIONS

INDIVIDUALS

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The global representation is encircled by **five driving principles:**

INTERCONNECTIVITY
connecting with and impacting on global developments and communities.

INCLUSIVITY
regard for the plurality, impact and benefit of cultural, individual and linguistic diversities.

COLLABORATION
using collegial approaches, transcending national and international boundaries.

FLEXIBILITY
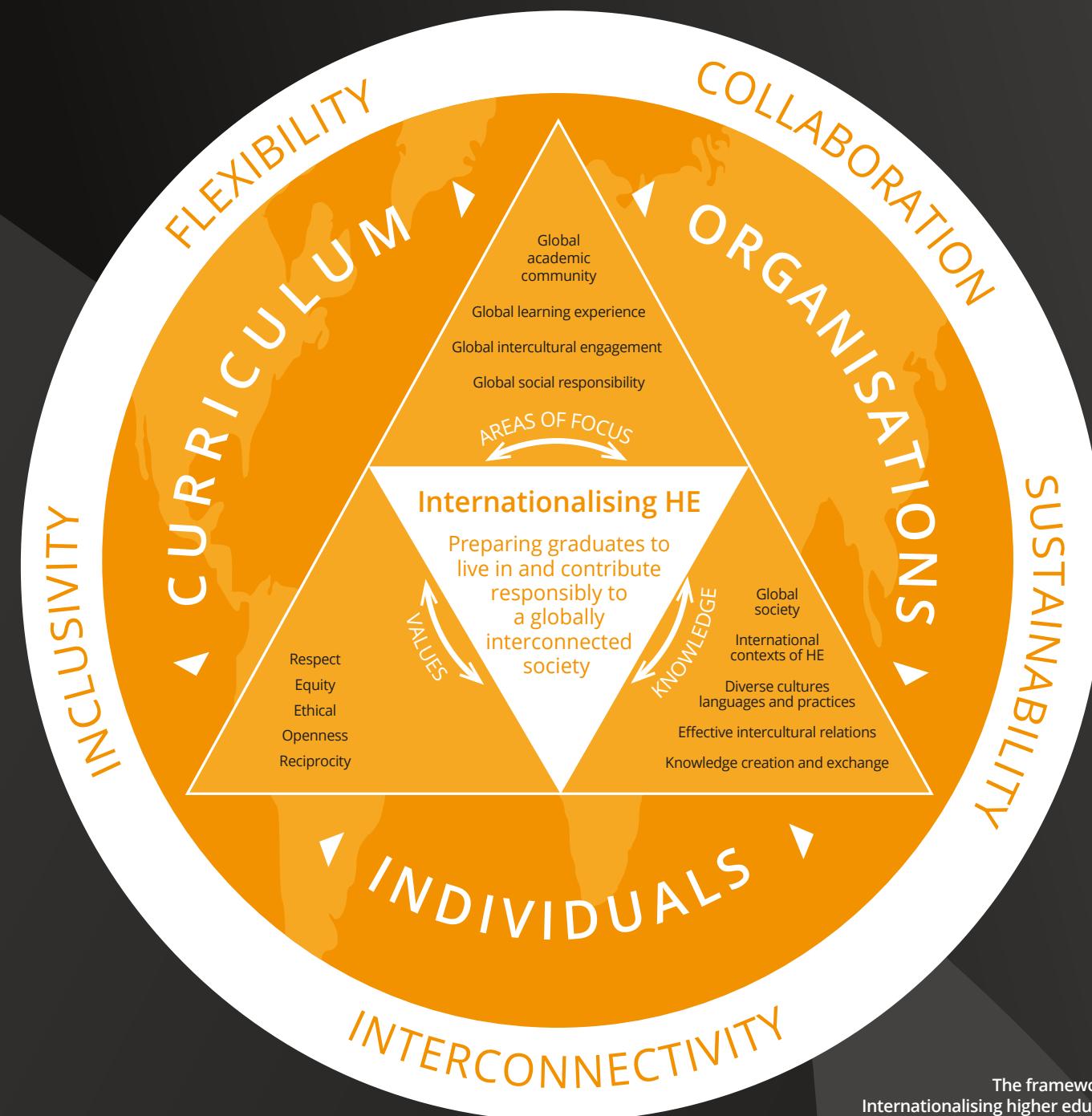enabling agility structures, systems and approaches, and effective use of technology.

SUSTAINABILITY
securing environmental, economic and social development into the future.

Read collectively, the framework provides a holistic way of enhancing the quality and variety of internationalisation policy and practice.

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FLEXIBILITY
COLLABORATION
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CURRICULUM
ORGANISATIONS
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INTERCONNECTIVITY

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How does this framework align with the
UK Professional Standards Framework (UKPSF)?

Staff may want to consider how their engagement with internationalising HE can offer an effective approach to areas of activity, enable deeper understanding of core knowledge, and demonstrate alignment with professional values. It is particularly relevant to the following dimensions:

Activity: A1, A2 and A3   **Knowledge:** K2   **Values:** V1, V2, V3 and V4

HEA invites lecturers, teachers and learning support staff to evidence their use of this or other HEA frameworks in applying for HEA Fellowship in recognition of their commitment to professional practice.

Acknowledgements

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