



FRAMEWORK FOR Internationalising higher education

Introducing the framework

This is one of a series of strategic frameworks led by Higher Education Academy (HEA). It provides a structure to inspire and assist in the process of internationalising higher education (HE), with the aim of preparing graduates to live in and contribute responsibly to a globally interconnected society.

HEA believes all students studying United Kingdom (UK) programmes across the world should experience a high quality, equitable and global learning experience. The framework offers a common point of reference to shape policy, practice and partnerships. It was developed in collaboration with the UK HE sector but is likely to have relevance for HE systems throughout the world.

What is internationalising higher education?

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 this 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.

Want to find out more?

HEA can help you or your institution to use and apply this framework to enhance policy and/or practice.



consultancy@heacademy.ac.uk

HEA has a toolkit containing complementary tools and resources to help you apply this framework.



www.heacademy.ac.uk/frameworks-toolkits/toolkits

Be kept informed through:



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How is the framework structured?

The structure of 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.

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.

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.

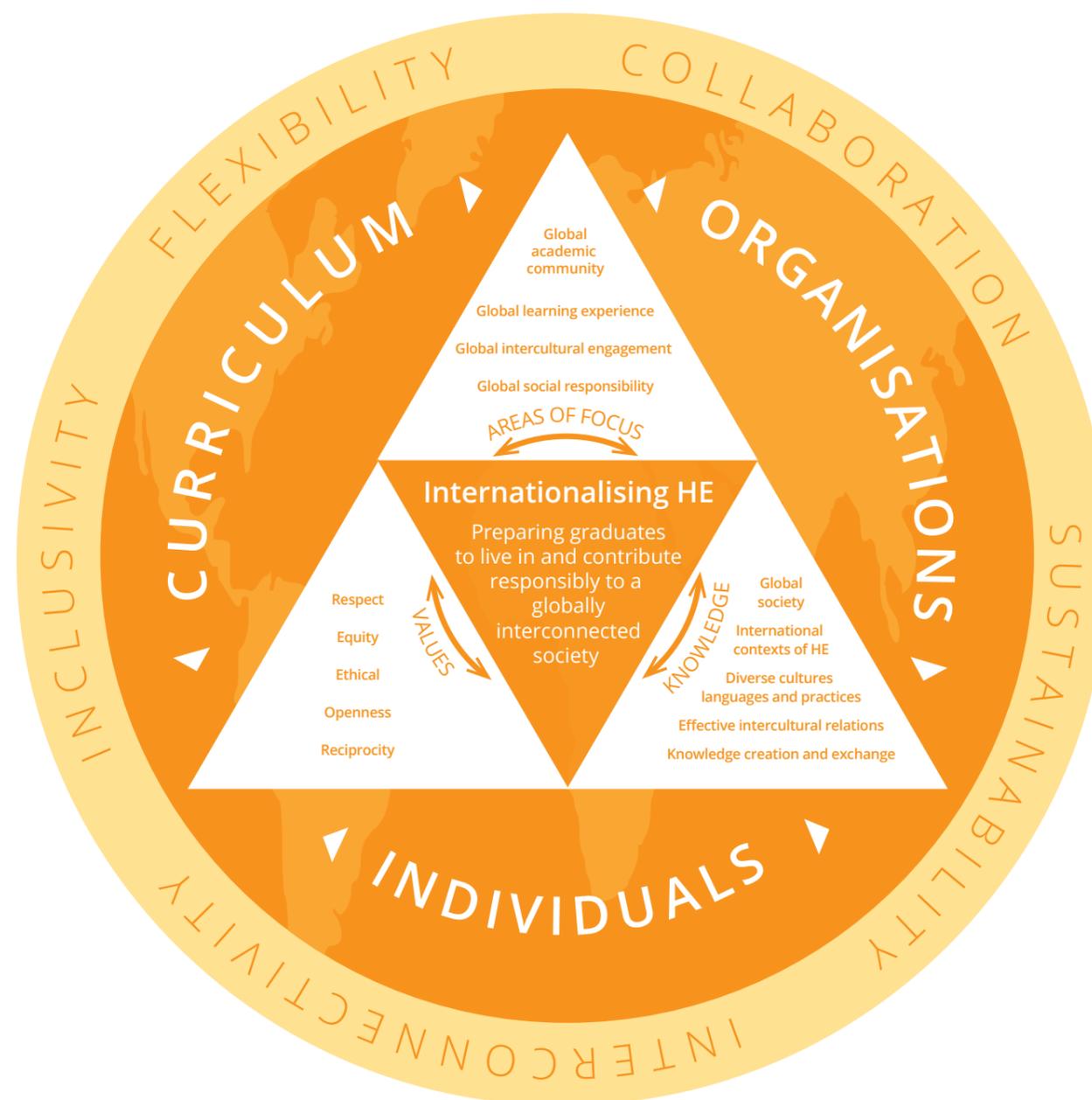
Areas of focus

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.



How can this framework 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.

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: understand various means of creating, contesting and exchanging knowledge within and across global academic communities, including the function and impact of technology.

HEA framework series

This is one of a series of strategic frameworks on core sector priorities, developed by HEA, the national body for learning and teaching in the UK. They have been created in response to, and in collaboration with, the HE sector and draw on extensive evidence, expertise and experience.

The frameworks can be adapted by a wide range of HE stakeholders, individuals and groups, and applied to different disciplines, modes of study and institutional contexts. They may have more impact if adopted at an institutional level and embedded across all provision, with all staff. HEA toolkits can support you in this process. Frameworks are designed to enhance individual sector priorities or be interconnected to enrich policy and practice. They aim to improve learning outcomes by raising the quality and status of teaching in HE, across the UK and internationally.

Frameworks in the series include:

TRANSFORMING ASSESSMENT IN HIGHER EDUCATION

EMBEDDING EMPLOYABILITY IN HIGHER EDUCATION

STUDENT ACCESS, RETENTION, ATTAINMENT AND PROGRESSION IN HIGHER EDUCATION

FLEXIBLE LEARNING IN HIGHER EDUCATION

INTERNATIONALISING HIGHER EDUCATION

STUDENT ENGAGEMENT THROUGH PARTNERSHIP

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.



www.heacademy.ac.uk/fellowships



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Acknowledgements

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