Reflective questions

These reflective questions should be used in conjunction with the HEA Framework for internationalising higher education. They are structured for the three principal audiences of the framework:

- For organisations: institutions, faculty, departments, schools.
- For individuals: staff and students, employees and associates.
- For curriculum: formal and informal.

The questions aim to support the process of applying the framework into policy and practice. As an aid to reflection, they offer a way of surfacing underlying issues behind effectively internationalising HE, and indicating areas for development as part of action or development planning.
As an organisation, to what extent…

are clear roles and responsibilities provided across all services and functions to clarify their contribution towards internationalising HE?

are cultural diversity and international experiences or knowledge regarded and used as a learning resource within the academic community?

are discrimination and barriers (internal or external) to participation and success eliminated within all policies, processes, systems and the design of curriculum?

are operational systems and procedures sufficiently resourced to facilitate internationalising HE?

are international and intercultural experiences, partnerships and collaborations encouraged within relevant institutional policy and curriculum structures?

are a diverse range of developmental opportunities provided and promoted, throughout and beyond HE, to enable the whole academic community to contribute to, and benefit from, the internationalising of HE?

are reward and recognition systems used to value and motivate individuals’ contribution to internationalising HE?

is a visionary approach to internationalising HE and inspiring leaders promoted across the organisation to take action?
As individuals, to what extent ...

are you creating and seeking on-going personal and professional learning opportunities to develop global and cultural understanding through, for example, work or study abroad, language acquisition, participation in international networks, conferences, courses, festivals, cultural events, and travel?

are you drawing on individuals’ diverse learning histories, narratives and experiences?

are you enhancing an understanding of the academic benefits and value of contributing to, or participating in, activities associated with the process of internationalising HE?

are you seeking opportunities to understand the social, discipline, and cultural contexts that underpin what is learned and how?

are you critically reflecting upon and responding to personal prejudices, biases and assumptions as part of your practice?

are you using flexible and inclusive approaches that appreciate and respect individual differences in knowledge, education and culture?

are you contributing to international scholarly activity and knowledge exchange?

are you leading and supporting others to reflect on and engage in continual learning and development in relation to internationalising HE?
In the design and delivery of the curriculum, to what extent...

- are global exemplars and perspectives embedded and debated?

- are a range of accessible opportunities for international and intercultural learning provided and promoted?

- are on-going intercultural and international dialogue and partnerships facilitated?

- are inclusive learning outcomes, practices, skills, and/or attitudes appropriate for diverse societies, cultures, and individuals being proactively developed?

- is there flexibility (such as timing and format of assessments, induction, modes of delivery) to facilitate international mobility and collaboration?

- is the content, language, pace and modes of delivery and assessment adapted to the learning context(s) and the diversity of learners?

- is the diversity of the academic community (whether differences in cultural and educational backgrounds, country of origin or languages spoken) being viewed and utilised as a key learning resource?
These responsibilities should be used in conjunction with the [HEA Framework for internationalising higher education](#). They are structured for the three principal audiences of the framework.

These responsibilities aim to inspire and assist in the process of internationalizing higher education. They could be applied as part of strategy review and development, staff induction, development and/or appraisal, reward, recognition or promotion.

### For organisations
- institutions, faculty, departments, schools.

### For individuals
- staff and students, employees and associates.

### For curriculum
- formal and informal.

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**To contribute towards internationalising HE, organisations (including HE providers, agencies, professional and regulatory bodies and employers), can lead, inspire and resource the development of:**

- a global vision, for and owned by the academic community;
- an inclusive culture, valuing and embracing diversity;
- a shared commitment to the process of internationalising HE;
- a flexible and embedded approach across services and functions;
- collegiality within and across local, national, and international contexts.

**To contribute towards internationalising HE, all individuals (including staff, students, senior managers and employees), can take responsibility for:**

- developing their global understanding and contribution to global society;
- drawing on core values and diversity;
- practicing ethical, inclusive and flexible approaches to learning, teaching and research;
- building social and cultural capital through experiential, scholarly and lifelong learning opportunities;
- using reciprocal and collaborative ways of working within and across local, national, and international contexts.

**To contribute towards internationalising HE, the design and delivery of the curriculum (including all HE programmes, associated units of study and informal or co-curriculum), should be mindful of a responsibility to:**

- facilitate learning, mobility, collaboration, and recruitment in a global context;
- incorporate relevant global trends and developments;
- respond to diversity and changing demographics within the academic community;
- evidence the impact of activity associated with the process of internationalising HE to inform practice.
The following vignettes should be used in conjunction with the HEA Framework for internationalising HE. They are structured by the areas of focus at the heart of the framework:

The vignettes aim to illustrate how the areas of focus have been implemented within UK higher education providers. These real life examples were submitted by members of the HEA’s internationalisation research and practice networks. They can be used to inspire practice or prompt dialogue and debate.
Video conferencing is used to connect students in the UK with those in Russia to discuss their respective learning experiences, aiding cross-cultural understanding, building confidence and language skills.

Social work students undertake international placements in Malaysia, exposing them to socio-religio-cultural nuances and unfamiliar contexts, helping them develop greater cultural competency in professional practice.

In preparing for studying, working or volunteering overseas, students are required to develop cultural, historical and economic understanding of countries being visited and reflect on their own motives for doing so and their social and ethical responsibilities.
In the first week of a Master’s course, a new learning community is developed using a collaborative planning, teaching and evaluation framework, rather than enculturating international students.

Students across two international campuses on a professional health-care programme exchange their understandings and experience of observed practice, as part of assessed coursework; stimulating changes to practice in both countries.

A mentoring scheme is provided before and on arrival to connect students with different cultural backgrounds; using Skype and meetings to share experiences and obtain advice on volunteering and work opportunities.

One department has adopted the notion of a global campus, which is used to promote itself worldwide as well as encourage the collective contribution of staff and students to global issues such as sustainability.
A cultural and languages café is offered to help students practice languages and make friends in a mutually supportive and relaxed environment.

As part of cultural awareness training, participants wrote a guide to Britain to aid reflection on their cultural values, helping to link cultural awareness to professional behaviour.

A small group of students of mixed nationalities considered a set of possible reasons why working together can go wrong, sharing personal experiences and negotiating how they might try to prevent or deal with such obstacles.

Intercultural conversations are facilitated, such as by discussing values that are personally significant and how they came to be acquired, thus encouraging respectful and open dialogue.

Student volunteers are trained as facilitators, mentored and supervised to act as ambassadors, promoting intercultural activities and interaction.
Problem-based learning is used to look at sustainable development issues within mixed cultural and discipline groups, leading to the provision of revised programmes.

Training and leadership workshops are provided, designed to prepare women and young people for employment, applying research undertaken by university staff considering issues such as poverty, HIV/AIDS, and gender inequality in Africa.

Students on a health promotion programme explore health behaviours and inequalities and epidemiology from the perspective of both their own country and globally, before designing a programme considering cultural and societal needs of a specific population.
This glossary should be used in conjunction with the HEA Framework for internationalising HE. It provides a list of key terms used and how they are defined for the purposes of this framework.

**Academic community:** All those engaged in HE learning, teaching and research, including students and staff, both on- and off-shore, as well as associated bodies (such as employers, professional, statutory and regulatory bodies and agencies).

**Area of focus:** The categories of contribution that an individual or group can make to the process of internationalising HE, requiring an underpinning set of knowledge and values to be implemented effectively.

**Cultural capital:** A combination of knowledge, disposition and skills held by an individual, typically associated with their cultural heritage or background, and that may be passed on from one generation to another, such as ways of communicating, socialising, language practices, values and types of behaviour.

**Curriculum:** The content, design and delivery of learning, teaching and assessment.

**Diversity:** The unique range of individual identities, encompassing dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, disability, religion, politics, dispositions, language, dialect, or other forms of diversity.

**Equitable:** Concerning the consideration of parity or fairness in the execution of particular tasks or areas, as well as comparison of one context with another (such as between programmes).

**Ethos:** The characteristic spirit of the environment and culture, as manifested in the aspirations and practices of the existing academic community.

**Global:** Pertaining to the entire globe, rather than a specific region or country, and inclusive of local, regional and national contexts.

**Inclusive culture:** Embracing of the diverse range of knowledge, experience, languages, beliefs, values, attitudes and meanings of its community, and manifested within its approach and practice.

**Intercultural:** Taking place between cultures, or derived from different cultures.
Knowledge: The theoretical or practical understanding, awareness, information, and/or skills acquired through experience, development, or study, which are underpinned by core values, and necessary for the effectively implementation of areas of focus within this framework.

Organisations: All HE providers (or collective policy/practice of particular functions, services faculties/departments), professional, statutory and regulatory bodies, sector agencies, unions, and employers, who contribute to as well as benefit from internationalising HE.

Pedagogy: The study of the methods and activities of teaching.

Professional: The capabilities or proficiencies of an individual manifested in the way they behave or act, which may be required or displayed within the context of an organisation or discipline.

Services and functions: The variety of operations (such as admissions, accommodation, marketing, finances, library, academic support) or structures, systems and processes (such as induction, validation, timetabling), controlled within an organisation, which potentially impact upon and thus can contribute to internationalising HE.

Social capital: A combination of knowledge, disposition and skills associated with effectively building, interacting and drawing upon formal and informal networks and connections.

Social responsibility: The moral, ethical and/or legal duty held by an organisation or individual to act in a manner that benefits society at large.

Staff: Inclusive of all those employed within or associated with HE providers, professional, statutory and regulatory bodies, sector agencies, or in the workplace who influence HE and can contribute to as well as benefit from internationalising HE.

Students: Inclusive of undergraduates and postgraduates studying within the UK as well as those studying transnationally on UK programmes, who can contribute to as well as benefit from internationalising HE.

Values: The principles or standards of behaviour that an individual or group can embrace and exemplify in their words and actions, and in operationalizing the areas of focus, knowledge or responsibilities of this framework.