Preparing 21st Century Graduates to live in and contribute responsibly to a globally interconnected society.
Internationalisation is of growing importance to higher education (HE) within the United Kingdom (UK) and across the world, driven by political, economic, educational, social and technological advances. This is evident in the diversification of academic communities and the provision on offer, as well as the content, mode, pace and place of learning. In this changing context, it is timely that the Higher Education Academy (HEA), the leading national body for learning and teaching in the UK, has developed this strategic framework with the purpose of inspiring and assisting the sector in a key aspect of internationalising HE: Preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society. The framework has been developed for the UK sector; but may also have relevance for HE systems throughout the world.

From the outset, this framework has been driven by the vision of promoting a high quality, equitable and global learning experience for all students studying UK programmes, irrespective of their geographical location or background, on which the preparedness of 21st century graduates will be contingent. Its focus on the impact and contribution of learning, teaching and research on internationalising HE complements yet distinguishes this framework from other related developments1. It has been developed in partnership with the UK HE sector; a collaborative venture intended to maximise relevance and future impact.

The process of internationalising HE within the context of learning, teaching and research is a sector-wide concern with far-reaching implications. The framework thus intends to stimulate reflection and debate; to be a prompt to action. It is designed for multiple audiences and beneficiaries who play a role in graduate preparedness in a global and inclusive context, including organisations across the HE sector, all those engaged in learning, teaching and research, as well as the formal and informal curriculum. Its content and style is deliberately aspirational as well as practical and concise in order to incite ownership and application within different HE contexts.

---

1 Relevant European developments include the Indicators Mapping and Profiling Internationalisation (IMPI) project (2012) [http://www.impi-project.eu/pdf/full_indicator_projects_on_internationalisation-IMPI%20100511.pdf](http://www.impi-project.eu/pdf/full_indicator_projects_on_internationalisation-IMPI%20100511.pdf) or the Internationalisation Quality Review (1999).
Aims and objectives

The framework aims to inspire and assist in the process of internationalising HE: preparing 21st century graduates to live in and contribute responsibly to a globally interconnected society. It is driven by a vision to promote a high quality, equitable and global learning experience for all students studying UK HE programmes, irrespective of their geographical location or background.

Designed as an enhancement tool for HE, the framework strives to achieve the following objectives:

- to recognise, build on, and enhance the quality and variety of internationalisation policy and practice in HE;
- to foster collegial approaches to education, research, and partnership that transcend national and international boundaries;
- to acknowledge the on-going institutional and individual roles and responsibilities required to realise the internationalising of HE.

Aspirations

In recognising learning as socially situated, the framework aspires to having regard for:

- HE as an international community;
- the impact of cultural, individual and linguistic diversities in any given context;
- the continual enhancement of the activity, knowledge and values required for internationalising HE;
- a shared responsibility for internationalising HE between organisations, people and curriculum;
- collegial and collaborative ways of working;
- the whole academic lifecycle;
- variations in interpretation and application, which are relevant to different contexts.
Using and applying the framework

The framework is intended for multiple audiences, within HE and beyond, who play a role in, and can benefit from, the process of internationalising HE in relation to learning, teaching and research. It can be used by individuals, associates, or teams (as representative of the organisation or a particular service, function, department or faculty). It is designed to be used flexibly, with different applications in mind, as deemed relevant or appropriate for any given context. The framework invites critical engagement with a range of concepts, actions and connections that are encompassed in the process of internationalising HE. It provides a shared point of reference and common language to discuss and shape policy, practice and partnerships.

The core elements of the framework are modelled on the familiar, sector-owned UK Professional Standards Framework (HEA, 2011), to identify separate, although interrelated, strands of activity, as well as the underpinning and connected sets of knowledge and values required to implement them effectively.

Putting these into practice is recognised to be complex, with wide-reaching and long-term implications. Vignette exemplars are highlighted, from a range of providers, to illustrate each of the activity strands. To recognise different entry points and the necessary engagement of different levels of input and perspectives, the information is grouped into three principal audiences:

**ORGANISATIONS**

The collective level – including HE providers (or their particular functions, services faculties or departments), sector agencies, professional, statutory and regulatory bodies, unions, and employers, amongst others, that influence HE. The framework can prompt mutual enquiry and development of the communal aspects of design and delivery including policies, systems and procedures to enhance the contribution and impact of organisations in internationalising HE.

**PEOPLE**

The individual level – including all staff, students, employees, and associates (as appropriate). The framework can be used to reflect upon, and modify as necessary, attitudes, knowledge, values and practice to enhance the contribution and the impact of individuals in internationalising HE.

**CURRICULUM**

The content, design and delivery of learning and teaching – including the formal (whole programmes or individual units of study) and informal curriculum. The framework can be used to review and enhance the contribution and impact of the curriculum in internationalising HE.

For each of these key audiences, there is a proposed set of related responsibilities and potential benefits of engaging with internationalising HE; the latter being related to each of the activity strands. This is followed by an operational implications section, posing a set of key questions that need to be considered. The statements and questions contained within the framework are inter-connected, prompting a holistic consideration of the interrelated role of organisations, its people, and the HE curriculum; as well as between and across activity, knowledge and values.
The framework as a whole can be used as a:

- **Self-reflective audit tool:** to review, benchmark or evidence current and then future progress.

- **Communication tool:** to help categorise and convey ways of working or information to others.

- **Professional development tool:** to help in the continual review or development of individuals, to define and maximise their contribution to the process.

- **Curriculum review tool:** to appraise, evaluate and enhance the extent to which a module, programme, or co-curriculum is internationalising or contributing to the process.

- **Planning tool:** to inform and enhance future policy, strategy or curriculum.

Used in such ways, the framework can build on, complement and enhance the quality and variety of existing strategies and approaches to internationalisation within the sector.
Activity

Fostering an inclusive ethos
enhanced by, and appropriate for, the diversity of the whole academic community.

Promoting intercultural engagement
underpinned by empathy, sociability and sensitivity to all forms of diversity.

Enabling a global learning experience
informed by international interactions and/or perspectives, outward, inward and virtual mobility, cultural immersion and language acquisition.

Facilitating a global academic community
driven by international knowledge generation, exchange, networking, partnerships and collaboration.

Embedding social responsibility
demonstrated by a commitment to addressing global issues and inequalities, as well as their impact on cultures and wider society.

Fostering intercultural engagement
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.

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.

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.

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.

Student volunteers are trained as facilitators, mentored and supervised to act as ambassadors, promoting intercultural activities and interaction.

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.

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.

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.
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global society</strong></td>
<td><strong>Respect</strong></td>
</tr>
<tr>
<td>understand the role of HE in contributing to, and shaping,</td>
<td>show consideration for individual, cultural and linguistic diversities.</td>
</tr>
<tr>
<td>global society and addressing its challenges, as well as the</td>
<td></td>
</tr>
<tr>
<td>reciprocal influence of global society on HE.</td>
<td></td>
</tr>
<tr>
<td><strong>International contexts of higher education</strong></td>
<td><strong>Equity</strong></td>
</tr>
<tr>
<td>understand the relevance and impact of different international</td>
<td>ensure parity and fairness in approaches to, and</td>
</tr>
<tr>
<td>contexts to your organisation, professional responsibilities and</td>
<td>opportunities for participation and success.</td>
</tr>
<tr>
<td>discipline area.</td>
<td></td>
</tr>
<tr>
<td><strong>Diverse cultures and practices</strong></td>
<td><strong>Ethical</strong></td>
</tr>
<tr>
<td>understand the potential of diverse or divergent pedagogical</td>
<td>act with integrity and transparency with regard to</td>
</tr>
<tr>
<td>approaches and cultural and social capital within the global</td>
<td>moral, social and legal considerations.</td>
</tr>
<tr>
<td>academic community to enrich and impact upon learning, teaching and</td>
<td></td>
</tr>
<tr>
<td>research.</td>
<td></td>
</tr>
<tr>
<td><strong>Effective intercultural relations</strong></td>
<td><strong>Openness</strong></td>
</tr>
<tr>
<td>understand cultural, linguistic, professional and personal ways of</td>
<td>be receptive to different ideas and ways of working across cultures</td>
</tr>
<tr>
<td>interacting, communicating and working with others.</td>
<td>and learning contexts.</td>
</tr>
<tr>
<td><strong>Knowledge creation and exchange</strong></td>
<td><strong>Reciprocity</strong></td>
</tr>
<tr>
<td>understand various means of creating, contesting and exchanging</td>
<td>mutually generate and exchange knowledge, ideas and resources</td>
</tr>
<tr>
<td>knowledge within and across global academic communities, including the</td>
<td>within and across cultures and intellectual traditions.</td>
</tr>
<tr>
<td>function and impact of technology.</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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.

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.

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.

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.

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.

Embedding global social responsibility

Enabling a global learning experience

Facilitating a global academic community

Problem-based learning

Students on a health promotion programme

Training and leadership workshops

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.

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.

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.

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.

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.

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.

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.

Embedding global social responsibility

Enabling a global learning experience

Facilitating a global academic community

Problem-based learning

Students on a health promotion programme

Training and leadership workshops

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.

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.

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.

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.

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.

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.

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.

Embedding global social responsibility

Enabling a global learning experience

Facilitating a global academic community

Problem-based learning

Students on a health promotion programme

Training and leadership workshops

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.

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.

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.

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.

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.

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.

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.

Embedding global social responsibility

Enabling a global learning experience

Facilitating a global academic community

Problem-based learning

Students on a health promotion programme

Training and leadership workshops

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.

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.

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.

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.

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.

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.

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.

Embedding global social responsibility

Enabling a global learning experience

Facilitating a global academic community

Problem-based learning

Students on a health promotion programme

Training and leadership workshops

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.

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.

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.

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.

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.

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.

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.

Embedding global social responsibility

Enabling a global learning experience

Facilitating a global academic community

Problem-based learning

Students on a health promotion programme

Training and leadership workshops

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.

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.

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.

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.

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.

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.

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.
Organisations

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.

Benefits for organisations

Engaging in the process of internationalising HE can benefit organisations and their role within HE and beyond, by providing the opportunity to:

• gain from the inclusive and global standing or reputation of the organisation, thereby attracting and sustaining successful academic communities in the future;
• realise good interpersonal relations across the organisation and globally, enhancing collective satisfaction, productivity and retention;
• exploit the associated international skills, expertise and intelligence to enhance pedagogical policy, practice and research, thereby promoting engagement and success;
• learn from and contribute to global expertise to maintain credibility and currency in learning, teaching and research, assisting academic advancement and sustainability;
• accomplish the mutual ownership and responsibility necessary to make a valuable contribution to the sustainability of global society.
Benefits for students

Engaging in the process of internationalising HE can benefit individual students during HE and beyond, by providing the opportunity to:

- enrich and learn from the collective wealth of experience and knowledge in HE, that draws on their personal cultural and educational backgrounds and prior learning, enhancing engagement and belonging;
- make connections with people from across the world, enhancing confidence in using and developing intercultural and interpersonal skills, leading to lifelong friendships and networks;
- experience new cultures, languages, ways of working, learning and thinking, helping to widen horizons and prepare for entry into a global job market;
- be part of an academic community with international connections and networks to draw on and contribute to, thus enriching the learning process;
- critically engage with, and assist in addressing global issues (such as inequalities and sustainability), challenging personal beliefs, assumptions, and values, helping the development of global citizenship.

Benefits for staff

Engaging in the process of internationalising HE can benefit individual staff working within HE and beyond, by providing the opportunity to:

- value and harness the breadth of insights and experience within the organisation, demonstrate a sense of pride and belonging, helping contribute to an inclusive culture;
- critically reflect upon and understand the beliefs, assumptions and values of oneself and others, as situated within personal, cultural and national contexts;
- widen experiences and appreciation of international developments and contexts of learning, in order to enhance the quality and impact of learning opportunities, teaching and research;
- enhance the occurrence, relevance and impact of the process and products of international alliances, providing potential sources of evidence to support achievement and progression in teaching and research;
- interrogate global issues (such as inequality or sustainability) through education, thus making a personal and collective contribution to wider society.

To contribute towards internationalising HE, all people as 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.

People

- 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.

Benefits for students

Engaging in the process of internationalising HE can benefit individual students during HE and beyond, by providing the opportunity to:

- enrich and learn from the collective wealth of experience and knowledge in HE, that draws on their personal cultural and educational backgrounds and prior learning, enhancing engagement and belonging;
- make connections with people from across the world, enhancing confidence in using and developing intercultural and interpersonal skills, leading to lifelong friendships and networks;
- experience new cultures, languages, ways of working, learning and thinking, helping to widen horizons and prepare for entry into a global job market;
- be part of an academic community with international connections and networks to draw on and contribute to, thus enriching the learning process;
- critically engage with, and assist in addressing global issues (such as inequalities and sustainability), challenging personal beliefs, assumptions, and values, helping the development of global citizenship.

Benefits for staff

Engaging in the process of internationalising HE can benefit individual staff working within HE and beyond, by providing the opportunity to:

- value and harness the breadth of insights and experience within the organisation, demonstrate a sense of pride and belonging, helping contribute to an inclusive culture;
- critically reflect upon and understand the beliefs, assumptions and values of oneself and others, as situated within personal, cultural and national contexts;
- widen experiences and appreciation of international developments and contexts of learning, in order to enhance the quality and impact of learning opportunities, teaching and research;
- enhance the occurrence, relevance and impact of the process and products of international alliances, providing potential sources of evidence to support achievement and progression in teaching and research;
- interrogate global issues (such as inequality or sustainability) through education, thus making a personal and collective contribution to wider society.

To contribute towards internationalising HE, all people as 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.

People

- 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.
Curriculum

To contribute towards internationalising HE, the design and delivery of the curriculum (including all HE programmes, associated units of study and the 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.

Benefits for the curriculum

Engaging in the process of internationalising HE can benefit the formal and informal curriculum within HE and beyond, by providing the opportunity to:

- capitalise on the diverse range of knowledge, experience, cultures, languages, beliefs, values, attitudes and meanings within the academic community, for academic enhancement and success;
- deepen personal and interpersonal learning and development, helping promote cohesion, a sense of belonging, participation and success within the academic community;
- broaden the range of perspectives and experiences which inform it, helping to influence future prospects;
- enrich its design and delivery, using the process and products of international connections, to enhance practice, success and future sustainability;
- surface and confront a range of inherent and complex humanitarian issues in a secure environment, as part of making a responsible contribution to global society.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an organisation, to what extent...</td>
<td>are clear roles and responsibilities provided across all services and functions to clarify their contribution towards internationalising HE?</td>
</tr>
<tr>
<td></td>
<td>are international and intercultural experiences, partnerships and collaborations encouraged within relevant institutional policy and curriculum structures?</td>
</tr>
<tr>
<td></td>
<td>are cultural diversity and international experiences or knowledge regarded and used as a learning resource within the academic community?</td>
</tr>
<tr>
<td></td>
<td>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?</td>
</tr>
<tr>
<td></td>
<td>are discrimination and barriers (internal or external) to participation and success eliminated within all policies, processes, systems and the design of curriculum?</td>
</tr>
<tr>
<td></td>
<td>are reward and recognition systems used to value and motivate individuals’ contribution to internationalising HE?</td>
</tr>
<tr>
<td></td>
<td>are operational systems and procedures sufficiently resourced to facilitate internationalising HE?</td>
</tr>
<tr>
<td></td>
<td>is a visionary approach to internationalising HE and inspiring leaders promoted across the organisation to take action?</td>
</tr>
</tbody>
</table>
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, international networks, conferences, courses, festivals, cultural events or travel?

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

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

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

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 contributing to international scholarly activity and knowledge exchange?

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

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 ongoing 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?
A list of 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).

**Activity:** the 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, or other forms of diversity.

**Equitable:** concerning the consideration of parity or fairness in the execution of particular tasks or activity, 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 activity strands 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 activities, knowledge or responsibilities of this framework.
This framework has been led throughout by Dr Helen May, with Dr Nikki Spalding, on behalf of the Higher Education Academy. It has benefited enormously from the collaboration with a wide range of stakeholders, organisations and interested individuals committed to the process of internationalising HE in the context of learning, teaching and research. Unfortunately, there have been too many to name everyone in person.

We are indebted to those who, at a learning and teaching summit, in July 2013, initiated the framework, defining its core principles, drawing on existing practice and developments both nationally and internationally, namely:

Dr Richard Atfield
Dr David Baker
Dr Julie Baldry Currens
Dr Gavin Bunting
Dr Scott Burgess
Dr Dave Burnapp
Professor Hans de Wit
Professor Philip Garrahan
Dr Dawne Gurbutt
Professor Martin Haigh
Professor Elspeth Jones
Professor Jeanne Keay
Professor Craig Mahoney
Dr Catherine Montgomery
Dr Filippo Nereo

Higher Education Academy
University of Auckland
Higher Education Academy
University of Wales Trinity Saint David
Northumbria University
University of Northampton
Università Cattolica del Sacro Cuore
Freelance Consultant
University of Central Lancashire
Oxford Brookes University
Freelance Consultant
University of the West of Scotland
University of the West of Scotland
University of Hull
Higher Education Academy

Olalekan Oshunkoya
Bethan Payne
Dr Nathan Pike
Dr Mark Rickinson
Professor Sue Robson
Dr Janette Ryan
Professor Steven Schwartz
Associate Professor
Chris Shiel
Lorna Shrub
Dr Diane Sloan
Hanneke Teekens
Viv Thom

Kingston University and representative of the HEA student advisory group
National Union of Students
University of Oxford
University of Oxford
University of Newcastle
University of Birmingham
Australian Council for Humanities, Arts and Social Sciences
Bournemouth University
Higher Education Academy
Northumbria University
Netherlands Organisation for International Cooperation in HE
Sheffield Hallam University

We would like to formally thank the working group of summit representatives, including Janette Ryan, Sue Robson and Gavin Bunting, who were commissioned to work alongside us, to translate the outcomes of the summit into the finished form. Their written contributions, comments and suggestions have been invaluable to the process.

Thank you to those who devoted a significant amount of time and energy in commenting on the framework during the consultation phase – through emails, meetings, attendance at one of our organised events (pre-consultation event; the internationalisation research and practice networks consultation workshop; the health and social care consultation workshop, and the session at the HEA’s Network of Deputy Vice-Chancellors, Pro Vice-Chancellors and Vice-Principal’s meeting) as well as 140 respondents to our online survey, as individuals or as a representative of their organisation. A particular thank you to members of the HEA’s research and practice networks who submitted exemplars of the activity strands in practice.

Finally we would like to thank a number of other HEA colleagues who have informed the development of this framework throughout, including Professor Phil Levy, Dr Mark Jones, Professor Robin Middlehurst, Liz Anderson, Dr Steven Curtis, Geoff Glover and Dr Geoff Stoakes.
Contact us

The Higher Education Academy
Innovation Way
York Science Park
Heslington
York
YO10 5BR

+44 (0)1904 717500
tenquiries@heacademy.ac.uk
www.heacademy.ac.uk
Twitter @HEAcademy

© The Higher Education Academy, 2014

The Higher Education Academy (HEA) is the national body for learning and teaching in higher education. We work with universities and other higher education providers to help bring about change in learning and teaching. We do this to improve the experience that students have while they are studying, and to support and develop those who teach them.

No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any storage and retrieval system without the written permission of the Higher Education Academy. Such permission will normally be granted for educational purposes provided that due acknowledgement is given.

To request copies of this document in large print or in a different format, please contact pressoffice@heacademy.ac.uk.

The Higher Education Academy and its logo are registered trademarks and should not be used without our permission.