



**International Higher
Education Commission**

Supported by Oxford International Education Group

Is the UK developing global mindsets?

The challenges and opportunities for
Internationalisation at Home in driving
global engagement



Contents

Analytical summary for the international higher education commission

Foreword	3
1. Introduction, definition and benefits of IaH	4
2. IaH and international student mobility	6
3. Quantitative versus qualitative approaches	8
4. IaH in theory and practice	9
Formal curriculum examples	10
Informal curriculum examples	11
Hidden curriculum examples	12
5. Measuring and monitoring IaH	15
5.1 Students with study-abroad experiences	15
5.2 Students learning modern foreign languages	16
5.3 International themes in the curriculum	16
5.4 Incoming visiting and exchange students	16
6. Analytical findings	17
6.1 Students with study abroad experiences	17
6.2 Students studying modern foreign languages	19
6.3 International themes in the curriculum	20
6.4 Incoming and Visiting Exchange Students (IVES)	21
7. Summary	22
8. Conclusions and recommendations	24
Annex A	26
Author biographies	28

Foreword



From the International Higher Education Commission Chair, The Rt Hon Chris Skidmore MP

As the former Universities Minister who published the International Higher Education Strategy over four years ago, I established the International Higher Education Commission – that includes VCs from universities from across the UK and former ministers from across all parties as well as other stakeholder – to create a new strategy with a bolder, more detailed vision and ambition than what has gone before. The commission has been producing reports as we progress, and I'm delighted to introduce this latest report, on the under appreciated but increasingly important issue of 'internationalisation at home'. Our evidence taken over the past year has shown that the UK's international education offer simply can't be about attracting international students to the UK, we need to ensure that campuses are international with attractive international based curriculums, exchange programmes and inclusive facilities that ensure international students want to study in the UK because we offer the best courses compared to competitor countries. We need to think deeper and broader about what we must offer as the UK experience – that means thinking more about how campuses and courses are more relevant, more purposeful to the modern international world that all students will be eventually working in.

When we launched the Commission 11 months ago the world was a very different place. However, the recognition of the place of higher education at the heart of civil society and its role in fostering social and economic development nationally and internationally remains clear, understanding of its potential impact has only grown and its importance to knowledge diplomacy is undiminished. In terms of both engaging young people effectively in defining and delivering our future and addressing the big challenges and opportunities facing us – from AI to climate change – ensuring universities remain successful, sustainable and strategically relevant is crucial.

The success of overseas student recruitment to the UK is a vital element in its broader success – the financial capital it brings not only subsidises research but in almost every UK university it is an essential part of subsidising the teaching of domestic students and we know that many post-graduate programmes would be unviable were it not for the level of overseas student enrolment. The revenue brought by overseas students has funded growth in capacity and capability across the sector and enhanced all parts of Universities missions.

However, a key reason for launching the Commission was a recognition that a simple focus on overseas student numbers and revenue generation would not ensure the financial sustainability of the sector and there needed to be recognition of the importance of other forms of capital

– intellectual and social – and the return on investment they generate for all stakeholders. There were voices even then noting that the growth in numbers recruited to the UK was unsustainable – that we were in a bubble reflecting the fact that the UK had remained "open" during Covid and the dynamics of competing markets – and that we were becoming dangerously reliant on post-graduate Masters students from a very small number of countries. The Commission was therefore a mechanism to enable the development of a new forward looking, more nuanced and sustainable approach – our initial proposal was outlined in our report in May 2023, "International Higher Education Strategy 2.0: Targeted Growth for Resilience".

As the work of the Commission has progressed we have engaged extensively with the HE community and more broadly. We have so far explored issues through over 20 meetings including roundtables focussed on regions and devolved nations including Universities Scotland, Yorkshire Universities and London Higher. We have not limited our scope to the UK, but also met with the EU Commission and reviewed policy in respect of the other major English-speaking student destinations. We have also remained true to our commitment to an open and democratic process by opening a number of sessions to the public and focussing several events on ensuring we captured the student voice – and indeed two Commissioners are current students.

It is in this context that we provide this latest report which I believe goes to the heart of the nature and purpose of the Commission. In looking to the future we need a more sophisticated international strategy than simply focussing on numbers of students recruited to the UK or, as welcome as it is, expansion of TNE delivered by UK universities overseas.

Internationalisation at Home has to be a key element in this new strategy – enabling not just students but a wide variety of stakeholders with the means to build global competencies, enhance learning outcomes and employability, contribute to national talent pools and facilitate knowledge diplomacy. Historically student mobility was seen as the means to "internationalise" but, despite the Go Global campaign, the UK has historically had very low levels of outbound mobility and this has further declined with our exit from the Erasmus programme.

However, the Covid pandemic led to a surge in interest in non-physical mobility and also facilitated a significant increase in efforts to internationalise the curriculum along with other forms of IaH.

In this report we detail just how significant this activity is, albeit that it is not well defined nor sufficiently well measured or monitored to give it the recognition it deserves. We believe that there needs to be sustained and systematic effort to address these deficiencies in order to crystallise the obvious benefits for all parts of the UK sector and its stakeholders – IaH is relevant to everybody, it needs to be valued more and its contribution acknowledged.

We make a number of recommendations in this report for how we can better facilitate and capture the benefits of IaH and expect that the promotion and better recognition of the value of IaH will form a major element of the final IHEC report to be published in November.

1. Introduction, definition and benefits of IaH

Internationalisation at home (IaH) should be a central element of any International Higher Education strategy. Defined as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Jones and Reiffenrath, 2019)¹, IaH fosters internationalisation of the curriculum (Leask, 2015²), global engagement, and makes a significant contribution to the creation of an inclusive learning environment.

For student communities, IaH strengthens intercultural understanding which supports personal development, social cohesion and civil society. By facilitating interaction and communication between students of all nationalities, IaH improves their overall experience.

For academic staff, particularly following the post-pandemic upskilling in online communications, new opportunities have opened up for sustained and strategic interaction with academic colleagues in partner universities overseas, founded on joint IaH activities. Such engagement often develops from academics’ shared teaching enthusiasms or mutual areas of interest and can create deeper and richer talent pools of social, cultural and intellectual capital.

For HEIs, IaH supports international student recruitment amongst other benefits. A key role is demonstrating to current international students how their diversity is valued and factored into the curriculum, supporting learning and fostering the transferability of qualification credentials. In parallel, it positively impacts student-led satisfaction and employability metrics such as NSS and Graduate Outcomes. One institution that leveraged this was Coventry University which implemented a ‘Model for Progression for International Experience’ through its Centre for Global Engagement, from 2009 to 2017. This was a major driver for international recruitment and global engagement. In recognition of that achievement, Coventry University was awarded the EAIE 2014 Award for Innovation in Internationalisation.

IaH can also enhance the capacity of the UK workforce, through the sharing of international perspectives and the development of employability skills for future graduates. This is particularly important for those economic sectors which focus on globally orientated products and services and engagement with growing economies overseas.

For the communities in which universities sit, investment in IaH, by contributing to the process of intercultural skills sharing, can help address local and regional skills gaps.

At a national level it is clear that knowledge diplomacy – the role played by international higher education institutions in initiating and fostering bilateral and multilateral relations between countries – is going to be even more key for the UK in the future. Bringing home and international students together, through globally-engaged universities, supports community building, critical thinking and the creation of more transferable and adaptable knowledge-solutions.

However, it is important to recognise that developing IaH and securing the benefits that accrue is not a transactional or binary activity in which a service is simply delivered by one part of the sector to another – from Universities to students for example – or from domestic to overseas students or vice versa but rather it is a true opportunity for co-creation involving all the participants. It is through the collaboration of staff and students as partners, with adequate resources and clear strategic intent provided by University hosts, that opportunities to create real value can be crystalised.

It is also important to recognise that the qualitative approaches that have dominated “analysis” of IaH are not sufficient if we are to realise the benefits of this crucial activity. This paper therefore provides a quantitative analysis of IaH data that is available and makes recommendations in respect of the need for new data sources and a process for monitoring and management that will enable its development.

The global competencies word cloud below shows how multi-faceted IaH can be for a wide array of actors including students, academics, professional staff, and produces global graduates and citizens³.

If our aim is to sustain a world-class educational system, especially in the face of growing competition, then significant progress in the quantitative indicators underpinning the development and delivery of IaH is an essential component of that.

Figure 1: Global competencies word cloud



¹ Jones, E. and T. Reiffenrath (2019). Internationalisation at Home in practice. <https://www.eaie.org/blog/internationalisation-at-home-practice.html>

² Leask, B. (2015). Internationalizing the curriculum, Routledge, Oxford <https://www.routledge.com/Internationalizing-the-Curriculum/Leask/p/book/9780415728157>

³ CIHE Et al. (2011). Global Graduates into Global Leaders. Page 7. <https://www.ncub.co.uk/wp-content/uploads/2011/06/CIHE-1111GlobalGradsFull.pdf>

2. laH and international student mobility

The British Council has previously identified the central role of student mobility in delivering the many multifaced benefits of Higher Education. This paper recognises the positive contribution of international student mobility and seeks to extend it through the opportunities provided by laH.

Reference to mobility in the context of laH will understandably jar with some commentators and practitioners, for whom laH is seen as an inclusive means to foster intercultural competencies, given the inaccessibility of international student mobility for the overwhelming majority of students. More recently, laH has been identified as a means to address the sector's carbon footprint. Some even call for laH to become the norm and for physical mobility activities to be actively reduced (de Pater, 2022⁶) in favour of non-physical mobility supported through online technology, collectively known as Collaborative Online International Learning (COIL). COIL promotes the acquisition of intercultural competences for both students and academics through online peer-to-peer engagement in joint projects with cultural others. The role of COIL will be further explored later in this report.

The authors of this report do not subscribe to a polarised view and see the merits in a diverse matrix of internationalisation activities. We contend that a truly inclusive approach to internationalisation in HE should support laH and varied durations of mobility, as part of a broader inclusive intercultural journey for both students and staff. We recognise that the diversity of our campuses is greatly enhanced through inbound mobility. Whilst this contributes to the carbon footprint of global high education our view remains that, currently, the carbon impact of well-defined and carefully curated international mobility activities is justifiable in terms of the value that it creates for the lifetime of the student and for wider stakeholders.

Specifically, the diversity of our campuses, in terms of the numbers of overseas students and the range of countries they come from, is what really sets the UK apart from all other countries. Australia has a similar proportion of overseas students but less diversity of origin; and that is a crucial element in adding value for all stakeholders in HE. At its most simple, harnessing the knowledge, perspectives, values and skills of students registered at UK universities from more than 200 countries brings unique opportunities for the curriculum and value for our society.

With adequate institutional policies, resources, academic leadership and pedagogical strategies, incoming students of all nationalities can be co-creators of new proto-forms of knowledge, skills and behaviours; we need to celebrate the diversity and collateral benefit they bring to laH in an appropriate and effective fashion – this needs to be a new and explicit focus.

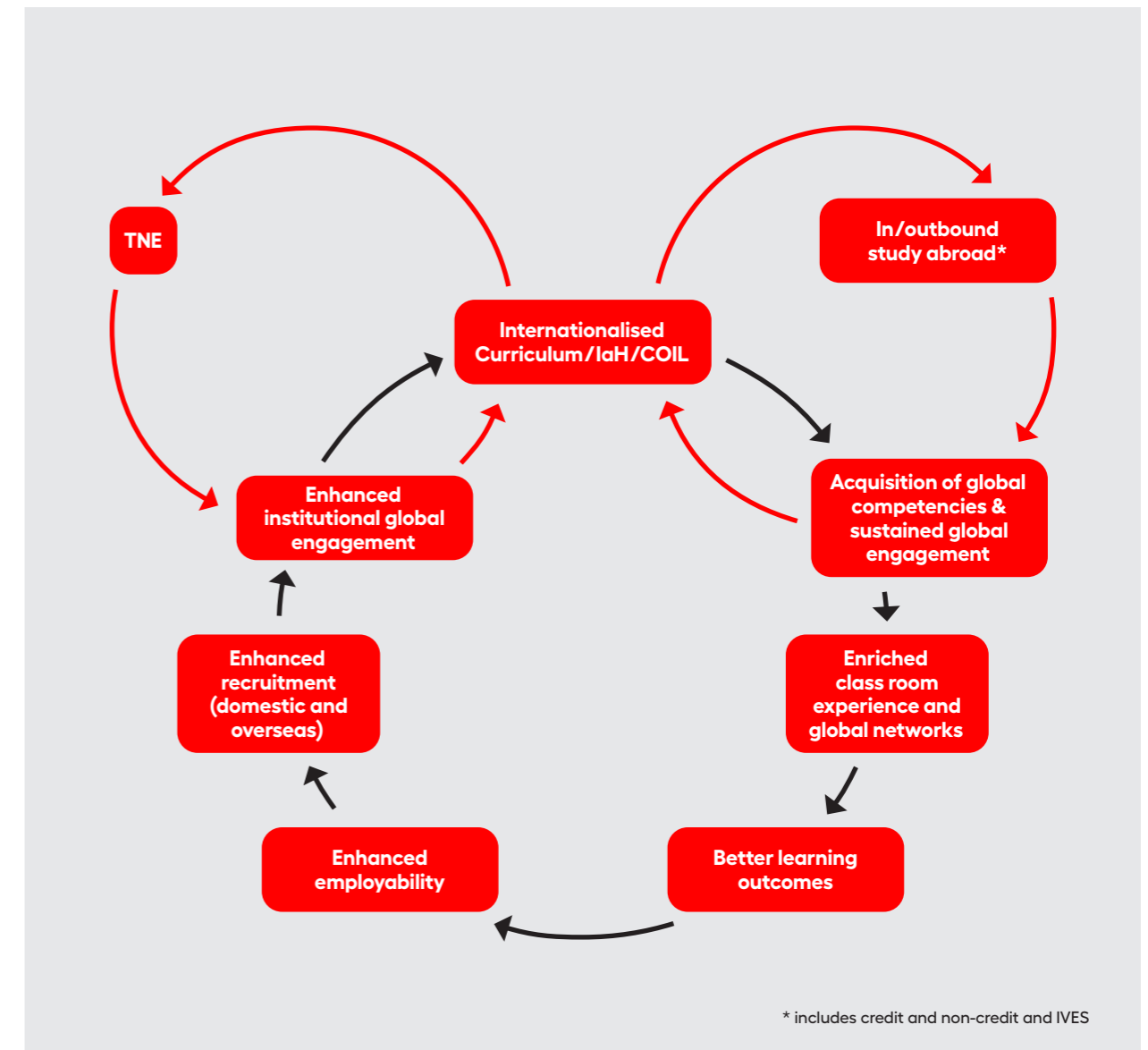
In addition, as noted by Manning⁵ (2023), the impact of the kind of activities which are comprised within laH is likely to be different to the kind of intensive, transformative and immersive learning brought about by disorienting trigger experiences engendered through entering or living in an unfamiliar culture. In contrast, laH recognises that not everyone has the funding or confidence to allow them to benefit from those kinds of profound developmental intercultural experiences. As international educators we have a duty to help students to widen engagement with international perspectives and cultures in a range of inclusive, incremental and accessible ways. We believe that there are increasing synergies and overlaps between laH and mobility activities but that laH is currently overlooked and underfunded. This represents a wasted opportunity to harness the international potential of our existing communities.

We contend that the non-mobile internationalisation activities which are characteristic of laH represent an underexploited source of value which offers the potential to introduce different student and staff perspectives from around the world into the learning and teaching experience. This can be achieved through unlocking and harnessing the diversity of student and staff expertise and lived experiences for the benefit of education and research. This aim can be realised through encouraging educational and social interaction on campus and through leveraging opportunities, collaboration and communication through online and virtual environments. These non-mobile elements can be categorised into different formal and informal laH approaches, including COIL, Institution-Wide Language Programmes (IWLP), global leadership or citizenship initiatives, or celebratory events as part of onboarding or in-year festivals. This ability to uncouple learning from the constraints of the formal curriculum, geography, time and other resources – whilst reducing some of the carbon footprint associated with the essential task of educating the leaders of tomorrow – is a significant opportunity.

It is clear to us that laH development through a series of interconnected activities should be at the heart of international education strategies for individual institutions and the country as a whole. We believe that laH helps create a virtuous circle that not only assists students in their intercultural learning journey and drives recruitment of overseas and domestic students but also is increasingly a means to support and facilitate Transnational Education (TNE).

In addition, at times of ongoing concern regarding how curricula could/should be decolonised or de-westernized, it is especially important to consider strategies, behaviours and preparatory activities that will help innovate the (Hidden) curriculum. This approach will help to embrace new third space types of teaching and learning frameworks⁶, such as international student advisory boards, or cross-cultural COIL project designs, ought to be integral parts of building global mindsets in the UK HE landscape.

Figure 2: The virtuous circle of laH and link to TNE / Mobility



⁶ De Pater, M. Et al. (2022). Measures to reduce the transport-related carbon footprint of the Erasmus+ programme, Erasmus Goes Green. https://uni-foundation.eu/uploads/2022_EGG_IO3%20report_final.pdf

⁵ Manning, A. in Hogan, S. (2023). Internationalisation at Home: when study abroad isn't an option <https://thepienuews.com/analysis/internationalising-at-home/>

⁶ See for instance Winpenny, K., Finardi K.R., Jacobs, L. and Orsini-Jones, M. (2022). Knowing, Being, Relating and Expressing Through Third Space Global South-North COIL: Digital Inclusion and Equity in International Higher Education; in Journal of Studies in International Education – Volume 26, issue 2, pp. 279–296

3.

Quantitative versus qualitative approaches

Much of the narrative around IaH is qualitative and dominated by case studies (see Hudzik (2011) or Green and Whitsed (2015⁷). Such narrative accounts are rewarding to read and encouraging to hear. This paper also features case studies⁸ to explain and further exemplify what typically constitutes IaH activities, but with a different and clear purpose in mind – to suggest and stimulate a basis on which IaH could, and should, be routinely quantitatively assessed – measured and monitored – at institutional and national levels.

If we are to embrace IaH as a means to facilitate the development of global mindsets in those studying in the UK, whether domestic or overseas students, and ensure the associated benefits to institutions and their stakeholders are crystalised, there needs to be a baseline established and ongoing measurement and monitoring of progress against the objectives that we set. The 2019 International Higher Education Strategy⁹ is a good example of where a clear ambition was stated allowing the consequences of policy changes to be assessed in the context of that stated aim.

In this paper, we identify quantitative indicators and give examples of how higher education institutions (HEIs) can evaluate and track their IaH efforts (whilst recognising that these measures should always be used alongside contextual data).

To provide a basis for comparison over time, the analysis we present here necessarily focuses on activities that are measured or reported to the Higher Education Statistics Agency (HESA). However, we make the case for additional quantitative measures to allow wider description of the activities taking place and their impact on growing numbers of beneficiaries. To that effect, the last section of this paper makes recommendations for the development of metrics suggesting additional measures that HESA should consider. We also welcome UUKi's development of a new toolkit, through a working group led by the University of Kent, which will provide mechanisms and measures for individual institutions to contemplate in order to better foster IaH and crystalise its benefits.

4.

IaH in theory and practice

As indicated in the previously cited definition of IaH (Jones and Reiffenrath, 2019), IaH supports students and staff in the process of co-creating opportunities for intercultural awareness and global citizenship skills. IaH is a vehicle through which students can learn about different cultures, and gain more awareness of their own cultural make-up as a result. This can be achieved through engaging in coursework, projects and co-curricular activities that address global challenges and foster intercultural awareness, without physically travelling abroad (Universities UK International, 2021)¹⁰.

Critical thinking, knowledge development and exchange are key ambitions for international universities and their civic and global strategies (Barnett, 1997¹¹). The diverse multiplicity of ways in which IaH presents is an excellent platform to support critical thinking skills (Deker, 2020¹²). As noted by Pedersen (1995¹³), culture shock, as experienced during study abroad experiences, can encourage self-reflection and personal growth, resulting in heightened intercultural awareness. However, as the overwhelming majority of domestic students do not engage with study abroad, IaH can be seen as a meaningful, if less intensive and immersive alternative, unlocking access to international experiences and learning opportunities from within our on-campus communities, on a more incremental basis.

IaH should be seen as helping students and staff to unlock the rich lived-experiences and perspectives of their diverse communities so that they can be harnessed and contribute to the achievement of internationally transferable learning outcomes and stronger global solutions. In this manner, IaH can be viewed as a means of supporting international knowledge diplomacy (Knight, 2018¹⁴), which is arguably a more inclusive and less colonial approach to international education than the rhetoric around Soft Power.

Well-developed IaH contributes to the creation of a more inclusive learning environment for international and domestic students through cross-cultural engagement and allows both groups to learn from each other.

It is useful to look at constitutive elements of IaH within the formal, informal and/or hidden curriculum (Leask, 2015).

At many institutions, IaH activities include some of the following features of the formal, informal and hidden curriculum (Kelly, 2009¹⁵, Olivia, 1997¹⁶; Wilson, 1990¹⁷), as identified by the cross-sector IaH working group established by Universities UK International (UUKi, 2023¹⁸).

⁷ Green, W. and Whitsed, C. (Eds) (2015). *Critical Perspectives on Internationalising the Curriculum in Disciplines – Reflective Narrative Account from Business, Education and Health* – Rotterdam – Sense Publishers

⁸ Video case studies in this report have been drawn from the Innovations in Internationalisation at Home Conference series, University of Kent (2021, 2022). <https://www.youtube.com/@innovationsininternational1440/playlists>

⁹ DfE (2019). *International Education Strategy*. [https://www.gov.uk/government/publications/international-education-strategy-global-potential-global-growth#:~:text=The%20Department%20for%20Education%20\(DfE,billion%20per%20year%20by%202030](https://www.gov.uk/government/publications/international-education-strategy-global-potential-global-growth#:~:text=The%20Department%20for%20Education%20(DfE,billion%20per%20year%20by%202030)

¹⁰ Universities UK International (2021). *Internationalisation at Home—developing global citizens without travel. International activities delivered at home: showcasing impactful programmes, benefits and good practice* <https://www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi%20reports/Internationalisation-at-home%20report.pdf>

¹¹ Barnett, R. (1997). *Higher education: A critical business*. McGraw-Hill Education (UK). <https://books.google.co.uk/books?id=pWpEBgAAQBAJ&pg=PP1&ots=TjhsbvXPG&lr&pg=PP1#v=onepage&q&f=false>

¹² Dekker, T.J. (2020). Teaching critical thinking through engagement with multiplicity. *Thinking Skills and Creativity*, 37, p.100701. <https://doi.org/10.1016/j.tsc.2020.100701>

¹³ Petersen P. (1995). *The five stages of culture shock: critical incidents around the world*. Westport, Connecticut: Greenwood Press <https://www.nottingham.ac.uk/pesl/internationalisation/docs/Internationalisation-Culture-shock-learning-shock.pdf>

¹⁴ Knight, J. (2018). *Knowledge Diplomacy* <https://www.britishcouncil.org/sites/default/files/kno.pdf>

¹⁵ Kelly, A.V. (2009). *The curriculum: Theory and practice*. Sage. Vancouver <https://books.google.co.uk/books?id=qLGB7xcXfIC&pg=PP1&ots=MxT5vXtMlo&dq=the%20curriculum%20a%20v%20kelly%202009&lr&pg=PP1#v=onepage&q=the%20curriculum%20a%20v%20kelly%202009&f=false>

¹⁶ Oliva, P. (1997). *The curriculum: Theoretical dimensions*. New York: Longman.

¹⁷ Wilson, L. O. (1990). *Curriculum course packets ED 721 & 726*. unpublished.

¹⁸ Universities UK international (2023). *Internationalisation at Home Working Group* <https://www.universitiesuk.ac.uk/universities-uk-international/networks-and-opportunities/networks>

Formal curriculum examples

- active valuing and harnessing of staff and student diversity in the classroom
- internationalisation of learning outcomes to reflect global contexts, challenges and applications
- internationally diverse and decolonised reading lists
- differentiation in assessment types and outcomes, responding to culturally-diverse education practices (UNESCO, 2004¹⁹)
- focus on the development of globally-attuned employability skills
- opportunities for participating in COIL guest lectures or digital contributions from staff at international partner institutions

The acronym COIL was initially coined at the State University of New York (Suny,2023²⁰), defining the framework as follows:

Collaborative Online International Learning (COIL) is an approach that brings students and professors together across cultures to learn, discuss and collaborate as part of their class.

COIL or VECOIL, which prefixes Virtual Exchange to expand the original COIL description, is now a global mechanism for transnational virtual educational collaboration which has become a widely recognised mechanism and mode. It therefore deserves more scrutiny as a key mechanism for IaH in internationalising the formal and informal curriculum. COIL is a method whereby two or more academic staff from different institutions, countries and/or cultures decide to design a collaborative project together for their respective students to start acquiring intercultural competences (ICC) through synchronous and/or asynchronous online interactions.

Notwithstanding a recent initiative by the CoilConnect²¹ which has been instrumental in collecting self-reporting data on the number of COIL projects in given institutions, there is a critical need for a more comprehensive means of measuring participation and impact of COIL; this is addressed in our recommendations. Interestingly, even though the self-reporting approach pursued by COILConnect has certain limitations in accuracy, there is clear evidence that Europe lags behind other continents when it comes to participation in COIL projects.

Case Study Set 1: Formal curriculum examples



[Internationalised assessment at UCL](#)

This project explores inclusive approaches to assessment practice by engaging critically with traditional and broadly used assessment types and the cultural assumptions and constructions that may underpin them.



[Marketing Across Cultures at the University of Kent and Strathmore University, Kenya](#)

This area of practice focuses on a COIL Initiative devised and led by the University of Kent and Strathmore University. This project involved groups of students at both universities who investigated the role played by culture in marketing for businesses in Kenya.



[Transnational Education as a shared space in the Surrey International Institute, Dongbei, China](#)

This activity focuses on a co-constructive approach to the design and delivery of teaching and learning, informed by both the cultures of the UK and China.

Informal curriculum examples

- encouraging and supporting interaction between domestic and international students through activities, events and societies that foster cross-cultural exploration and dialogue
- developing international and intercultural perspectives through internationalised learning in the informal curriculum e.g. (both cultural artefacts and ways of thinking, doing and/or feeling)
- enabling students to engage with those from different cultures in the local community
- fostering engagement with international students, which may or may not include the learning of foreign languages
- wide-ranged activities, which may take place online, to include employability perspectives and the acquisition of intercultural management skills



Case Study Set 2: Informal curriculum examples



[Tandem Language Learning Project at Kings College London](#)

This example of IaH has been designed to promote co-curricular language learning and Intercultural competence among students.



[The Global Lounge at the University of Bristol](#)

The Global Lounge is a multi-cultural hub in the heart of campus. It operates as both a lounge a place to socialise, relax and enjoy collaborative working and as a dynamic events space.



[The Global Officers Leadership Development \(GOLD\) Programme at the University of Kent](#)

The GOLD Programme involves home and international students in the creation of Internationalisation at Home events and activities which promote global leadership and global citizenship.



[Internationalisation at Home Connector Project at the University of Sussex](#)

This Connector Programme is a new initiative which fosters partnership working between staff and students who together focus on projects concerned with improving the student experience.

Just like above for COIL projects, incentives ought to be created to ensure that quantitative data on participation in informal intercultural events is effectively collected.

¹⁹ UNESCO (2004). Changing Teacher Practices. Using Curriculum Differentiation to Respond to Students Diversity': <https://unesdoc.unesco.org/ark:/48223/pf0000136583>

²⁰ Suny (2022). What is COIL? <https://online.suny.edu/introtocoil/suny-coil-what-is/>

²¹ CoilConnect (2023). Virtual Exchange Directory. <https://coilconnect.org/>

Hidden curriculum examples

- ❑ institutional strategies, values and behaviours
- ❑ equality, diversity and inclusivity policy
- ❑ systems, facilities and procedures
- ❑ onboarding and induction activity
- ❑ communication and sharing of diverse student and staff activity

Case Study Set 3: Hidden curriculum examples



Leeds University Students' Union's International Student Advisory Board

The International Student Advisory Board promotes international student advocacy including the identification of suggestions for actions and change in international student support.



Exploring Intercultural Competencies at the University of Kent

This activity involves exploring intercultural competencies and strategies as influential factors for international taught students when experiencing a Higher Education degree in the UK. The aim is to identify how universities and students can build, inform and co-create systems which lead to better outcomes.



The UKCISA #WeAreInternational Student Charter

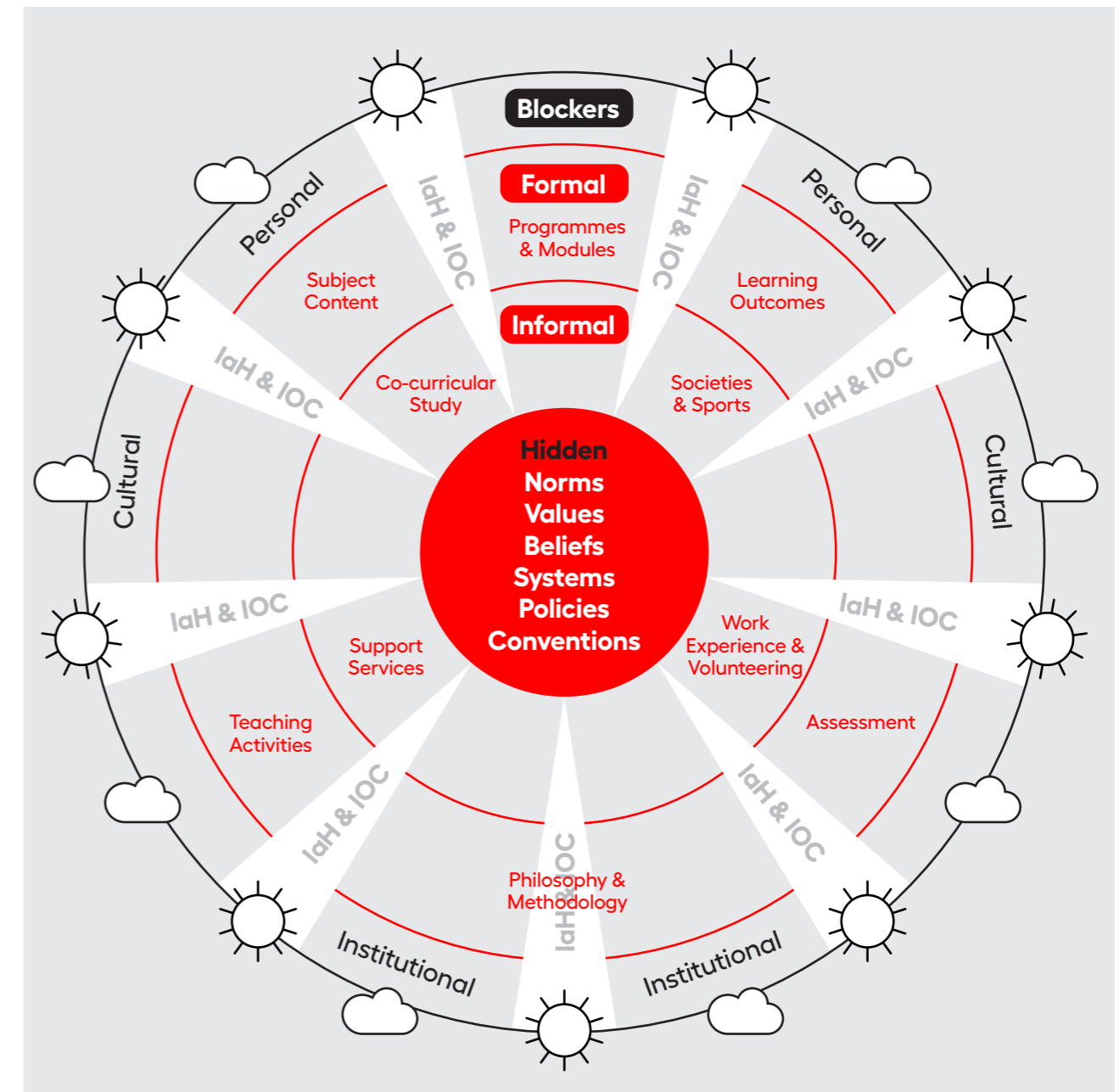
UKCISA's #WeAreInternational Charter promotes the consideration of international students' needs in policies and systems in UK higher education.



The different layers of Formal, Informal and Hidden IaH and Internationalization of the Curriculum (IoC) and what those layers can include is shown in the figure below. The form of a globe is used to illustrate the different layers of curriculum internationalisation and IaH. The diagram also presents avenues and opportunities for approaching curriculum internationalisation within each layer.

Potential blockers are represented by clouds lurking in the atmosphere around the globe. Rays of sunlight demonstrate how well-planned and designed IaH and curriculum internationalisation interventions can help develop and illuminate opportunities and objectives of Internationalisation in Higher Education (Manning and Marku, 2021²²).

Figure 3: The curriculum internationalisation Sphere of Influence



²² Manning, A. and Marku, E. (2021). Strategies for enhancing internationalisation at home and internationalisation of the curriculum: a showcase from the University of Kent. In Manning, A. and Colaiacomo S. (Eds) Innovations in Internationalisation at Home, (2021). <https://www.cambridgescholars.com/product/978-1-5275-6656-9>

In terms of the wider opportunities, greater use of emerging styles of learning, such as hybrid models, and significantly shorter durations of student mobility for outbound and incoming students amplify the importance of laH as a means to welcome and serve the needs of a diverse and rapidly changing student community.

Further, businesses are increasingly operating on a global scale. As a result, there is a growing demand for graduates with the skills and knowledge to work effectively in a multicultural environment so that laH strands and activities could be more systematically introduced into employability programmes. This provision should include the acquisition of intercultural communication and management skills (beyond the language and business departments where these tend to be largely confined). This is already evident in the number of universities that run some form of Global Leaders programme to explicitly equip students with the competencies required for the global world of work, regardless of their disciplinary areas.

Finally, it should be recognised that laH approaches ought to include those studying towards a UK degree in their home country. Relevant examples of innovations in laH across the sector can be explored and viewed online and in written form (Manning and Colaiacomo, 2021²³; University of Kent, 2022²⁴).

5. Measuring and monitoring laH

As noted above, the laH discourse tends to be predominantly qualitative, with case study methodology used to evidence best practice. This paper seeks to quantify laH, so that time series data can be used to track and measure its progress.

A significant limitation is that many relevant laH activities run by HEIs are not formally part of the curricula or data is not collected about them. There have been both institutionally-based and other efforts to systematically collect information on laH. The most well-known of these is the Global Engagement Index (GEI)²⁵ where laH is one of the measures recorded as part of an attempt to systematically capture the endeavours of UK HEIs and track their success over time across a wide range of global engagement indicators. The GEI is an open-access resource, attuned to the UK's diverse higher education sector and offering insights across 30 measures (using core data from HESA, OfS, SciVal) ranging from student engagement and laH to sustainable development and environmental impact.

Indeed, it may be argued that changes in the sector have meant that it is more difficult than ever to systematically measure laH. A study by Universities UK International (UUKi, 2022) found that 63% of institutions surveyed introduced or expanded virtual mobility in response to the Covid-19 pandemic²⁶. However, at present, there is no systematic data collection on virtual mobility. Further, the transition from the UK's participation in the EU's Erasmus to the home-grown Turing programme means that long-term mobility, which used to dominate study abroad, is now being substituted with mainly short-term mobility experiences. Short-term mobility is heavily under-reported (despite the fact that HESA has been seeking to collect short mobility data (from one week in duration) for a number of years), which means that our estimates are likely to understate the actual total number of UK students with study abroad experiences who arguably contribute to campus-based laH on their return.

The introduction to this paper highlighted the growing importance of laH for all students. We cannot then simply accept the status quo and say this is too difficult to measure – rather we have to measure what we can that is relevant and clearly articulate the benefits of new and better measurement systems that address the deficiencies of what is currently available.

This section discusses the research methodology and the details of the analytical approach. Section Four presents the analytical findings, which include the following:

- (i) analysis of students with study abroad experiences 2017/18–2021/22;
- (ii) trends in incoming and visiting exchange students (IVES) over the past four years;
- (iii) take-up of modern and foreign languages (MFL) study; and
- (iv) international themes in the curriculum.

The section below defines the metrics used in this study and discusses their methodology. The analysis in this paper is based on HESA data.

5.1 Students with study-abroad experiences

The metric on students with study abroad experiences uses the 2017–18 to 2021–22 HESA standard registration population. It captures UK-domiciled full-time first-degree students with study abroad experiences²⁷. It should be noted that we seek to measure this activity in this context not specifically because of interest in mobility per se but rather for the impact which students with international experiences of mobility bring on their return to campus for the wider community's global engagement. In this way, we see an alignment with the principles of laH.

This analysis is broadly based on the approach advanced by Gittoes in HEFCE (2009)²⁸, where the analysis tracks the full-time entry cohorts of 2017–18 through 2020–21 to establish how many UK-domiciled students in each cohort had study abroad experiences. Given the limitations of the data, we were unable to apply in full the exclusions used in HEFCE (2009), which means the percentage equivalent of the study-abroad population is likely to be lower.

²³ Manning, A. and Colaiacomo, S. (2021). Innovations in Internationalisation at Home, Cambridge Scholars <https://www.cambridgescholars.com/product/978-1-5275-6656-9>

²⁴ University of Kent (2022). Innovations In Internationalisation at Home Conference, Canterbury <https://youtube.com/playlist?list=PLaDfOU6wyn8VhJelxwrCAWj5Vo54Ch7M5&si=7c3ggm8VRlqcM9xo>

²⁵ Education Insight (2023). The Global Engagement Index <https://www.educationinsight.uk/gei/index.html>

²⁶ UUKi (2022). The management of outward student mobility programmes in the UK, 2022. <https://www.universitiesuk.ac.uk/universities-uk-international/insights-and-publications/uuki-publications/management-outward-student-mobility>

²⁷ HESA (2021). Student Mobility <https://www.hesa.ac.uk/collection/c20051/a/mobtype>

²⁸ HEFCE (2009). Attainment in higher education: Erasmus and placement students. https://dera.ioe.ac.uk/id/eprint/130/1/09_44.pdf

Other data limitations include: the studied population only includes full-time first-degree UK students (part-time, non-degree and postgraduate students are excluded). At the point of this analysis, we have been unable to secure the data that would allow us to account for the cohort drop-out rates. This could have a significant impact on the reported percentage of students from each cohort who had study abroad experiences.

Tracking cohort-level mobility, we find that most study abroad in this data set takes place in students' third year of study. Some study abroad takes place in Year 2 or Year 4 of study. However, due to poor data collection of short-term mobility, which is more likely to occur at various points during the student journey, and the fact that we will not know what systemic changes have occurred due to the pandemic and the other changes in the context of UK HE, we cannot say with certainty whether this is the current pattern.

However, this approach does shine a light on participation in study abroad at the cohort level over a relevant time period that should be factored into our decisions about laH and strategies for the sector going forward. It attempts to complement the approach of Universities UK International (2019)²⁹ which focuses on the graduating cohorts that have previously responded to the Destinations of Leavers from Higher Education survey. The two approaches capture different aspects of study abroad.

5.2 Students learning modern foreign languages

The proportion of students studying Modern Foreign Languages metric uses the 2017–18 to 2021–22 HESA standard registration population. This metric only considers UK-domiciled full-time students and calculates the proportion of students studying languages. Additionally, any student studying a “Combined degree” with languages or a language has been counted as an MFL student. Prior to 2019–20, subjects were coded using the Joint Academic Coding System (JACS)³⁰. However, since 2019–20, subjects have been coded using the Higher Education Classification of Subjects (HECoS)³¹. In order to compare the data over time, the subjects have been mapped using a transitional mapping specified by HESA³². We use a text-mining facility to calculate these proportions to interrogate the course titles submitted to HESA.

5.3 International themes in the curriculum

International themes within the Curricula: the metric uses the 2017–18 to 2021–22 HESA standard registration population. This metric only considers UK-domiciled full-time students. It uses text mining of the course titles submitted by HEIs to HESA. Our approach maps all students against courses identified as having an international theme. This metric is in a testing phase and treated as experimental³¹.

5.4 International visiting and exchange students

Typically, visiting and exchange students are not a component of HEIs' laH activities. However, they are included in this paper to draw a more complete picture of the environment in which laH takes place notably through extra- or co-curricular activities involving both UK and non-UK students.

Any reductions in IVES will have a negative impact on the overall student experience. In that context, a particular dimension of concern is the reduction in the number of European students on campus following the discontinuation of UK participation in Erasmus.

Students on credit mobility or other short-term mobility to the UK are not included in the international student statistics as part of the Standard Student Registration population but are recorded separately.

The proportion of “Incoming visiting and exchange students” is expressed as a proportion of all UK-domiciled full-time entrants between 2017–18 and 2021–22³².

6. Analytical findings

This section reviews the analytical findings across the studied metrics. The data focuses on UK full-time students from academic years 2017/18 to 2021/22.

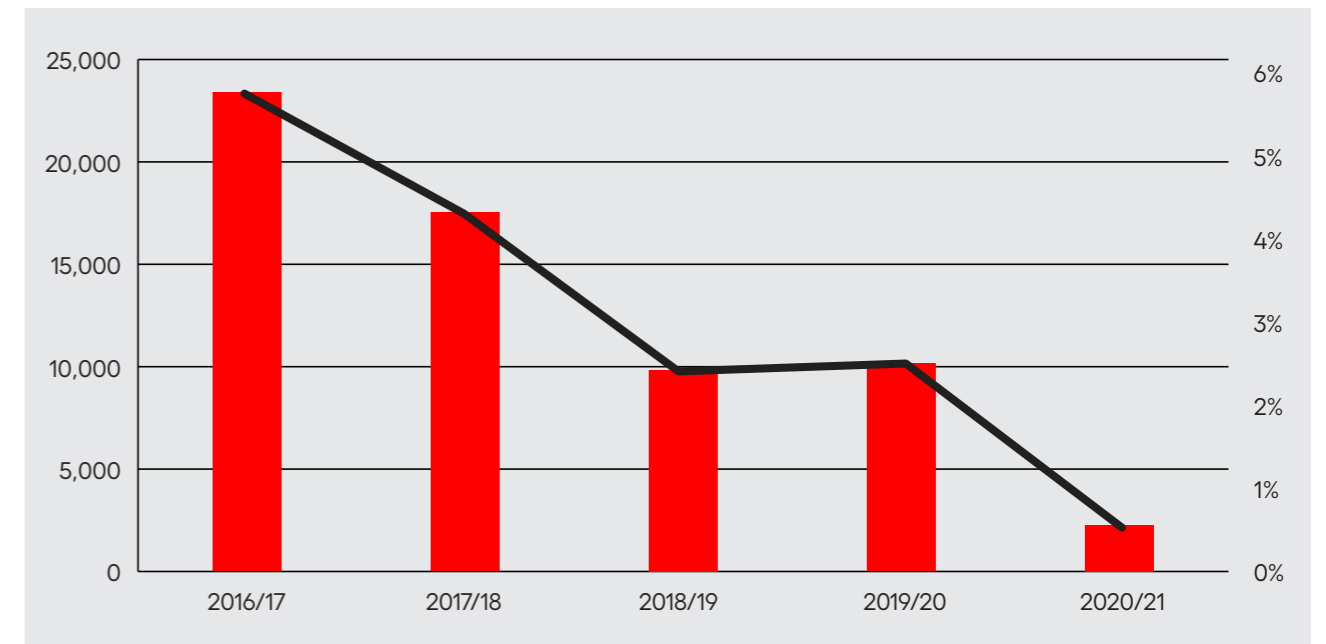
6.1 Students with study abroad experiences

The cohort that entered university in 2016–17 was the last cohort unaffected by the pandemic. From that cohort, 23,370 students had study abroad experiences. Of those students, 35 per cent studied abroad in their Year 2 of study, 63 per cent in Year 3 and 4 per cent in Year 4. This largely reflects the pattern of engagement with Erasmus, which was principally a Year 3 activity and comprised a semester or a whole year.

The pandemic then significantly impacted the entry cohorts of 2017–18, mainly students in Year 3 and Year 4, but also those with mobility scheduled in the spring or summer semesters of Year 2, 2018–19 and 2019–20. The study abroad data for the 2019–20 entry cohort, while still incomplete, shows a recovery.

This picture is complicated by the fact that we know that the number of students engaged in short-term mobility is increasing, but reporting to HESA is incomplete, and as a result it is underreported. The pattern for short-term mobility is different, tending to take place in Year 2. However, irrespective of pattern, it seems unlikely in the current climate that unreported short-term mobility has risen to levels such that we see benefits for individuals and institutions at pre-pandemic levels let alone those that would accrue if student mobility – either long or short term – were to approach the Go Global target of 13% set in response to the levels of mobility seen in comparator countries. The global awareness and international experience benefits derived through short-term mobility are therefore currently both under-reported and under-exploited.

Figure 4: Students with study abroad experience by entry cohort (full-time first degree entrants)



Source: Analysis of HESA student record 2017–18 – 2021–22, full-time first-degree UK domiciled students.

■ Number of students with study abroad experience
 — Proportion of first degree entry cohort with study abroad experience

²⁹Universities UK International (2019). GONE INTERNATIONAL: RISING ASPIRATIONS REPORT ON THE 2016–17 GRADUATING COHORT. <https://www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi%20reports/Gone-Intl-2019.pdf>

³⁰Details of JACS can be found here <https://www.hesa.ac.uk/support/documentation/jacs>

³¹Details of HECoS can be found here <https://www.hesa.ac.uk/support/documentation/hecos>

³²Details of the mapping can be found at <https://www.hesa.ac.uk/support/documentation/hecos/archive>

³³As part of the testing phase, we include abbreviations used by HEIs and typos over the past four years so their students are included in the analysis. The list of trigger terms is still being refined. We advise these findings to be treated as preliminary.

³⁴See <https://www.hesa.ac.uk/collection/c21051/a/exchange>

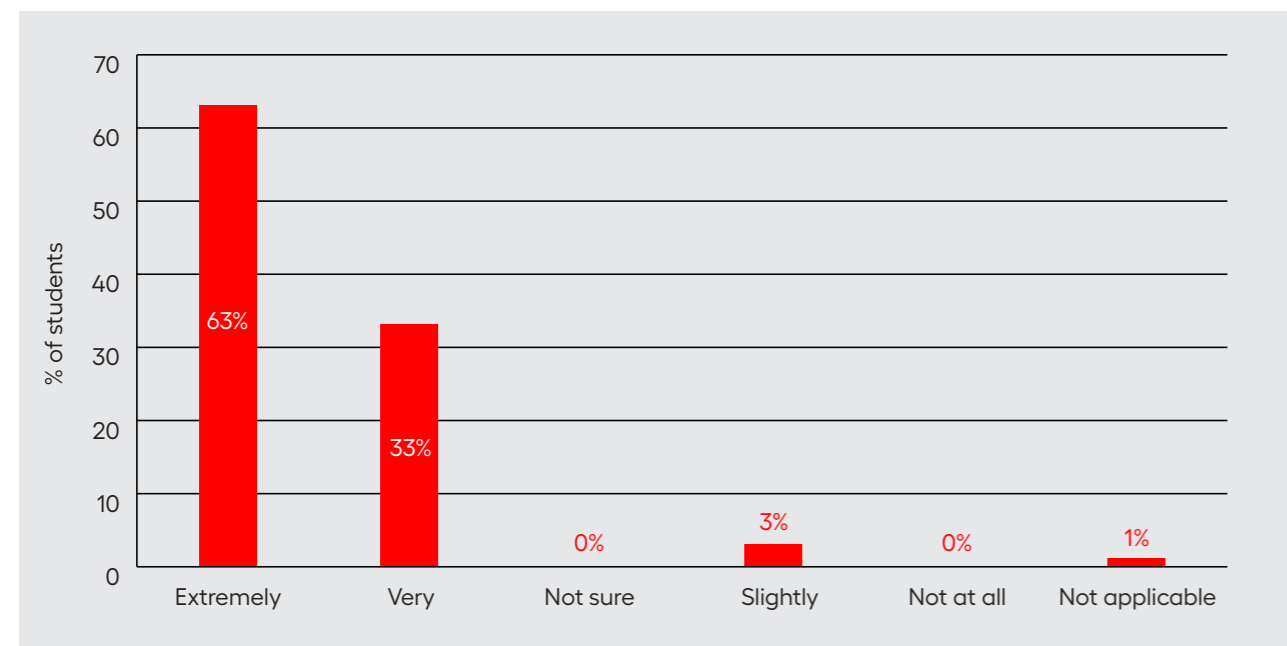
We also note that the decline in long-term mobility is unlikely to ever recover to pre-pandemic levels – we need then a twin strategy of:

1. focussing on IaH to create global mindsets through mechanisms beyond the transferable benefits derived from students with previous mobility experiences
2. recognising the contribution of short-term mobility especially as its value in terms of intercultural learning has been proven (Jones, 2012: 37–48)³⁵. The framework for Turing has encouraged this focus on short-term mobility and given that recent studies have suggested that many of the benefits of a period of study overseas can be captured during mobilities of less than a year or semester. This is to be welcomed along with the reality that in the context of challenged university finances short-term mobility is more likely to be embraced as it is simply cheaper as well as easier to manage.

The benefits of short-term mobility can be systematically captured as part of a progressive global engagement strategy and demonstrated to show a significant Return on Investment for HEI's that foster it. The figures below, whilst from a single institution, show clearly how behaviours and competencies are shaped.

During the pandemic, in response to the limitation of physical overseas study experiences, many universities quickly switched in focus to virtual mobility models. Many of these models have been sustained either as an alternative to physical mobility or as a precursor, as part of demonstrating the value added of global engagement that fosters enthusiasm for deeper engagement and/or preparing students so that they are able to get the most out of their physical experience at a later date (see Adrey (2012)³⁶). Recently, the 2021 UUKi study found that 63 per cent of their survey respondents engaged in virtual mobility. However, the number of students with virtual mobilities is not routinely recorded by HESA, so there is no time series that allows us to estimate how it has or is changing over time in the UK.

Figure 5: After your experience, do you feel more able/prepared to work with people with views and backgrounds that are different to you own?

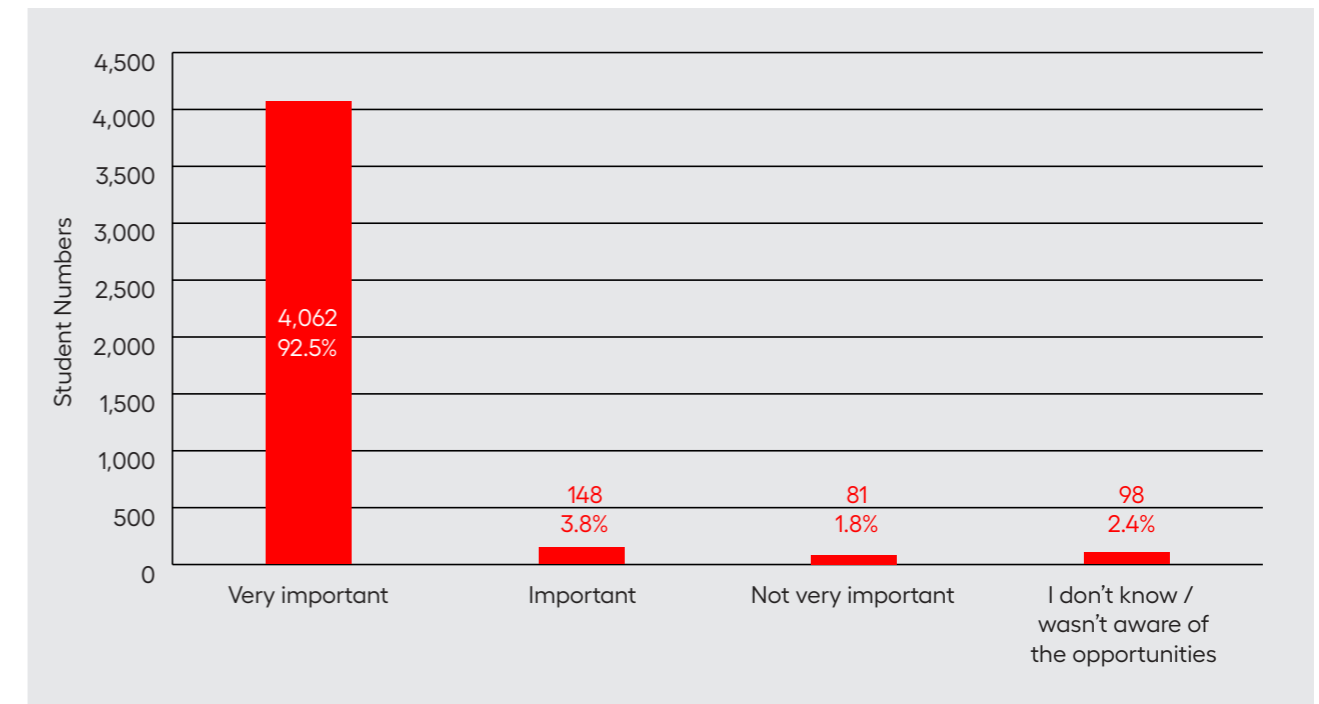


³⁵ Jones, E. (2012). Challenging Received Wisdom – Personal Transformation Through Short-Term International Programmes. In Beelen, J. and De Wit H. (Eds) (2012). Internationalisation Revisited: New Dimensions in the Internationalisation of Higher Education. Centre for Applied Research on Economics and Management (CAREM). pp. 37–48

³⁶ Adrey, J.B. (2012). Model for Progression in International Experience at Coventry University; Unpublished; (See Annex A) .

³⁷ The Conversation, (2022). Modern language GCSEs continue to fall in popularity – but new research shows language knowledge will last you a lifetime <https://theconversation.com/modern-language-gcse-continue-to-fall-in-popularity-but-new-research-shows-language-knowledge-will-last-you-a-lifetime-187820>

Figure 6: How important are these opportunities to you in your personal development, including enhancing your employability skills and prospects?



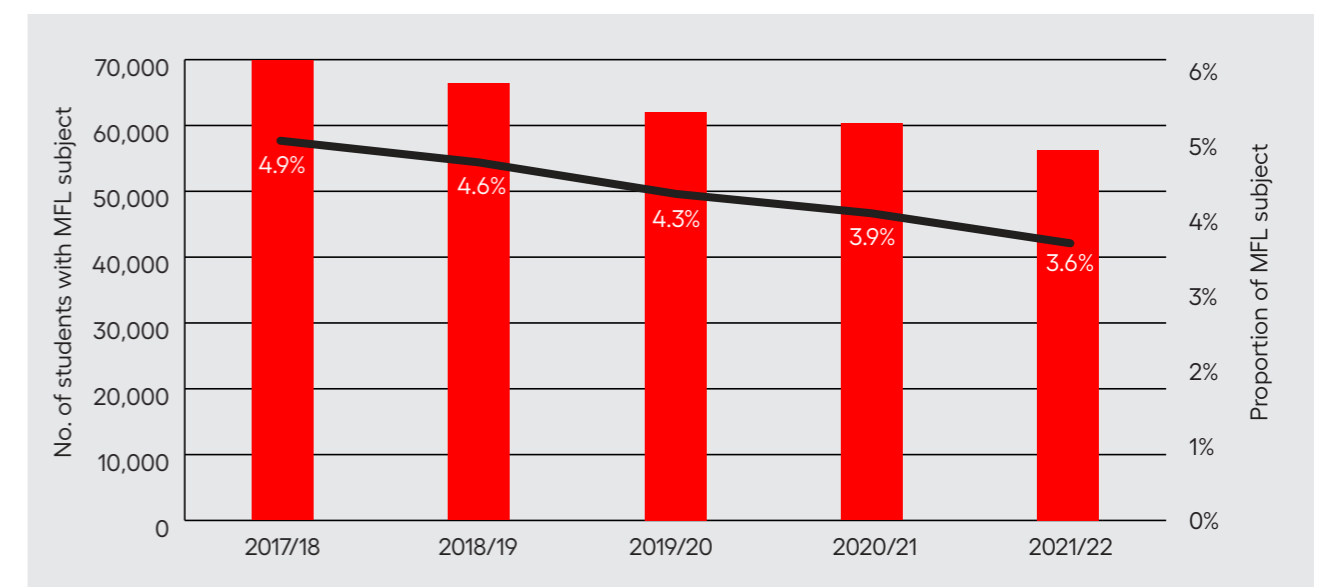
6.2 Students studying modern foreign languages

There is a steady decline in the number of home students studying foreign languages in higher education. This is in line with the school-level decline

in MFL learning, with the number of pupils taking foreign language GCSEs falling by more than 40 per cent, and A-levels down by around 25 per cent, over the past 20 years (The Conversation, 2022³⁷).

At the higher education level, the number of students studying MFL declined from 68,910 in 2017–18 to 57,395 in 2021–22 (17 per cent).

Figure 7: UK-domiciled students with MFL subject(s)



Source: Analysis of HESA student record 2017–18 – 2021–22

- UK-domiciled full-time students with MFL subject(s)
- Proportion of UK-domiciled students with MFL subject(s)

The recent Education Policy Institute (EPI, 2022³⁸) report notes the ongoing decline in the number of students studying MFL in UK secondary schools that is the precursor to the pattern above at tertiary level. However, there have been a number of successful examples of the development and introduction of institution wide language programmes (IWLPs) in a variety of UK universities, data related to which has been collected for some time by the AULC (2021)³⁹. For instance, at Coventry University, between 2009 and 2017, the Linguae Mundi programme grew to attract thousands of learners every year across over 20 foreign languages, illustrating the demand for language learning as a cultural experience for students from all disciplinary horizons⁴⁰.

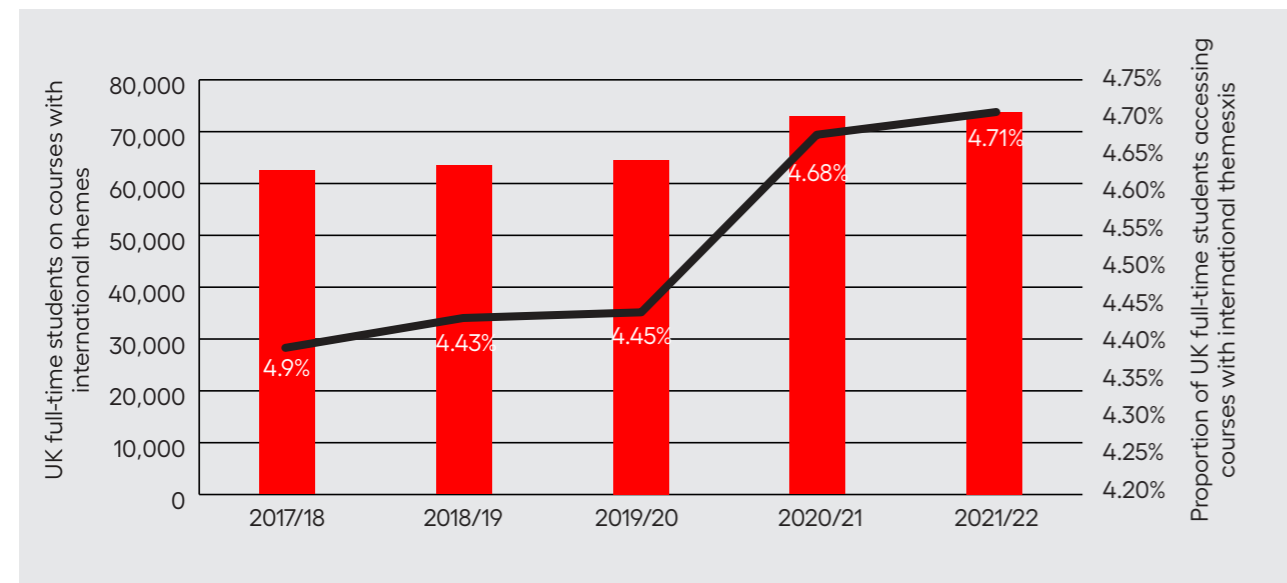
These innovative approaches provide the opportunity at no or little cost for students to access credit and non-credit bearing language capability as part of their course or as a co-curricular activity – for example, IWLP programmes sit attractively between the formal and informal dimensions of IaH, both fostering interest in global engagement and facilitating and enabling it. The low level of outbound mobility from the UK has often been ascribed, in part, to the lack of language competency and therefore the systematic promotion of IWLPs across the sector is a major opportunity to promote all dimensions of IaH and wider global engagement.

6.3 International themes in the curriculum

The metric on international themes in the curriculum is in an experimental phase. There is, however, a strong indication that HEIs are increasing the number of courses that have international themes. Our data analysis shows a continuous increase in UK students accessing courses with globally focused dimensions.

Beyond identifying international content as part of programme or module titles, the above mentioned COIL framework constitutes a sophisticated effort to internationalise curricula at modular level, within all disciplines and sometimes across disciplinary boundaries, at affordable costs for institutions.

Figure 8: International themes within the curricula



Source: Analysis of HESA Student Record Data 2017–18 – 2021–22.

- UK full-time students accessing courses with international themes
- Proportion of UK full-time students accessing courses with international themes

³⁸ EPI (2022). Language learning in England: why curriculum reform will not reverse the decline or narrow the gaps <https://epi.org.uk/publications-and-research/15043/#:~:text=Languages%20have%20not%20been%20compulsory,humanities%20subject%20and%20a%20MFL.>

³⁹ AULC (2021). Survey of Language Provision in UK Universities in 2021 <https://aulc.org/wp-content/uploads/2021/07/UCML-AULC-Survey-of-Language-Provision-in-UK-Universities-in-2021.pdf>

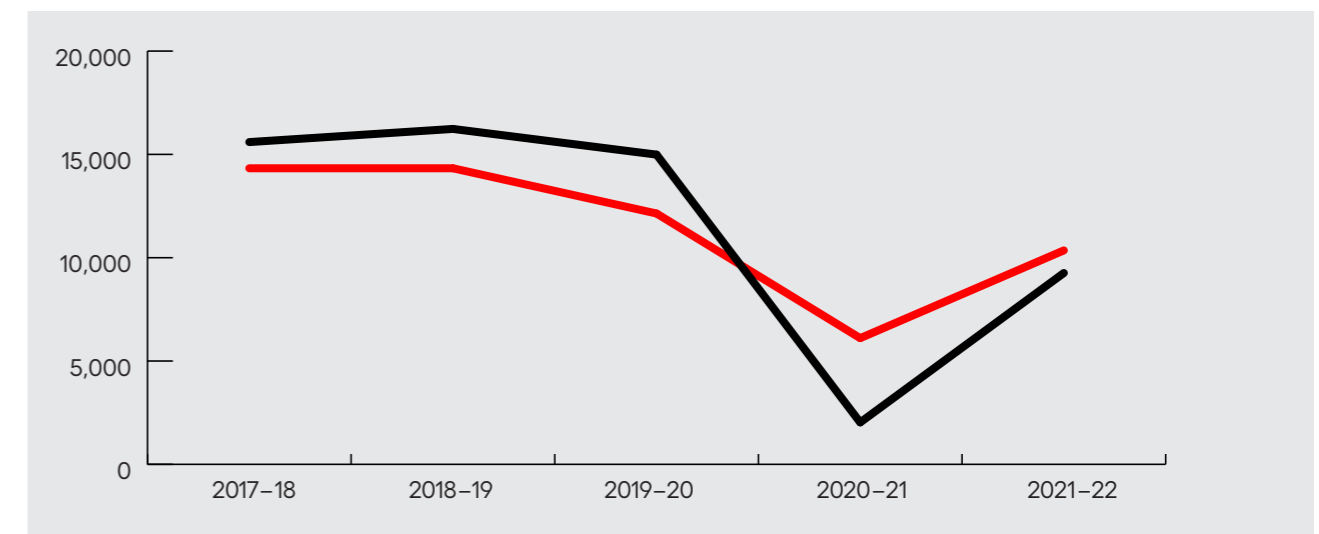
⁴⁰ See also the Model for Progression in International Experience below in Annex A

6.4 Incoming and visiting exchange students (IVES)

The number of IVES students dipped significantly during the pandemic. This group includes student exchanges and incoming fee-paying student visitors. Non-EU IVES students were impacted more than those from the EU. The countries with the most significant declines in 2021/22 compared to their peak levels in 2018/19 are the USA (40 per cent fall from 7,210 in 2018–19 to 4,315 in 2021–22); China (from 1,990 in 2018–19 to 595 in 2021–22) and Canada (from 885 in 2018–19 to 300 in 2021–22) (–70 per cent each), and Australia (90 per cent fall from 1,110 in 2018–19 to 110 in 2021–22).

We underlined above the significance of that phenomenon in terms of reduction of cultural and linguistic diversity on campus and therefore of opportunities for cross-cultural exchanges both in the formal and informal curricula.

Figure 9: Full-time incoming visiting and exchanges students



Source: Analysis of HESA Data. Full-time incoming and visiting exchange students (first-year students) 2017–18 – 2021–22.

- IVES from the EU countries
- IVES from non-EU countries

7.

Summary

International themes in the curricula have become more commonplace over the past four years. Unlike the other measures of laH, the curriculum was not impacted by restrictions on physical student mobility during the pandemic. Our findings show that HEIs strengthened their courses with international content when travel was restricted. This was evidenced by increases in hybrid learning models that have worked well in connecting classrooms across international borders. Anecdotal evidence shows successful outcomes for programmes that have developed COIL components, and as a result, institutions have strengthened their international virtual learning, internships and employer engagement opportunities. This also provides a good opportunity for collaboration between students on campus and those on TNE courses.

In contrast, the long-term decline in the number of UK students studying modern foreign languages shows no sign of abating with the numbers in decline for almost two decades, as EPI (2022) reported in its recent note on this topic. As a result, there would seem to be significant merit in more active promotion of IWLPs which have become a significant feature of the sector and in some instances have scaled substantially, but are far from ubiquitous.

In respect to IVES, the impact of Brexit on the number of EU students in the UK, means we have seen significant reductions in the international diversity of students at the undergraduate level. The overall classroom experience has been significantly affected by the UK's exit from the Erasmus+ programme, which has impacted both degree and credit mobility of EU students to the UK.

The decline in the numbers of students with overseas study experiences is extremely worrying – notwithstanding that the under-reporting of short term mobility means that the number of students having some form of overseas experience will not be quite as low as suggested, the shift from long to short term mobility has significantly reduced the average time that students have spent overseas and that will have substantial impact on the benefits they accrue personally and the intellectual and social capital that they can share with others on their return to the home campus through laH.

It is clear then that we need to improve our understanding and reporting of the benefits of laH. This approach will help the sector and our institutions to find new ways of harnessing a broader range of tools to internationalise in ways which can be engaged with by a larger group of students and be more systematically implemented. This approach will provide more predictable outputs in line with the country's future International Higher Education Strategy.

The principles and practice of such an approach were well outlined by Hudzik (2011)⁴¹

Comprehensive Internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it is embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.

This clearly reiterates the essential contribution of laH within the wider spectrum of internationalisation in HE. The concept of comprehensive internationalisation acknowledges the need for internationalisation strategies to proactively rally and benefit all HE actors and HE ecosystems, Hudzik advocates an approach that structurally and functionally involves all participants in Higher Education Institutions' both within and outside HEIs.

Key to this will be institutions adopting a more structured approach to laH engagement and examples of such for UG and PG programmes are shown in Annex A.

To support this strategic approach, institutions need:

- ❑ A critical mass of practitioners
- ❑ Expertise in laH and COIL developments
- ❑ A wide network of academic and corporate partners
- ❑ Better data management systems
- ❑ A clear understanding of how laH creates value added
- ❑ A plan to undertake laH cohesively and coherently

We also look forward to the publication of a new toolkit and supporting materials which we understand will soon be published and shared across the sector by UUKi's Working Group on laH (Manning and Marku 2023⁴²)

⁴¹ Hudzik, J. (2011). Comprehensive Internationalization: Institutional pathways to success <https://www.routledge.com/Comprehensive-Internationalization-Institutional-pathways-to-success/Hudzik/p/book/9781138778542#:text=This%20book%20is%20a%20timely,made%20operational%20in%20individual%20institutions>

⁴² Manning, A. and Marku, E. (Eds) (2023). Internationalisation at Home Toolkit, UUKi

8.

Conclusions and recommendations

This paper has identified the contribution that laH makes towards improving the international experience of all students on university campuses, particularly through internationalising the curriculum. It illustrates that laH offers an accessible and inclusive form of internationalisation, which can support and improve international relations and intercultural competencies by valuing and incorporating the different perspectives and lived experiences of both international and domestic students.

While acknowledging the limitations of available data in terms of accurately representing the full breadth of laH, the metrics that we do have reveal a notable increase in course programmes which include international features or focus. However, the text mining approach we have adopted is experimental and stands in contrast to the more straightforward, although also limited findings, of the growth in COIL where Europe and the UK are clearly not exploiting the potential of these globally recognised mechanisms to their full advantage. The decline in international diversity on UK campuses, partly through the loss of incoming Erasmus+ exchange students, but also because of the continuing decline in the study of foreign languages by UK students is a further worrying sign of a potential hollowing out of “international” capacity and capability on UK campuses.

Our recommendations for policy and institutional consideration below are aimed at enhancing the discernible impact of laH at both sector and local levels, to help overcome some of these challenges.

The university sector is accustomed to referring to, and being measured by international rankings and statistics including evaluating institutional success through measuring long-term study abroad levels and inbound student mobility numbers. This means that internationalisation and global engagement as core cross-sector missions are not well reflected as the current measures fail to adequately capture the investment in and impact of laH. This is despite the fact that this form of internationalisation is more accessible and can reach a much larger proportion of students.

With this in mind, we recommend that further research is conducted to gain a better understanding of the impact of the many different facets of laH and the benefits it brings to build on the growing body of evidence, such as the UUKi’s laH-related publication (2021⁴³) and the ongoing work of the UUKi Working Group (UUKi, 2023) on laH, which is building an open-source handbook and framework to promote an evaluative and systematic approach to laH. These resources will assist in the co-creation process and help staff and students to see the benefit. This is important as such rich international learning experiences and skills gained can sometimes appear as discrete, disconnected dots (Barrett, 2015⁴⁴).

Although the metrics identified in this investigation are restricted in scope in terms of their representation of the more qualitative dimensions of laH, they still reveal interesting and important findings. Positive developments have been identified in the prevalence of international curricula, and troubling trends have been noted in the reduction of campus diversity and language learning, which are rich and powerful resources that can contribute to laH.

Whilst this is already a positive step towards understanding and measuring the value of laH, this paper recommends additional focus on mechanisms to measure student and institutional engagement with a broader range of laH activities. This could include COIL and the qualitative impact of a broader range of laH, which has been summarised earlier in this document. This process could extend the representation of laH in metrics like the GEI and encourage institutions to find ways to measure return on investment and justify future investment in this important area of internationalisation.

Whilst some other useful tools do exist in the sector which can contribute to the measurement of internationalised student experience, including the International Student Barometer⁴⁵ (I-Graduate, 2023) and CeQuInt⁴⁶ (NVAO, 2023), these are not all uniformly accessible to all institutions due to timing and resource implications and would also benefit from enhanced focus on the impact and value of laH. As a result, it is recommended that to support good practice, data collection, policy development and further research, as a nation we should:

1. Establish a clear definition of laH that is fit for the strategic purpose of the UK sector so that it can support a national strategic approach.
2. Recognise that given the recent decline in long-term mobility and the long-term low levels of engagement with it there needs to be a focus on laH to create global mindsets through other mechanisms.
3. Find new ways of promoting laH to students and staff across the sector so that systematic approaches can be devised and engagement with laH will be more highly valued.
4. Incentivise academic staff, through institutional policies and frameworks offering career progression rewards for engagement in laH, as well as encouraging laH-focused research and facilitating participation in international fora where laH best practice is presented.
5. Take heed of the impact on UK HE diversity of the reduction in European visiting students and the decline of language study, whilst considering potential mechanisms to mitigate this negative impact in the formal and informal curriculum, as well as through accessible and shorter-term IVES opportunities.
6. Identify new and enhanced means of assessing and representing the benefit and impact of laH through qualitative and quantitative data.
7. Support and promote data-led sector-wide investment in measures to collect data on laH activities, particularly COIL and IWLP, by generating new data sources and harnessing existing data from organisations like the AULC (2021), in the case of IWLP, which can effectively measure and publish results to identify leading institutions.
8. Create rankings showing the most internationalised universities that include laH activities (including COIL) and publish rankings systematically to incentivise data reporting and help guide students who are eager to acquire intercultural competencies in their choices of universities.
9. Bring incentives to universities to report what they do in laH and the number of participants/beneficiaries to inform rankings; such incentives could help with funding capacity and capability-building projects in the way the Erasmus programme does it for EU member states.
10. Ensure there are development opportunities through which institutions can invest in building capacity and capability to deliver their laH ambitions and the strength of the UK sector’s activity as a whole.

⁴³ UUKi (2021). Internationalisation at home – developing global citizens without travel <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2022-07/Internationalisation-at-home-report.pdf>

⁴⁴ Barrett, E. (2015). Connecting the Dots: Helping Students link Academics and Careers <https://www.washington.edu/trends/connecting-the-dots-helping-students-link-academics-and-careers/>

⁴⁵ I-Graduate (2023). International Student Barometer <https://www.i-graduate.org/international-student-barometer>

⁴⁶ NVAO (2023). CeQuInt <https://www.nvao.net/en/cequint>

Annex A

Table 1: Model for progression of UG international experience

	Year 1	Year 2	Year 3	Year 4
Key forms of international experience	Online international learning (OIL)	Short-term mobility	Long-term mobility – Year aboard	Embedding comparative perspectives
Intended learning outcomes: Intercultural competence (ICC) development	<ol style="list-style-type: none"> 1. Basic ICC: Introduction to cultural diversity 2. Developing awareness of own and dissimilar cultures 3. Understanding of differences in thinking and practices 	<ol style="list-style-type: none"> 1. Reinforced ICC through further conceptualization and reflection + attitudinal models 2. Confidence-building and preparation for years abroad 	Full(er) intercultural experience captured through: <ol style="list-style-type: none"> a) the year aboard module b) linguistically through accreditation 	<ol style="list-style-type: none"> 1. Post experience, reflective cultural learning and dealing with the reverse cultural shock 2. Culture-specific in-depth specialisation
Internationalisation of the curriculum	Online dialogic interactions (embedded into modules) with students at international universities	<ol style="list-style-type: none"> 1. One-week fieldtrip (Europe) 2. 10-day fieldtrip (outside Europe) 3. Winter schools 	<ol style="list-style-type: none"> 1. One-year study abroad 2. One-year work abroad 3. One-year volunteering abroad 4. One-year teaching abroad 	<ol style="list-style-type: none"> 1. Embedding comparative perspective / case studies by non-UK students 2. Fieldtrip 3. International work placements (dissertation credits) 4. International mentoring
Internationalisation of the student experience on campus	<ol style="list-style-type: none"> 1. A1-level language learning 2. Participation in multicultural events 3. Mentoring (intercultural ambassadors scheme) 	<ol style="list-style-type: none"> 1. A2-level language 2. Participation in multicultural events 3. Mentoring (intercultural ambassadors scheme) 	Preparation for B1-level language learning whilst abroad	<ol style="list-style-type: none"> 1. B1-/B2 level language learning 2. Participation in multicultural events 3. Mentoring (intercultural ambassadors scheme)

ICC – The ability to communicate and work effectively and appropriately in multicultural teams and contexts (inspired by Deardorff, 2006)



Table 2: Model for progression of PG international experience (Adrey, 2012; unpublished)

	Post-graduate taught	PG research
Key forms of international experience	Suite of international experiences	Suite of international experiences for MRes and/or PhD year 1–3
Intended learning outcomes: Intercultural competence (ICC) development	<ol style="list-style-type: none"> 1. All stages of ICC – From introduction to 2. Specialisations (based on prior experiences) 3. Global communication skills 4. Intercultural and cross-cultural working 	<ol style="list-style-type: none"> 1. All stages of ICC – From introduction to 2. Specialisations (based on prior experiences) 3. Global communication skills 4. Intercultural and cross-cultural working
Internationalisation of the curriculum	<ol style="list-style-type: none"> 1. All stages of ICC – From introduction to 2. Specialisations (based on prior experiences) 3. Global communication skills 4. Intercultural and cross-cultural working 	<ol style="list-style-type: none"> 1. International research webinar 2. Research buddy scheme 3. Presenting research at international conferences 4. Research internships 5. Semester of 'year aboard' (e.g. co-tutelle arrangements) 6. Split-site PhDs
Internationalisation of the student experience on campus	<ol style="list-style-type: none"> 1. Institution wide language programme 2. Participation in multicultural events 	<ol style="list-style-type: none"> 1. Institution wide language programme 2. Participation in multicultural events

ICC – The ability to communicate and work effectively and appropriately in multicultural teams and contexts (inspired by Deardorff, 2006)



Authors biographies

Dr Anthony Manning

Dr Anthony Manning is Director and Dean for Global and Lifelong Learning at the University of Kent. Through his role, Anthony is responsible for Global and Lifelong Learning activity which includes internationalisation of the curriculum, pathways to higher education, online learning and apprenticeships. Anthony is also a Principal Fellow of AdvanceHE and a National Teaching Fellow. He has a doctorate in Applied Linguistics and has lived and worked in five countries, including France, Germany, China and Japan. In addition to working at the University of Kent, Anthony is the current Chair of the British Accreditation Council's (BAC's) Accreditation Committee and is a member of the British Council's English Language Advisory Group. Anthony's publications focus on international higher education, academic literacy and language assessment.

Dr Jean-Bernard Adrey

Dr Jean-Bernard Adrey taught languages in France, the USA, England and Italy before moving into international higher education management and leadership in the UK and the US. During his tenure as Director of the Centre for Global Engagement at Coventry University he received several awards including Coventry City Council's 2013 Award for Community Cohesion (Culturae Mundi project) and the EAIE's 2014 Institutional Award for Innovation in Internationalisation (for the Model for Progression in International Experience). As founding Director of HE consultancy firm TJ Global Services, he provides internationalisation expertise to multiple UK, US, continental European and Middle Eastern universities, whilst leading on COIL projects for OIEG.

Janet Ilieva

Janet Ilieva is the founder and director of Education Insight, a research consultancy specialising in international higher education.

Janet's research focuses on international student mobility, university partnerships, transnational education, and national policies for global engagement. Janet regularly researches higher education engagement for government departments, universities, and international organisations in Europe and Asia.

Education Insight's [Global Engagement Index](#) (GEI) evaluates UK higher education institutions' internationalism and involvement with sustainable development. Education Insight is a co-founder of the [TNE Impact](#) repository.

David Pilsbury

David Pilsbury is Chief Development Office for Oxford International, a global educational services provider. He sits on the advisory boards of JISC, China-Britain Business Council, Times Higher Education, StudyPortals, EURIE, ECCTIS, Emirates Aviation University and Macao Millenium College. He is a member of the UK's International Higher Education Commission. He was previously Deputy Vice Chancellor of Coventry University and led its transformation to become an internationally focussed university: as the UK's 3rd largest recruiter of overseas students; the largest provider of programmes overseas; and host of the world's largest global enhancement programme. His contribution to global higher education has been recognised by The Queen's Award, EAIE's premiere award and an Honorary Fellowship from Hong Kong's VTC. Pilsbury was founding CEO of WUN, HEFCE Head of Research Policy and spent several years in the City after a D.Phil at Oxford.

Rebecca Finlayson

Statistical analysis

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