



**Universities UK
International**

**INTERNATIONALISATION AT
HOME – DEVELOPING GLOBAL
CITIZENS WITHOUT TRAVEL**

**INTERNATIONAL ACTIVITIES
DELIVERED AT HOME:
SHOWCASING IMPACTFUL
PROGRAMMES, BENEFITS AND
GOOD PRACTICE**

Date

June 2021

Audience

Pro vice-chancellors international and education, directors of international, outward student mobility practitioners, study abroad staff, careers and employability staff.

Contact

Celia Partridge, Assistant Director, Partnerships and Mobility, Universities UK International:
celia.partridge@international.ac.uk.

About Universities UK International

Universities UK International (UUKi) represents UK higher education institutions (HEIs) globally and helps them flourish internationally. To do this we actively promote UK HEIs abroad, provide trusted information for and about them, and create new opportunities through our unique ability to act at sector level. We draw on UK university expertise to influence policy in the UK and overseas, delivering information, advice and guidance to facilitate mutually beneficial collaboration between UK HEIs and a broad range of international partners.

CONTENTS

Foreword	4
Introduction.....	5
Key observations and suggestions for future practice and developments.....	7
Case studies.....	11
Supporting international students:	
• University of Bradford.....	11
Virtual online course:	
• Imperial College.....	14
• Leeds University Business School.....	16
• UAL: London College of Communication, University of the Arts London.....	19
• Middlesex University	22
• Nottingham Trent University.....	24
• University of Kentucky.....	27
• University of Technology Sydney.....	30
Internationalising the campus:	
• Florida State University.....	33
• Georgia College & State University.....	36
• Sheffield Hallam University	39
• University of Bristol.....	42
• University of Kent	46
Campus and civic engagement	
• Juniata College.....	50
• University of Leeds.....	53
Conclusion.....	57
Acknowledgements.....	60

FOREWORD



Professor Elspeth Jones, Emerita Professor of the Internationalisation of Higher Education, Leeds Beckett University

We know that those who study, work or volunteer abroad during their studies get better degree results and are more likely to be in a graduate level job six months after graduation than their peers who have not travelled. Having these international experiences can help to build confidence, resilience, intercultural awareness and international networks, as well as to improve graduate outcomes and employability. It also helps students to develop an understanding of the wider world and our place within it; enhanced engagement with society both locally and internationally is another outcome of international experiences.

However, a relatively small number of students are able to, or choose to, take part in international mobility as part of their study programme. It is crucial therefore that we recognise opportunities for developing these skills, competencies and understandings through ‘domestic internationalisation’ in order to reach all of our students.

Internationalisation at Home is increasingly acknowledged as a way of offering international and intercultural experiences to non-mobile students. This may be through on-campus activities, connection with local communities and organisations, through the virtual classroom, or a combination of all these.

The combined challenges of Covid-19 and the climate crisis have provided further impetus for those already interested in how best to ensure students have possibilities for engaging with people from a range of countries and cultural backgrounds, to consider their subject from alternative perspectives, and to think globally as well as locally.

This report from UUKi brings together 15 case studies from higher education institutions in the UK, USA and Australia, showing a variety of Internationalisation at Home models and includes suggestions on good practice in developing these kinds of programmes. It is encouraging to see universities being creative and proactive in bringing international experiences to an increasing number of students, providing opportunities for all, including those who might not otherwise have the inclination or the resources to travel.

As many of these case studies will show, taking easy steps in a safe space, whether online or on campus, can also inspire students to consider physical travel, to engage more with international students on campus and to see their course in a new light. All students can thus benefit from these developments and, in turn, so do institutions themselves. I look forward to seeing how these programmes develop and hope they will provide in spiration for many similar initiatives.

INTRODUCTION

Over the course of the Go International: Stand Out campaign¹, universities across the UK, and more widely, have developed and delivered diverse programmes of activities to support more students than ever before to access international opportunities. These have included mobility and traditional student exchange, but also programmes aimed at increasing international learning on campus, providing global experiences in a UK setting.

The need for work in this area, traditionally referred to as ‘Internationalisation at Home’ is becoming increasingly clear as activities grow and more institutions, in the UK and globally, include such opportunities as part of their ambitions for students to gain cultural agility. By focusing on the activities that are included under the Internationalisation at Home umbrella we can better understand how they can benefit students and identify what needs to be done to ensure that the existing repertoire will be continued and further developed.

Defining Internationalisation at Home has been somewhat of a challenge over the years and there is confusion around the vocabulary and organisations using different terminology for the same activities, and conversely using the same terminology for different activities. For the purpose of this report, we will use the definition as per Beelen and Jones, and characterise it as ‘*the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments*’, with activities that aim ‘*to develop international and intercultural knowledge, skills and attitudes for all students*’.²

The conversation around Internationalisation at Home has increased over the last few years, with a series of themes emerging. While many programmes are open to all students, and sometimes also staff, several target drivers appear to be prevalent.

International experiences for all students

Many institutions now offer their students international experiences, knowledge and skills through Internationalisation at Home initiatives, recognising the importance of these attributes. In the context of internationalisation, much emphasis has been put on the physical mobility of students. Uptake of outward mobility is still very limited, though, with ‘only 7.8 per cent of UK undergraduate students ... choosing to study abroad’.³ For UK higher education institutions to ensure that more students gain international competences and become globally agile graduates they, therefore, provide easily accessible alternatives to physical mobility through internationalisation activities held on campus.

International students

A specific group of students to consider in the context of Internationalisation at Home are international students who currently make up 19.6% of the overall student population in the UK.⁴ Integration of international students on UK campuses is vital to providing a welcoming and supportive environment for these students and the recent Department for Education’s

Note

¹ *Go International: Stand Out* was the UUKi’s national campaign to double the percentage of UK-domiciled students who study, work or volunteer abroad during their degrees. It ran from 2017 to 2020.

² [Beelen, Jos. and Jones, Elspeth: *Redefining Internationalization at Home* \(2015\)](#)

³ UUKi’s: [Gone International: Rising Aspirations](#) (2019)

⁴ UUKi’s [International Facts and Figures](#) (2019)

International Education Strategy: 2021 states that ‘It is essential that when students come to the UK, they feel supported to engage in study and the wider student experience.’⁵

Online modules and Covid-19

The Covid-19 outbreak in early 2020 and the subsequent restrictions on mobility and travel have lent new significance to the concept of Internationalisation at Home. The disruption to business as usual has meant that many more traditional mobility programmes have had to be curtailed, postponed, cancelled or moved online in the short term. As universities explored contingencies and flexible approaches, blended and virtual mobility, alongside Internationalisation at Home, have emerged as highly important topics.

Sustainability and mutual understanding

Further impact on the development of Internationalisation at Home activities has emerged through the aims stipulated in the 17 sustainable development goals (SDGs). These have given further impetus to the discussions within the higher education sector on how universities can play their part in being more sustainable in their activities and actions, including how to reduce the environmental impact of international student and staff travel. Additionally, institutions are encouraged to consider their roles as peacemakers. This is relevant within the institution itself, in relation to engagement with the local community and in collaboration with others globally. It is achieved through mutual understanding of each other’s different cultures.

While many reports over the last few years have identified the benefits of mobility abroad on students’ skills sets and graduates outcomes, little research has been carried out into Internationalisation at Home activities and the diverse range that exists across the sector to provide students with intercultural competences. The impact of Covid-19, taken together with trends that were already emerging around the environmental sustainability of programmes, and inclusive internationalisation, are already starting to change the conversation around Internationalisation at Home and traditional mobility. This report showcases examples of impactful Internationalisation at Home programmes delivered in the UK, US and Australia, identifies different themes and models of Internationalisation at Home, and provides guidance and suggestions for universities looking to develop their own activities.

Note

⁵ Department for Education, [International Education Strategy: 2021 update Supporting recovery, driving growth](#)

KEY OBSERVATIONS AND SUGGESTIONS FOR FUTURE PRACTICE AND DEVELOPMENTS

The *Internationalisation at Home – developing global citizens without travel* report is delivered by UUKi. The report:

- Identifies existing types of programmes.
- Showcases examples of Internationalisation at Home activities in the UK, the US and Australia.
- Includes some suggestions to support universities in developing and implementing best practice for Internationalisation at Home initiatives.

Key observations

The report is based on information gained through 15 case studies submitted by ten institutions from the UK, four from the USA and one from Australia.

Themes

The examples provided by the institutions showcase the many different models and varying underlying aims and objectives of the activities. Through the case studies, a number of themes have been identified.

Target groups

- Among the case studies, it is possible to distinguish between a number of different primary target groups. These are: all students and staff, home students, international students, the local community, and students enrolled on specific courses.

Aims of the activities

- The aims of the activities can broadly be divided into creating a global campus, integrating international students on campus, providing home students with global skills, connecting the campus with the local community, and internationalising the curriculum.

Mode of delivery

- This varies from online and blended delivery, to activities being offered on campus, in the community or in the form of a residential programme.

Positive outcomes

Overall, the cumulative benefits of Internationalisation at Home activities are that of a more inclusive environment on campus where diversity and multiculturalism are not only accepted but celebrated. Depending on the nature of the programme, the more specific benefits can be described as follows:

Inclusivity

The offer of online courses, accelerated as a result of the Covid-19 pandemic, removes barriers to mobility, opening up opportunities for all students to gain skills in an international context irrespective of background. Some case studies indicate that the lack of physical travel ensured that financial, health, and logistical barriers to student participation had been removed.

'The virtual nature of the project reduced the carbon footprint and also meant more widening participation students were included.' Associate Director NTU Global, Nottingham Trent University

Sustainability

Without the need to travel, the activities provide an internationalised student experience without negative impact on the environment, and thereby supporting institutions' ambitions to contribute to a more sustainable development.

'The virtual field course demonstrates the potential of digital technology and AI in achieving academically excellent Internationalisation at Home, with benefits for sustainability, student wellbeing and inclusion, as the barriers to traditional international mobility are removed.' Senior Lecturer, Imperial College

Integration and mutual understanding

By celebrating the diversity of the university community, all who are part of it feel welcomed, supported and included. This is particularly true in relation to integration of international students and also helps to establish a close rapport with the local community.

Enhanced learning opportunities

The pandemic has accelerated the use of technology and some of this has shown to enhance students' learning. A number of the case studies report 'equally good results' or a 'higher quality' when comparing the student outcomes to the previously in-person delivered activities.

The course 'contributed to knowledge exchange activities between staff and students of both institutions, who benefitted from a different methodological and pedagogical teaching approach to the development of intercultural awareness and skills, and extending our institutional expertise in designing programmes in new and flexible models of online learning.' Head of International Partnerships, London College of Communication, University of the Arts London

Skills

The skills students mentioned to have gained most frequently through the activities are:

- communication and decision-making
- teamwork
- active listening
- intercultural awareness and competence
- time management
- decision-making
- Language

'By utilising technology and international partnerships, we were able to bring the world to our students through a rich and engaging online programme of lectures, talks, and activities.' Faculty International Manager, Leeds University Business School

Collaboration

Several of the activities were carried out by the institution in collaboration with others:

- local community
- local organisations
- partner institutions abroad
- organisations abroad
- internationally-based alumni

'Participating students had outperformed the average cohort by 10% on graduation.'
International Opportunities Coordinator, University of Bradford

Suggestions for future practice and developments

Based on the institutional case studies, a number of consistent features required for the successful delivery of Internationalisation at Home activities have emerged. These point the way to some suggestions to assist with the continued growth and development of such programmes.

Strategy and planning

1. Get institutional buy-in

The initiative needs to be embraced by the whole institution. Ensure, therefore, that you have the full support from your institution's senior leadership, and assistance and encouragement from academic colleagues to design, promote and deliver Internationalisation at Home programmes successfully.

2. Secure financial support and staffing

While some initiatives can be facilitated with reasonably little funding, others will require financial support, especially in the design phase. Draw up a plan of initial and ongoing costs to be clear from the outset how much it will cost to run the activities. Staffing will be essential to design, promote, run and evaluate the programmes and this needs to be featured into the planning to ensure a high standard of activities and continued success.

3. Work with your students

Students are a fantastic resource to assist with the activities. Establish rapport with students and engage them on the programme design and delivery. This will ensure that your events are authentic and appeal to students.

4. Collaborate with others

Draw on existing or potential partners to assist with the initiatives. This can include institutions abroad to help to facilitate your programmes. It will make the initiatives more authentic and engaging and students will learn from each other and about each other's cultures. Partners can also include local organisations, such as charities, community projects and the city council, as well as alumni, especially those who live abroad.

5. Be clear about your target audience

When designing the programme, be very specific who it is aimed at and what the activity is aiming to achieve. This will ensure that you reach the desired audience and manage students' expectations.

Marketing and communication

1. Have a strong identity

Develop a compelling visual identity and consistent messaging. This will help to ensure buy-in from the university community. Be clear in your promotion who the activities are aimed at so that they appeal to the right target audience.

2. Make it fun, make it free

Especially events that are extracurricular need to be fun, authentic and free to appeal to students. You could consider offering food and refreshments from around the world as this helps with the engagement and also strengthens immersion into other cultures.

Evaluation

1. Get feedback

Evaluate all the activities, ideally at the start, during and at the end of the events. Act on the feedback and adapt activities accordingly in the future. Take the positives that have been learned during the pandemic and include these in post pandemic developments.

2. Communicate success

Share students' feedback and the benefit of Internationalisation at Home programmes and provide evidence of the impact these activities have on students' academic achievement, personal development and soft skills. Communicate the evidence of the impact across the institution and share details with external funding organisations. Encourage students to provide feedback, write blogs and contribute to multiple social media channels to inspire others to participate.

3. Provide an award

Students like to be acknowledged for their engagement. Unless the activity is credit bearing already, offer students a certificate of completion or some other award to recognise their commitment to the programme or activity.

CASE STUDIES

SUPPORTING INTERNATIONAL STUDENTS

University of Bradford, UK
Learning Across Borders and Cultural Awareness for Employability



Key facts:

- International and home students learning together
- Residential programme and on-campus activities
- Established in 2012
- Awards provided
- Participating students perform better upon graduation

<p>Overview</p>	<p>The University of Bradford developed several initiatives on campus to support exchange and international students to learn and live across borders, and to be aware of key cultural concepts that can boost their employability.</p> <p>The initiatives include the Bridge Academic Transition Programme that provides exchange and international students with an understanding of the learning and teaching environment of a UK higher education institution and helps them to develop academic and interpersonal skills for a successful university experience. This includes critical thinking and writing, research-led reasoning, and independent learning.</p> <p>The Kickstart Student Development Programme, run by the Students’ Union, enables students to engage with a number of fun, meaningful and cultural opportunities, including outdoor activities, sports, training, campaigns, volunteering and initiating social change.</p> <p>The International Opportunities Workshops, ‘Cultural Awareness for Employability’, explore employability skills that students can develop when engaging with different cultures in international environments, including on campus.</p>
<p>Background and aims</p>	<p>The Bridge Programme was introduced in 2012 and, due to its success, was opened to all direct entry international and exchange students in 2019. The programme starts two weeks before the University welcome week in September and the average cohort is 80 to 90 students.</p> <p>Kickstart begins with a residential in the Yorkshire Dales where students enjoy hikes, group projects, presentation skills, and confidence_ building activities in outdoor scenarios and cultural environments. Participants are in groups of international, exchange and home students so that they can learn from each other.</p>

	<p>After the residential, students select an opportunity to engage with, for example: forming a society, doing community work, teaching their language, or organising hikes; and then working in groups to realise the project.</p> <p>Kickstart has three levels, with level one and two dependent on the hours devoted to a project, and level three requiring the demonstration of social change.</p> <p>The International Opportunities Workshops ‘Cultural Awareness for Employability’ starts at the welcome and induction phase and focuses on exchange and international students arriving on campus. During the academic year, this opportunity is extended and offered to the wider student community.</p>
Summary	<p>The Bridge Programme equips new international students with the necessary skills, including teamwork, academic writing and research skills and personal confidence, to make the successful transition to university study in the UK. The non-credit bearing course is free to all eligible students and consists of 20 to 25 hours of learning over five to seven days.</p> <p>Kickstart is particularly effective and beneficial for exchange students who traditionally want to get the most out of their academic and cultural experience and tend to engage with the project more than other groups. All groups are entirely based on interest, and international students are mixed with home students dependent on the actual project. One area of particular interest to international students is language teaching and culture classes and these are attended by both home and international students.</p> <p>The International Opportunities Workshop ‘Cultural Awareness for Employability’ started in 2018, aimed at exchange and international students during the induction sessions. In 2019-2020, the workshop was reviewed and is now offered to all students. The workshop focuses on cultural awareness and intercultural competences, and how these can benefit students’ employability when exposed to global markets.</p>
Measuring success	<p>Students have consistently praised the programme, and between 2012 and 2018 it was noted that participating students had outperformed the average cohort by 10% on graduation. Over 75% of the students attending the Bridge Programme have achieved a good honours degree, showing a high level of academic engagement and cultural integration.</p> <p>Feedback from staff who were involved in the student recruitment also plays a key role in evaluating the success and the continuous development of the programme.</p> <p>Kickstart has been successful with international students and particularly exchange students, who enjoy the residential opportunity. Over the last few years additional residentials were organised in semester two, to offer this opportunity to exchange students joining at that stage. After the residentials, students then engage with a project, sometimes one already in place from semester one, but also starting new ones, which is an excellent opportunity to meet with home students.</p> <p>Almost all exchange students have engaged with Kickstart and the programme is assessed by the number of students receiving Level 1 to 3</p>

	awards. Last year over 2,000 awards were made, many of these to exchange and international students.
Lessons learned	<ol style="list-style-type: none"> 1. Whilst technology does provide the medium to support learning, it has its limitation and cannot replace the work of educators in enabling and facilitating learning. 2. Social learning is even more important in remote teaching. 3. The residential activity is a great way to engage students and helps to get a wide group of students involved in a broad range of activities. 4. Social media tools are the best way to keep students engaged.
Covid-19 impact	In response to the pandemic, several changes had to be made and programmes are mainly available online prior to enrolment. Most students took part in the programme while in self-isolation upon arrival and the feedback has been positive. Students appreciated the value and effort put into the design of learning activities, and found participation in the programme useful, in particular, the opportunity to meet other new students in similar situations.
Quote about the activity	<p><i>'People, place and performance are the key aspects of the University of Bradford's strategy: we value people as our greatest asset, we are passionate about our diverse city, and we confront inequality whilst celebrating diversity and inclusion. The Learning Across Borders and Cultural Awareness for Employability activity is an example of the work the University of Bradford is doing to make our campus and students more international, inclusive and diverse.'</i></p> <p>Prof Shirley Congdon, Vice-Chancellor, University of Bradford</p>
Three tips from the University	<ol style="list-style-type: none"> 1. Review the programme and activities based on the students' needs and their feedback from the programme and activities. 2. Work across faculties and programmes, particularly with academic colleagues and other members of staff who are keen to be involved in the activities. 3. Provide previous examples and testimonials from students who have participated in the joint activities.

VIRTUAL ONLINE COURSE

Imperial College London, UK

Sampling Sardinia on Screen: A Virtual Geology Field Course

**Imperial College
London**

Key facts:

Type of activity: online field course

Live sessions and independent study

Two weeks' duration

Credit bearing

Overview	Following suspension of a geology field course to Sardinia due to Covid-19, a virtual field course was developed. Working in international teams supported by academic staff, Imperial students were able to fully experience the environment in Sardinia. Delivered via a virtual platform, the students met the learning objectives for the course, with important additional benefits related to accessibility, inclusivity and mental health.
Background and aims	<p>The virtual Sardinia field course was developed to replace the in-person one that could not take place due to Covid-19.</p> <p>Created as a series of immersive landscape environments within the game engine Unity, the aim of the two-week virtual course was to provide the best possible experience for the students, and to leave them with the feeling that they really had visited the Italian island and investigated its geology.</p>
Summary	<p>Following suspension of the Sardinia field course, the department quickly had to develop a virtual alternative to allow students to meet their requirement for the third-year geology course. To achieve its aims, the course was developed as a series of environments within the game engine Unity using 3D models obtained in the field by drone and by photogrammetry.</p> <p>The game engine environment allowed students to explore localities in three dimensions, and at a range of scales in landscapes that were designed to be as immersive and realistic as possible. The objective was to replicate each locality with sufficient fidelity that students would be able to recognise the location if visited again in the real world.</p> <p>To increase engagement with the app, and enhance the reality of the virtual environment, a variety of interactive objects were included, from animals to vehicles. The app also allowed additional learning opportunities not possible in the real world, and a lively AI demonstrator was included as a virtual guide, teacher, and companion.</p> <p>Imperial students come from all around the world and have the opportunity to work in diverse international teams, and to appreciate the value of different perspectives. In experiential learning opportunities and physical field courses, students experience a new environment together and work in concert to share ideas and to overcome challenges. This virtual field course allowed students to do all</p>

	<p>of these things without leaving their homes, and was designed to ensure maximum accessibility.</p> <p>The course was delivered over two weeks of face-to-face sessions via Microsoft Teams. Each locality was introduced by academic staff, then visited by the students using the pre-downloaded app.</p> <p>For the course to be accessible to all students studying remotely, face-to-face sessions took place in the mornings, accommodating time-zone differences for students from across Europe and Asia. Outside of the live sessions, students visited locations independently using the app.</p> <p>The virtual format allowed students who cannot usually attend in-person field courses to ‘travel’ together with their peers, and all students had the opportunity to visit Sardinia, to work in international teams to explore a new geological environment, and to meet their course requirements.</p>
<p>Measuring success</p>	<ol style="list-style-type: none"> 1. Research into students’ experiences of the virtual field course compared to the in-person fieldwork has been carried out. Via a series of surveys, students were asked to comment on a variety of topics including mental wellbeing, levels of discomfort, and levels of anxiety around asking and answering questions. This research has continued into the academic year, and the findings will be used to inform future activities. 2. The assessment for the course was the same as the real-world course. Despite not having visited the location, the coursework was of a very high standard, with at least two projects having publication potential. 3. 65.4% of students agreed that they would like future field trips to contain virtual elements and just over half of the students agreed that the virtual field study adequately replicated the experience they would have in the field (Fieldwork in the time of Covid-19, Louise Guillaume, unpublished student paper 2020)
<p>Lessons learned</p>	<p>Feedback from the participants was that they found it more difficult to interact in Microsoft Teams or in the app, and Imperial has now developed a remote classroom alongside the app which is more social and immersive. It also more closely replicates the experience of going into a classroom and has made that element of the teaching more effective.</p>
<p>Future sustainability</p>	<p>The virtual app improved some aspects of the teaching in the virtual field course and the team have decided to incorporate aspects of the app into the physical field courses when they resume.</p> <p>In addition, students were able to explore locations in the virtual world that would not have been possible to visit in person. By incorporating virtual learning into future physical courses, the possibilities for student</p>

	<p>learning can be extended. The first virtual visit to a volcano is currently in production!</p> <p>The team behind the course is currently developing several other virtual field course locations which will be even more interactive and include a pub for social engagements, a remote classroom and even a canine friend to provide companionship and reduce isolation in the virtual world.</p> <p>The new courses are being made available to other institutions on a limited basis and many of the courses will be able to be used for years to come with minor modifications.</p>
Quote about the activity	<p><i>‘This is the first fieldwork I have been able to attend since freshers’ week in my first year, and I’ve loved every minute of it. I feel like I’ve learnt so much, and it’s been great to be able to apply what I have learnt in lectures to real-life examples in the field – which is exactly what fieldwork is about.’</i></p> <p>Student participant</p> <p><i>‘The virtual field course demonstrates the potential of digital technology and AI in achieving academically excellent Internationalisation at Home, with benefits for sustainability, student wellbeing, and inclusion, as the barriers to traditional international mobility are removed.’</i></p> <p>Dr Matthew Genge, Senior Lecturer in Earth and Planetary Science, Department of Earth Science & Engineering</p>
Covid-19 impact	<p>Due to the rapid shift to online learning and the fieldwork requirement of the course, resources were made available for developing the programme which may not have been possible in ordinary circumstances.</p>
Three tips from the University	<ol style="list-style-type: none"> 1. Evaluate the programme through surveys 2. Make learning fun 3. Make online learning as immersive as possible

University of Leeds, UK
Virtual International Programme 2020 (VIP2020)



Key facts:

- Type of activity: a virtual study tour
- Established in 2020
- 20 countries represented by contributing speakers
- 743 participating students
- Week-long programme
- Certificates of completion available

Overview	<p>Internationalisation has been an increasing focus for Leeds University Business School (LUBS). While the School has a mature and vibrant undergraduate study-abroad programme, postgraduate taught students historically had fewer opportunities to engage in internationalisation. Having started to expand opportunities for PGT students via study tours, VIP 2020 was developed in response to the pandemic to allow the School to continue to offer students global business experiences, cultural insights, and professional development opportunities. The programme was essentially a virtual global study tour involving 22 speakers from 20 different countries.</p>
Background and aims	<p>A programme of funded study tours has been the main mechanism for LUBS to increase the number of international opportunities for PGT students. The aims were to expose students to the lived realities of organisations through company visits and lectures, help them to acquire intercultural and cross-cultural skills and knowledge, and facilitate the development of global citizens.</p> <p>Due to the pandemic all study tours had to be cancelled and to ensure continued access to these types of experiences, the VIP 2020 was designed.</p> <p>By using digital technology, the programme was more inclusive and the School was able to widen the reach of the programme to students who may previously not have been able to join due to financial constraints, scheduling conflicts, or visa-related travel restrictions. In addition, the online nature of the events made it possible for students to gain insights into a large number of countries and learn from many more speakers and businesses than would have been the case previously.</p> <p>The programme was initially targeted at 120 students who had been selected for the planned study tours in 2020. However, a decision was made to offer VIP 2020 to the entire postgraduate cohort given the scalability of digital delivery. The operational target was to aim for 500 registrations with at least 40% conversion rate. For the final programme there were 1,341 registrations with 743 participants attending. The programme also generated huge social media impact from students, speakers and partner institutions with an estimated 60,000+ impressions generated via LinkedIn and Twitter.</p>
Summary	<p>The immersive week-long programme was themed around responding to changing environments and included 15 sessions on a broad variety of topics including the digital economy, luxury management, and leadership and entrepreneurship. Three sessions were held each day over the course of a week and students were invited to attend as many sessions as they wished. Those who attended seven sessions or more were given a certificate of completion in recognition of their participation in the programme. There was an online networking event at the end of the week with a quiz with prizes based on the programme, and awards for those students most active on social media.</p> <p>In-person programmes are limited by capacity and for many students there are barriers that prevent them from participating. Consequently, face-to-face programmes, even when fully funded, cannot be accessed by all. Compared to the capped numbers of students who could participate in an international study tour, the virtual international</p>

	<p>programme democratised access and attracted 743 participants who were actively engaged over the week.</p> <p>Aside from a small budget for prizes for the quiz (circa £300) there was no funding and finance allocated to this project. The programme was developed by the faculty’s international team and individual sessions were delivered by academics from international partners institutions and the Leeds University Business School Alumni community.</p>
Measuring success	<ol style="list-style-type: none"> 1. VIP 2020 resulted in a 620% increase in student engagement compared to the numbers registered for previous in-person tours. 2. VIP 2020 engaged 22 different speakers from 20 different countries, involving international partners and alumni, and the programme created a truly global community for students. 3. VIP 2020 has been recognised by senior management and has been used as a case study to share best practice across the University. VIP 2020 also featured externally on the Chartered Association of Business School’s (CABS) website and was presented at the British Council’s Virtual Conference in January 2021.
Lessons learned	<p>The main challenge was the very short time period of six weeks in which to design and deliver the programme. LUBS managed this by working and communicating efficiently and effectively with internal colleagues and external partners, ensuring all parties were always kept up to date.</p> <p>In hindsight, it would have been better to collect students’ feedback at more than one point over the week rather than at the end of the overall programme as this would have provided more granular student feedback.</p>
Future sustainability	<p>Sustainability in higher education has and will remain a major focus, with several studies debating the contradiction of ‘Going Global’ and ‘Going Green’. Sustainability is an integral part of the University’s operations, and the institution aims to embed it through engagement, collaboration, and innovation. The VIP 2020 programme proved that virtual experiences can bring a valuable and positive student experience, and in a sustainable manner. This type of programme will certainly contribute towards the University’s commitment to a net-zero carbon footprint by 2030.</p> <p>Future programmes will include more innovative modes of delivery and the team is currently exploring the possibility of virtual company visits, the use of virtual reality, and consulting competitions to increase student interactions.</p> <p>Following the success of VIP 2020, the aim is to continue to offer the programme to postgraduate students and, in the future, also make it available to undergraduate students. For 2021, the VIP will focus on sustainable future for businesses, with speakers from academia and industry.</p>

<p>Quote about the activity</p>	<p><i>'I liked that I got to visit places around the world in one week.'</i></p> <p><i>'I felt connected to others and the speakers were very generous to share their experiences and answer questions.'</i></p> <p><i>I liked that the presenters are from different backgrounds as it broadens my perspectives.'</i></p> <p>Student participants</p>
<p>Covid-19 impact</p>	<p>VIP 2020 is the product of the pandemic. By utilising technology and international partnerships, we were able to bring the world to our students through a rich and engaging online programme of lectures, talks, and activities.</p>
<p>Three tips from the University</p>	<ol style="list-style-type: none"> 1. Collaboration is fundamental to success (especially during a pandemic). 2. Monitor your programme impact through social media platforms as well as surveys – real-time insight is valuable. 3. Offer students a certificate of completion to recognise their commitment to the programme.

UAL: London College of Communication, UK
Intercultural Online Collaborative Project



Key facts:

Type of activity: blended learning project
 Delivered in collaboration with partner institution in Brazil
 Involving students and staff
 Established in 2018-19
 Credit bearing module

<p>Overview</p>	<p>The project was an online, blended learning collaboration between the London College of Communication's (LCC) Level 4 Certificate higher education students and undergraduate students from the Federal University of Espirito Santo, Department of Social Communication, in Brazil (UFES).</p>
<p>Background and aims</p>	<p>LCC supported the collaboration with UFES as a way for the College to meet its commitment to broaden and diversify its provision of international experiences for students.</p> <p>The project's lack of physical travel ensured that financial and logistical barriers to student participation were removed and internationalised the student experience without negative impact on the environment. The project also facilitated connection with an institution in Brazil, part of a strategically important region with which LCC had little prior academic engagement.</p>

	<p>It contributed to knowledge exchange activities between staff and students of both institutions, who benefitted from a different methodological and pedagogical approach to the development of intercultural awareness and skills and extending our institutional expertise in designing programmes in new and flexible models of online learning.</p>
<p>Summary</p>	<p>Students at LCC shared a selection of materials produced in the first months of their course, and students in Brazil were then asked to use these as archival material that they had to post-produce, deconstruct and re-mix into new films.</p> <p>Students from UFES interacted online and the LCC students were able to offer input on the production and editing process in Brazil and evaluate outcomes. Students in both locations included their work in public facing exhibitions, developing their intercultural and critical thinking skills, independent learning processes and promoted interdisciplinarity.</p> <p>A particular focus of the project was to explore how LCC students would deal with loss of control while their work was being deconstructed and remixed into something else, by someone else. But also, how by giving them agency to lead the interactions with the students from UFES, could establish an informal space to exchange ideas – a civic space to articulate their work as experts, gain confidence, and learn independently beyond the institutions’ physical walls.</p> <p>Participants were encouraged to explore a wide range of media, working closely with students from Brazil and to mix traditional methods of making with digital and interactive processes. Students were given freedom to lead their own learning and choose their preferred technology platforms and spaces. LCC students used the College’s course studio, an open-plan, creative hub with computers and specialist software, or even their own homes. Students were framed as technology experts and an informal environment was pivotal in establishing learning relationships and overcoming time zone and language challenges.</p> <p>This project delivered a valid international experience without recourse to travel and addressed the lack of access and inclusion in traditional forms of international mobility as every student, regardless of their financial background, could participate. This initiative turned out to be a valuable addition to traditional, long-term, cost-intensive forms of student mobility.</p> <p>LCC’s International Development Office provided £2,200 funding to support the small amount of staff travel involved in the project, while departmental budgets were used to support some of the events around the students’ work at the end of the project.</p> <p>The project started in August 2018 with lead academics from LCC and UFES drafting the programme outline and a provisional schedule and, over a period of almost a year, included LCC students creating an online archive with material to be used by UFES students, reciprocal teaching visits by lead academics, and culminated in exhibitions, publications and events in London and Brazil, respectively, in June 2019.</p>

<p>Measuring success</p>	<p>Success was measured in various ways:</p> <ul style="list-style-type: none"> • Students’ collaborative films and films presenting the project. • An online archive of the material that LCC students shared with the UFES students. • A selection of recorded and edited interactions between students and staff. • Records of shared lecturers and student and staff evaluation reports. • Quantitative and qualitative feedback from exhibitions and events in Brazil and London • LCC student qualitative feedback on the course in the University of the Arts London’s Undergraduate Student Survey.
<p>Lessons learned</p>	<p>Language barriers and different time-zones were a challenge. However, students put in extra effort to overcome any problems. Building a student-led, fun, flexible and informal setting of communication was key to this.</p> <p>Digital tools were often becoming redundant if they were not embedded in students’ every day social and academic lives. Giving students ownership of what technology platforms and social media they wish to use, and exploring the rationale behind their decisions, is therefore important.</p> <p>Although the project did not necessitate any student travel, the staff travel that took place was important for the project’s success. Students in London and Brazil met the tutor from the partner institution, and this was a key factor in establishing a relationship of trust and for setting work ethic expectations. It contributed to students being incredibly committed to the tutors and producing a high standard of work online.</p>
<p>Future sustainability</p>	<p>It is very likely that LCC will develop this model of international collaboration in future as it has so far delivered an extremely accessible and positive internationalised experience for the students, at relatively low financial and environmental cost. The course team is planning on setting up similar networks to upscale and broaden the project.</p>
<p>Quote about the activity</p>	<p><i>‘At LCC we evidenced that the material submitted for this project was of higher quality compared to other assignments. Some of the students who took part were invited to visit our current cohort and their advice to the new students was to “be self-motivated, confident and not be scared to go and learn new skills”. This is something that they had apparently learned and appreciated themselves. It seems that their status as expert-coordinators had allowed them to make sense of their own learning. The coordinator in Brazil felt that his students had suddenly acknowledged a wider context of their professional practices and that they were inspired to “look beyond Brazil as the only market and audience for their movies”.’</i></p> <p>Dr Alexandra Antonopoulou, Course Leader, CertHE: Preparation for Design, Media and Screen</p>

	<p><i>'It was great to meet the students from Brazil and work with them online using different ways. We overcame language barriers, shared material, had fun producing something together and learned from one another.'</i></p> <p>Student participant</p>
<p>Three tips from the University</p>	<ol style="list-style-type: none"> 1. Make sure that the project is enjoyable and interesting for staff and students. 2. Enable your students to lead the direction of the project and choose the communication platforms. Learn with them. 3. Do your best to support students and work hard alongside them as equals. Evaluate outcomes together.

Middlesex University, UK
Biomedical Science International Week



Key facts:

- Type of activity: collaborative laboratory research with partner universities
- Established in 2020
- One week duration
- Assessment provided
- 100% of participants would recommend the activity to other students

<p>Overview</p>	<p>A week-long programme for second year biomedical science students. Middlesex students participated in a mini research project working with students from partner universities.</p>
<p>Background and aims</p>	<p>In 2019, colleagues at Middlesex University attended an International Week organised by four European biomedical science universities from Austria, Belgium, Denmark and The Netherlands.</p> <p>The aim of the International Week was to facilitate short-term student mobility between partner institutions to improve the students' teamwork as well as language and cross-cultural communication skills. The programme was a combination of Internationalisation at Home, where students remained at their own institution, as well as short-term mobility where some students travelled to the partner universities. Students spent a week working in a mixed team of students from all partner universities. They completed a mini lab project and as a group had to analyse their data and give a presentation in English.</p> <p>After attending the International Week in 2019, Middlesex decided to join the consortium and introduced this programme as a way of increasing student numbers participating in international activities as their ambitious students were always looking for ways to differentiate themselves from other new graduates.</p>

<p>Summary</p>	<p>Students from the partner universities and from Middlesex began their week at Middlesex with a day of cross-cultural communication activities as well as a visit to central London. Students were then divided into international groups of no more than six students and worked with research staff and PhD students on a small research project.</p> <p>The host students from Middlesex organised some cultural activities and on the final day, the students presented their results in a group presentation and the programme concluded with a traditional pub lunch.</p> <p>The programme was specifically targeted at biomedical science students across the five partner universities and built upon their physical mobility offer that is run through the Erasmus scheme. BSc and MSc biomedical science students had the opportunity to conduct their dissertation research project abroad. As only a small number of the Middlesex cohort joined the programme, participating students had the option to use the mini-research project that they conducted abroad as inspiration for their research proposal assignment on one of their modules. This allowed the students participating in the International Week to have the hard work that they put in to be assessed as part of their degree programme.</p> <p>The programme was funded by the Faculty of Science and Technology and the organisers also received sponsorship from a biotechnology company. The funding was largely used to provide lunch for the participants and to pay for the cultural activity.</p> <p>The mini laboratory projects were integrated into the existing work of research-active colleagues and PhD students. Students who were travelling either to or from Middlesex were largely self-funded.</p>
<p>Measuring success</p>	<p>The feedback from students participating in the International Week at Middlesex was overwhelmingly positive, with all of them stating that they would recommend International Week to other students, and 86% of respondents saying that the programme inspired them to do an internship abroad. 81% rated the overall experience of the International Week as either excellent or very good.</p>
<p>Lessons learned:</p>	<p>Biomedical Science International Week was set up with the aim of sending 25 students abroad to the partner universities within the consortium. While students were interested in participating, colleagues underestimated that the self-funding aspect would be a limiting factor in students wishing to join the programme. Financial constraints are the most cited reason for not participating in student mobility. The student body at Middlesex is not affluent and the University has one of the highest proportion of students who received free school meals at secondary school.</p> <p>Nine students participated at Middlesex as host students for the 25 visiting students from partner universities and the Internationalisation at Home participation was free.</p>
<p>Future sustainability</p>	<p>Middlesex plans to rerun the programme in the 2021-2022 academic year and will have ten students participating in the Internationalisation at Home part, and an increased number of 30 students travelling to the partner universities. Colleagues are actively seeking additional corporate partners to help fund the travel for outgoing students.</p>

<p>Quote about the activity</p>	<p><i>'Middlesex University is a global institution and we recognise the benefits of students working in diverse teams, experiencing different cultures and engaging with leading research. We are delighted to be part of this international network that does such great work to enable student mobility and collaboration.'</i></p> <p>Professor Sean Wellington, Pro Vice-Chancellor and Executive Dean of the Faculty of Science and Technology</p>
<p>Covid-19 impact</p>	<p>Unfortunately, due to Covid-19 the programme will not be running at Middlesex for the 2020-21 academic year. This is due to the likelihood that students from partner universities will not be able to physically join the University due to travel restrictions. Furthermore, teaching laboratories are also under timetabling pressure this academic year as social distancing is in place in essential laboratories.</p>
<p>Three tips from the University</p>	<ol style="list-style-type: none"> 1. Pitch your project to colleagues and senior staff in person to show your enthusiasm and answer questions and concerns they might have. Without the buy-in of many people a large project like this cannot succeed. 2. Do not underestimate the lead time required to set up an international project. 3. Involve your media and communications office to get great coverage on the University website and social media channels.

Nottingham Trent University, UK
Perspectives on Business Sustainability in India and the UK



Key facts:

Type of activity: collaborative online project with Jindal Global University
 Established in 2021
 50 students participated
 Externally funded

<p>Overview</p>	<p>Nottingham Trent University (NTU) and Jindal Global University (JGU), India, participated in a Collaborative Online International Learning (COIL) project within the field of business sustainability in India and the UK.</p>
<p>Background and aims</p>	<p>The five-day virtual programme was funded by the UK-India Education and Research Initiative's (UKIERI) 'Study in India Programme' with an aim to:</p> <ul style="list-style-type: none"> • Develop academic knowledge and a critical understanding of sustainability and international business, • Facilitate students and academic mentors in acquiring deep insights into intercultural competences,

	<ul style="list-style-type: none"> • Equip students with personal and professional skills to enable them to operate effectively in a variety of work contexts. • Prepare students for interacting professionally with industry practitioners in a multi-cultural context. • Develop participants’ intellectual curiosity.
<p>Summary</p>	<p>The programme was fully aligned with NTU’s international development strategy ‘Connecting Globally’ and was aimed at enhancing opportunities for students to acquire the international perspective needed to succeed globally. The programme contributed to NTU’s ambitious target of having 50% of its students graduate with an international experience irrespective of their social or economic backgrounds.</p> <p>A quarter of participants came from widening participation backgrounds, and for many the project was the first time that they worked in a team across cultures on a live consultancy project in a virtual environment.</p> <p>The students were divided into groups to tackle real industry challenges. The groups were composed of a mix of NTU and JGU students and were supported by student academic mentors.</p> <p>The industry partners who worked with the students on live briefs all had sustainability at their core future challenge. The week was punctuated by academic lectures, delivered by experts in sustainability and senior business figures. During these sessions, speakers shared their insights with the students and challenged their thinking on their concept of sustainability, culminating in presentations in front of the industry partners.</p> <p>The students were also given the chance to interact informally through a range of social and cultural activities organised by NTU’s Virtual Global Lounge. Students enjoyed a range of games, quizzes and culinary challenges, including exploring famous landmarks in India and the UK through virtual tours.</p>
<p>Measuring success</p>	<p>The feedback received from students, staff and business partners was extremely positive. Students focused on the professional skills they developed through the activities, especially around working effectively across cultures in a virtual environment. They also reported to have gained an appreciation for different cultures and how their actions impact the environment. In response to whether the virtual study tour had inspired students to undertake a mobility period abroad, 30% said it had, with a small number saying that they would like to visit India.</p> <p>Businesses reported to have gained new insights into sustainability challenges from millennials, and both business schools acquired new pedagogic approaches to support experiential learning across borders.</p>
<p>Lessons learned</p>	<p>The use of multinational teams facilitated peer-to-peer learning for academic mentors as facilitators and for students learning through different cultural lenses. This provided all students with an experiential learning experience.</p> <p>The use of high-profile business leaders from both the UK and India enhanced the impact of the project and offered insights into working</p>

	<p>within a professional context. This created a challenge to ensure that the companies recognised they needed to have continuous involvement across four days, and NTU facilitated companies to send an alternative representative to ensure the daily Q & A were covered.</p> <p>The COIL demonstrates high impact generated by an immersive experiential learning opportunity facilitated by platforms reflective of the professional international work environment. This was a slightly unexpected outcome of the project, but virtual online working via video conferencing and break out rooms is reflective of how all international businesses have adapted.</p>
Future sustainability	The virtual nature of the project reduced the carbon footprint and also meant more widening participation students were included.
Quote about the activity	<p><i>'[The programme] allowed me to work virtually on a group project for the first time which will be a vital experience for my final year of study and professional work'.</i></p> <p>Student participant</p> <p><i>'It was an interesting opportunity because of virtually working with students who belong to a different culture. I had never before given importance to the cultural differences among team members. But this experience has helped me to recognize and embrace cultural differences in a team. I believe this opportunity has made me a better leader and teammate.'</i></p> <p>Student participant</p> <p><i>'The design of the project builds upon the experiential learning approach adopted at Nottingham Business School and shared with JGU for future projects. The students were exposed to prestigious business leaders that enabled them to learn from international practitioners, honing their knowledge and skills as part of a global community.'</i></p> <p>Professor Yazdani, Dean of Nottingham Business School</p>
Covid-19 impact	Initially, UKIERI was going to fund a group of UK students from NTU to spend two weeks in India, however, the pandemic forced NTU to resort to a virtual alternative instead. The virtual environment allowed us to involve more students, and to adopt a project-based approach to the programme that allowed the 50 students to develop new skills. We are nevertheless hoping to carry-out a face-to-face version of the programme when international travel resumes.
Three tips from the University	<ol style="list-style-type: none"> 1. Cocreation of a study tour with all the stakeholder groups provides opportunity to align student interest, business motivations and academic insights that provide a robust and meaningful international experience. 2. Plan, plan and then have a contingency plan. Adding these layers to ensure a successful outcome can be resource intensive. 3. Peer-to-peer interactions need effective support to ensure that the anticipated benefits are achieved. It is therefore very

	important to provide academic mentor training before the event, have written guides in place, and frequent touch points to provide supportive guidance.
--	---

University of Kentucky, USA

Virtual Short-term Experience in Global Health



Key facts:

Type of activity: collaborative virtual short-term health experience
 Established in 2020
 Week long activity
 35 students participated to date
 Credit bearing

Overview	The University of Kentucky shifted a short-term global health experience to a virtual one, improving some aspects of learning and allowing for greater cultural exchange.
Background and aims	<p>The Centro de Salud Hombre a Hombre (CSHH) offers primary care services on the outskirts of Santo Domingo, Ecuador, to low-income populations. University of Kentucky Shoulder to Shoulder Global (UKSTSG) has partnered in the development of CSHH since 2002. Typically, UKSTSG sends four Short-Term Experiences in Global Health (STEGH) healthcare professionals and students each year to support CSHH services. Covid-19 prevented travel to Ecuador, but UKSTSG and CSHH developed an alternative format for students to experience interprofessional global health and Ecuadorian culture.</p> <p>The goals of this programme were as follows:</p> <ul style="list-style-type: none"> - To facilitate global health learning in an experiential setting for students unable to travel. - To allow students who had taken a preparatory course for the in-person experience to complete their studies in a satisfying way.
Summary	<p>The virtual short-term experience was delivered over Zoom with participants from the University of Kentucky and two universities in Ecuador. Simultaneous interpreting through Zoom’s interpreter functionality was used for all sessions.</p> <p>Each day of the virtual experience began with virtual patient consultations during which students observed the CSHH physician and nurse interact with patients. Later in the day, the participants discussed the cases with the CSHH physician and a facilitator from the University of Kentucky.</p> <p>Students participated in live discussion-based learning with CSHH staff throughout the day and were able to ‘see’ the community and indigenous cultures through pre-recorded tours and interviews.</p> <p>Each day ended with student and staff led debriefings and reflection.</p>

	<p>Activities were structured to highlight different professions each day, including nursing, medicine, physical therapy, pharmacy, and speech therapy.</p> <p>Students engaged in a virtual cultural buffet that fostered cultural appreciation through experiences in music, dance, cooking, and tourist sites and the week concluded with a professional salsa dancing lesson.</p> <p>University of Kentucky students received credit for their experiences while students from Ecuador received a certificate of participation. Students paid for their experience themselves with the charge reflecting either a high-income or middle-income country as appropriate.</p>
Measuring success	<p>Six students from the University of Kentucky and nine learners from Ecuador participated in the virtual STEGH held in August 2020. Due to the success of the first virtual experience, the programme was offered again in January 2021 with six University of Kentucky and 14 students from Ecuador.</p> <p>Students were engaged with the activities and their evaluations were quite positive, grouping around the following themes:</p> <ul style="list-style-type: none"> • learning about other cultures • learning about other professions • holistic care <p>Specific comments and reflections from students included that:</p> <ul style="list-style-type: none"> • They learned about the importance of multidisciplinary group work. • They enjoyed coming together with individuals from different backgrounds, educations, and aspirations. • They gained a better understanding of their culture and society. <p>Unexpectedly, CSHH staff members also expressed a sense of empowerment at being given the time to explain their patient care roles and host discussion topics with students. The partner universities in Ecuador have already inquired about future offerings.</p>
Lessons learned	<p>From the first virtual STEGH, the University discovered that participants had difficulty maintaining focus for a week of full-day video meetings. For the second offering, therefore, they planned for a week of asynchronous content for readings and pre-recorded videos and lectures. Off-loading this material allowed for half-days of interactive video conferencing for the virtual STEGH.</p> <p>When the programme was held for the second time, students were encouraged to utilise the chat functions of the video software more to talk with each other earlier in the experience. This improved the interprofessional nature of the virtual STEGH and allowed increased cultural exchange. Staff also added an American cultural buffet for the Ecuadorian students.</p> <p>Current topics in global health, such as Covid-19 impacts and immigration, were incorporated which increased student interest and</p>

	<p>allowed increased depth and breadth of learning. One difficulty that remains is coordinating the virtual STEGH to academic calendars which can vary between collaborating institutions.</p>
Future sustainability	<p>Plans are being made to offer the virtual STEGH yearly post-pandemic to serve students who cannot travel. One participant stated that she never thought she would be able to travel abroad because of a disability, but that the virtual nature of this experience opened education abroad to her.</p> <p>Due to the virtual STEGH costing less than the in-person experience for all participating students, the number of low-income participants has been increased.</p> <p>A similar initiative for non-healthcare students around the topics of diversity and inclusion is being planned.</p>
Quote about the activity	<p><i>‘Meeting and working with Ecuadorian healthcare professionals of various disciplines was a delightful and most interesting experience. I found that our shared commitments to positive health outcomes was a powerful denominator for smoothing the wrinkles and leaping the challenges of transcontinental virtual technology and translation.’</i></p> <p>Student participant</p> <p><i>‘We here at the University of Kentucky are extremely proud of the innovative and creative approach taken by our Global Health Initiatives staff members. They have developed and run two highly effective short term virtual global health experiences, in collaboration with a community health centre in Ecuador. For many students this was a truly transformative experience and will have a lasting impact. By creating such an exciting learning experience, the University of Kentucky team and the Ecuadorian colleagues, opened the doors to the world for students who might otherwise never have had the opportunity to learn with peers from another country.’</i></p> <p>Sue Roberts, Associate Provost for Internationalisation</p>
Covid-19 impact	<p>Without the pressure of the pandemic, this virtual aspect - which has unexpectedly improved the programme - would not have been developed. Virtual tours and live community discussions allowed students to experience the community at a deeper level than the in-person STEGH, fostered Ecuadorian students and professionals to showcase their work, and put the community in the role of the preceptor.</p>
Three tips from the University	<ol style="list-style-type: none"> 1. Early engagement of a committed partner in the ‘host’ country is essential to success. 2. Careful planning to avoid excessive screen time is important to ensure student engagement. 3. Be open to new learnings from the experience and incorporate those into future offerings.

University of Technology Sydney, Australia
UTS Think Global: Virtual Global Short Programmes



Key facts:

Type of activity: collaborative virtual global short-term programmes

335 students participated

Established in 2020

Overview	At the University of Technology Sydney (UTS), study does not just happen in the classroom, students are also encouraged to ‘Think Global’ by undertaking study, work integrated learning and internship experiences, face-to-face and virtually, on campus and overseas, allowing the development of a global mindset and leadership skills.
Background and aims	<p>UTS is in a global city where almost 40% of residents were born overseas. It is UTS’s mission to prepare their graduates for the real workplace in Sydney and to be resilient and mindful about different cultural backgrounds. In addition, many of the graduates work internationally, especially in the Asia-Pacific region, and globally-prepared graduates are, therefore, a key graduate attribute. The UTS community collectively speak more than 130 languages and have diverse backgrounds. The curriculum and courses include content and perspectives which draw from a range of international contexts. Furthermore, the University strongly supports opportunities for students to engage in learning abroad to provide unique experiences and challenges for students.</p> <p>To respond to UTS’s target of 50% students obtaining international experience during their degrees, in late 2019 the UTS Global Mobility team launched a ‘Think Global’ initiative, which included four internationalisation streams of global programming and attracted around 5,500 students each year:</p> <ol style="list-style-type: none"> 1. Bachelor of International Studies – four years dual degree with embedded foreign language and culture studies during a year abroad. 2. Global Exchange – semester or a year abroad at one of the global partner institutions. 3. Global Short Programmes – face-to-face or virtual short-term activities abroad of between two to six weeks, such as summer schools, language programmes, international internships, staff-led programmes 4. BUILD Global Leadership programme – a free extracurricular point-based onshore leadership programme that includes events and activities to build global capabilities. <p>The area which has grown rapidly in the past 10 years is short-term intensive programmes and global studios, offered mostly during semester breaks.</p>

<p>Summary</p>	<p>Following international travel restrictions and associated cancellation of short programmes, the UTS Global Short Programmes team successfully launched a pilot suite of 10 curated virtual global short programmes. These ranged from summer and language programmes at partner universities to international internships and work-integrated learning and start-up programmes organised by third-party providers in 10 different countries. UTS focussed on highly interactive virtual programmes that included guest speakers, additional cross-cultural content, virtual city tours, events, innovative teaching and learning programming, and had time-zone suitable teaching.</p> <p>For the launch, the team’s approach was that all programmes should be fully-funded by UTS grants and had to be endorsed by schools to allow students to enrol for credit towards their degree. Students were required to commit to engage in social media and feedback activities as a condition of grants, which allowed UTS to build promotional collateral and data on these programmes.</p> <p>Students were completing these programmes from Sydney, with partners based in locations as diverse as Noumea, Barcelona, Ljubljana, Jakarta and Berlin. The aim was for students to gain important digital skills, which are increasingly important in the global workplace, and to diversify the global mobility offering, increasing options for students who are not able to travel overseas due to financial or personal reasons. For students concerned about their carbon footprint, these could also become more ecologically sustainable options for real-life global engagement.</p> <p>UTS’s senior leadership supported the initiative and agreed to repurpose funding from existing travel grants to proceed with the Winter programme launch.</p> <p>This resulted in:</p> <ul style="list-style-type: none"> • Over 1,000 students clicked on the newly created website • 50 students applied • 35 students completed virtual experiences • 27 students received academic credit and full scholarships • 9 students participated without academic credit or a scholarship • a new format of information sessions and pre-experience briefings being developed <p>This small pilot proved that Virtual Global Short Programmes could be a sustainable, academically valid and scalable approach to learning abroad programming that aligns the goal of increasing students’ participation, with UTS’s aim for all undergraduate students to think global.</p>
<p>Measuring success</p>	<p>Students’ feedback through formal evaluation, and social media activity was overwhelmingly positive and highlighted deepened understanding of foreign cultures, established connections with peers and host organisations, and increased employability skills, especially by</p>

	<p>developing important digital competencies. The top three skills that students reported developing throughout the experiences were communication, adaptability and time management.</p> <p>91% of students said they would recommend Virtual Global Short Programmes to friends and classmates, and 87% would participate again.</p> <p>This feedback was used as part of the promotional messages to students when the team launched the larger Think Global Summer programmes between December to February 2020-2021.</p>
Lessons learned	<p>UTS staff believe that it was vital to get the formal endorsement from the senior leadership to demonstrate to all at UTS that the programme was valid, and ensured stronger academic and administrative unit support.</p> <p>To shift the mindset of UTS staff and students that virtual programmes are as valuable experiences as those that require physical travel, the organisers for the pilot programme invited a limited number of staff to act as champions, and managed to have representation from a range of faculties and disciplines. By showcasing the benefits and outcomes of the Virtual Global Short Programmes, the UTS Global Mobility team was successful in convincing many in faculties to further engage in these programmes in the summer of 2020-21.</p> <p>The team also worked with other areas of student services to understand when students are most active and engaged with messaging about new programme opportunities so that these could be promoted at the most opportune times.</p>
Future sustainability	<p>Inspired by the successful pilot, the team developed and expanded the range of virtual international activities and offered a 'Think Global Summer' range of activities between December 2020 and February 2021. This included:</p> <ul style="list-style-type: none"> • 35 Virtual Global Short Programmes • a University-wide Cultural Intelligence (CQ) Programme • a Global Speaker Series <p>The events attracted 300 students.</p> <p>Future plans include:</p> <ul style="list-style-type: none"> • Continue the expansion of intercultural competency and cultural intelligence (CQ) programmes. • Develop a broader on-campus international programme Community of Practice to share best practice, foster positive academic engagement and student experiences, and build valid teaching and learning outcomes.

	<ul style="list-style-type: none"> • Explore the development of UTS-wide Collaborative Online International Learning (COIL)
Quote about the activity	<p><i>'I am finding this whole experience incredible and very rewarding so thank you to everyone for making it possible!'</i></p> <p>Student participant</p> <p><i>'My Virtual Global Short Programme has taught me resilience, adaptability and leadership skills,'</i></p> <p>Student Participant</p> <p><i>'I've learnt how to understand intercultural differences and effectively communicate to global partners through the digital platform.'</i></p> <p>Student Participant</p>
Three tips from the University	<ol style="list-style-type: none"> 1. Collaboration between academic and professional staff within the University is vital to ensure the successful delivery of the programmes as the majority of students prefer to take part in the credit-bearing international programmes. 2. Ensure promotional campaigns start as early in the semester as possible to attract students. 3. Include completion of evaluation surveys as part of the students' scholarships to ensure a high number of responses.

INTERNATIONALISING THE CAMPUS

Florida State University, USA

FSU's Internationalisation at Home Efforts



Key facts:

Type of activity: on-campus events to provide a global environment for students and staff
 Established in 2010

Overview	Florida State University (FSU) provides on-campus programming to highlight international issues, to connect domestic and international students, and provide a welcoming environment for international students and scholars. These efforts are led by the Centre for Global Engagement.
Background and aims	In 2010, the new Global and Multicultural Building opened to house the Centre for Global Engagement (CGE), serve as a hub of international activity, and support a growing number of intercultural

	<p>programmes, workshops and cultural events. A global FSU website was launched in the autumn of 2015 to highlight the growth of FSU’s global footprint and provide students and staff with a rich resource of all international and intercultural opportunities on campus and abroad.</p> <p>FSU has made great strides in developing a campus culture where international engagement and opportunities are valued and supported. Years of effort and commitment by all FSU staff to advance campus internationalisation has culminated in a range of internationalisation efforts being recognised for the first time as a key component of FSU’s strategic plan 2017 – 2022. Internationalisation is also part of the core goals in the FSU strategic plan implementation, and a sub-group of the strategic plan steering committee focuses on the goal to develop global competencies and intercultural experiences to expand and strengthen Internationalisation at Home initiatives.</p>
<p>Summary</p>	<p>The CGE offers a variety of experiential programmes through the intercultural programmes series, which are designed to provide students with hands-on interaction with cultures and traditions from around the world. These events are coordinated by staff from the CGE’s intercultural programmes suite in collaboration with FSU student groups and community organisations. Activities include:</p> <p>The Global Café, a monthly lunch that provides student organisations with an opportunity to showcase their culture and heritage and to increase their visibility on campus while serving an authentic, traditional meal to guests. The student organisation is given the proceeds from Global Café, serving as a fundraiser to support the development of the organisation.</p> <p>International Coffee Hour runs weekly and offers both domestic and international students the opportunity to socialise.</p> <p>The Global Ambassadors Programme (GAP) gives international students, staff and scholars the opportunity to be cultural ambassadors of their countries. Individuals can engage in speaking opportunities throughout Tallahassee at community organizations, K-12 schools, and FSU classes.</p> <p>The Global Noles Mentor Programme provides leadership opportunities for FSU students as they mentor and provide support for FSU’s inbound exchange students to adjust to campus life.</p> <p>Engage Your World are monthly, educational presentations featuring international guest speakers invited to address a variety of global and social issues and topics.</p> <p>Staff and students can participate in intercultural communication and global competency training through the Global Partner Certificate with workshops facilitated by an intercultural trainer and attendance at intercultural events.</p> <p>The Global Citizenship Certificate programme was designed to equip students with invaluable cross-cultural skills and competencies through a combination of classes, participation in campus global activities, and an international or intercultural experience.</p>

	<p>The Beyond Borders cultural exchange programme provides a low cost, in-depth and meaningful cross-cultural interaction with peer students from universities in Jamaica and Germany. This provides FSU students with the enriching experience of hosting these visitors on campus, and planning events with the visitors to engage the larger FSU community.</p> <p>English Conversation Club sessions are held daily so that international students have an opportunity to engage in conversation with domestic students to strengthen their speaking skills and make friends.</p> <p>The Centre for Intensive English Studies hosts non-degree international students for language development prior to beginning graduate studies, and also arranges English Conversation Partners with domestic students.</p> <p>FSU aims to include economically and historically underserved groups in all programmes by offering scholarships for high-risk students and addressing economic need for students transitioning from foster care. Additional scholarship support comes from a number of FSU offices, and private donors who offer a range of grants to support undergraduate students in domestic and international education and research.</p>
Measuring success	<p>FSU uses a number of ways to measure its goal to expand students' global competencies and experiences. This includes the number of:</p> <ul style="list-style-type: none"> • FSU students completing classes in global and intercultural competencies. • Staff and graduate students completing the Global Partner Certificate. • Undergraduate students enrolling in and competing the Global Citizenship Certificate each year.
Lessons learned	<p>Designate one centre with appropriate staff and support to lead on-campus internationalisation efforts, collaborating with academic units and student groups on campus.</p> <p>Form a University-wide international advisory committee with representatives from units across campus to ensure a cohesive strategy to advance on-campus internationalisation effort.</p> <p>Recognise that domestic and international student interaction does not take place naturally on campus, and specific events and activities need to be provided to promote interaction and friendships leading to increased cultural understanding.</p> <p>Provide a building or designated physical space to enhance cultural interaction.</p>
Future sustainability	<p>A relatively small investment in staff time is magnified by building partnerships on campus and in the community, but this core staffing requires an investment by the institution. It is important to document and communicate the value of these activities.</p>

<p>Quote about the activity</p>	<p><i>'Internationalisation at FSU is a multi-faceted effort in teaching, research and service, engaging students and staff as well as our community partners. These efforts are highlighted in the University's current strategic plan where international and global issues are included in almost every goal. A key part of FSU's internationalisation plan is to expand global competencies and experiences for all students, both on campus or off. We encourage all students to expand their global competencies through coursework, international campus events and service projects.'</i></p> <p>FSU President John Thrasher</p>
<p>Covid-19 impact</p>	<p>Some activities have been moved online. The International Coffee Hour has become virtual, with a cultural segment from the partner student organisation each week, a cooking show segment demonstrating the preparation of a dish from the host country and break out groups for students to talk.</p> <p>English Conversation Club also transitioned to a remote format, and an 8:00 am (EDT) session was added so that international students from abroad could participate and feel connected to the FSU community.</p> <p>Engage Your World sessions have also moved online, and the virtual format allows FSU to recruit speakers from around the world.</p>
<p>Three tips from the University</p>	<ol style="list-style-type: none"> 1. Invest in staffing to help build programming and relationships and involve groups from around campus and the community. 2. Form a University-wide committee to work together and advance the University internationalisation goals. 3. Design and use physical and virtual spaces to bring people together.

Georgia College & State University, USA

Border-free GC



Key facts:

Type of activity: an inclusive programme to make internationalisation accessible to all
 Established in 2020

<p>Overview</p>	<p>A framework for internationalisation, Border-Free education at Georgia College (GC) leverages the online environment to extend international opportunities to more - to all - GC students and staff. 'Border' is understood here not only in the sense of a boundary separating geographical entities, but also in the sense of a barrier to be surpassed or, ideally, eliminated.</p>
<p>Background and aims</p>	<p>The goals of the Border-Free initiative are two-fold:</p> <ol style="list-style-type: none"> 1. Enable every GC student to have had an international experience before they graduate.

	<p>2. Enable GC faculty and staff to benefit from the availability of accessible international opportunities related to teaching, research, and professional development.</p> <p>Reducing the costs for access and participation, and eliminating the need for mobility makes the above goals realistic and highly achievable. Students can easily graduate with as many as four or eight completed opportunities by participating in as few as one or two Border-Free offerings each year.</p> <p>At the start of the Covid-19 pandemic, staff-led study abroad programmes were cancelled, and many international students went home. Staff succeeded in transitioning two-thirds of the programmes online and the courses were then offered to all GC students. Border-Free was born.</p> <p>In addition to addressing the practical need, the desire to make the opportunities accessible to all and to remove the previous barriers to participation was a driving force. This aspect – the truly barrier-free aspect - made the concept whole and gave it an even greater purpose.</p>
<p>Summary</p>	<p>GC's International Education Centre has operational oversight of the still-evolving Border-Free Georgia College initiative that encompasses six categories:</p> <ol style="list-style-type: none"> 1. Border-Free Study Abroad: Intensive, outcomes-based online opportunities that connect students with international content, experts and experiences. In one instance, students were immersed in a thorough study of Chilean culture through readings, literature and media in Spanish. They also set up an imagined company and operations in Chile, using their Spanish language skills to conduct research and market analyses. 2. Border-Free Classroom: Staff incorporate any level of internationalisation into their classes, from a single guest lecturer from abroad to ongoing conversations and group projects among students at GC and overseas. Some classes are jointly taught and co-ordinated by host and partner staff and attended by both home and international students. An example included a partnership with a Moroccan institution to offer an online virtual Creative Writing programme where students became creative collaborators. 3. Border-Free Academic Programming: Outside-the-classroom learning opportunities that open the conversation to a larger audience, expanding beyond one class or even a group of classes. For example, GC staff collaborated with a partner institution in the UK and are hosting monthly hour-long Zoom

	<p>conversations for students of colour on topics of mutual importance and interest.</p> <p>4. Border-Free Student Development: In these opportunities, students connect with other students abroad in a more social and easy-going manner. Students develop and practice intercultural communication, plus problem-finding/problem-solving, and teamwork skills while also developing networks and fostering friendship and understanding. In one instance involving the GC International Club and a counterpart organisation in Hong Kong, over sixty students from across the globe participated via Zoom, were divided into ten mixed groups and worked together to answer questions and to win rounds.</p> <p>5. Border-Free Faculty and Staff Research and Professional Development: Colleagues connect to explore in-depth topics of interest or concern, and to share opinions and solutions.</p> <p>6. Global Communities and Enrichment: Border-Free opportunities open to Georgia College students and staff, but also to the wider regional and global community through conferences, workshops, symposia, and more. For example, in February 2021, Georgia College’s Creative Writing Programme, in partnership with the College of Arts and Sciences, and the International Education Centre hosted a virtual African Writers Festival. With almost every region of Africa represented, the festival brought together thirteen award-winning writers and scholars, plus attendees from five continents, for conversations, readings, and performances.</p>
Measuring success	Initial success will be the usual measures: number of opportunities, plus participants. Ultimate measure of success: that it becomes fully embedded in the life, culture, and workings of Georgia College.
Lessons learned	Avoid linearity and the mere transference of existing opportunities to an online environment. To be successful consider, design for, and leverage with intentionality the genuine fullness of knowledge, opportunity and experience that the online environment provides access to. Think boldly.
Future sustainability	The initiative has the full support of the president and the university, and is recognised as having the ability to transform the institution. An international consortium of like-minded institutions is now being planned and is seeking members throughout the globe.
Quote about the activity	<p><i>‘I gained an understanding of Chilean culture in greater depth and focus than I could ever have imagined. In my future career as a nurse, I will strive to continually be culturally competent and inquisitive and accepting of all cultural backgrounds’.</i></p> <p>Student participant</p>

	<p><i>'We shared various perspectives as well as creative, personal writing that highlighted our shared points of connection. It was an inspirational and unique opportunity to foster creativity and learn about individuals living and studying in Morocco.'</i> Student participant</p> <p><i>'Diverse experiences in a broad range of contexts provide students, faculty, and staff the opportunity to develop skills critical to their future success and difference-making in our world. Georgia College's innovative Border-Free GC programme leverages the global reach of technology to provide virtual study-abroad programmes, trans-national class projects and activities with peers overseas, plus research, student and professional development opportunities, and much more to the entire GC community. Border-Free GC removes barriers to international participation and provides all GC students, faculty, and staff access to international experience without any need to travel. I encourage all GC students to add Border-Free GC opportunities to the already exceptional and well-rounded liberal arts education provided by Georgia College.'</i> Steve M. Dorman, President, Georgia College & State University</p>
<p>Three tips from the University</p>	<ol style="list-style-type: none"> 1. Be in it for the long-haul. 2. Start small with controlled pilots. 3. Expand in ways true to the missions of the University and the concept, and with quality and excellence paramount.

Sheffield Hallam University, UK
The Global Citizenship Portfolio (GCP)



Key facts:

Type of activity: intercultural competencies and global skills learning for all
 Established in 2018
 200 students per year
 Embedded and recognised in course curricula

<p>Overview</p>	<p>The Global Citizenship Portfolio (GCP) provides a flexible model for the development and recognition of intercultural competencies and global skills. It is a sustainable, affordable way to broaden students' horizons and help them acquire a global outlook. The GCP is offered as an alternative to Sheffield Hallam University's physical mobility offer. It has also been adapted as a virtual mobility project available to incoming and outgoing exchange students.</p>
<p>Background and aims</p>	<p>Sheffield Hallam University aims to prepare graduates to work successfully in an increasingly globalised world. We do this through creating opportunities for students to travel, volunteer and work abroad as well as through internationalising the curriculum and their experience on campus. Many students are not able to travel abroad due to financial barriers, family commitments or heavy academic workload, which make participation in global mobility projects challenging.</p>

	<p>The global pandemic and the cancellation of physical mobility options for students provide a further impetus for the development of virtual intercultural and intercultural exchanges.</p> <p>The GCP offers global learning as an accessible option for all, embedded and recognised in course curricula. The portfolio aims to help students start their journey towards becoming global citizens by supporting them to develop skills and evidence that they:</p> <ul style="list-style-type: none"> • Are able to engage with different values systems. • Can communicate across cultures, and in different cultural contexts. • Understand how their actions and those of others have global implications.
<p>Summary</p>	<p>The GCP was initiated in response to the University's ambition to provide global experience to all students and create graduates who can work successfully in an increasingly globalised world. UK global student mobility trends show that only a small proportion of students seek to develop these skills through actual experience abroad, therefore equal, if not greater, efforts should be made to develop global opportunities on campus as an accessible option for all. The GCP is complementary with the Hallam Model, a series of principles which underpin the applied learning experienced by Hallam students, for example, that learning: engages with the world beyond the University; occurs with, from and alongside others; enables students to thrive personally, culturally and professionally.</p> <p>The GCP provides a flexible model for the development and recognition of intercultural competencies and global skills, in or outside the curriculum. The programme is a non-credit bearing module that engages students in self-directed learning by combining academic-run sessions, lectures, experiential learning and reflection. There are four clearly defined steps in the module:</p> <ul style="list-style-type: none"> • Introductory workshop on developing intercultural competence. • Engagement with at least two global topics out of six and attending additional workshops and lectures. • Undertaking an intercultural experience of a period abroad, or intercultural project locally or on campus. • Reflection on any changes in the skills, knowledge, attitudes and values through a reflective journal or peer-observed moderated discussion. <p>The GCP can be completed by students at any level of study and is available to 200 students each year. On completion, undergraduate students get a record on their final year transcript, while postgraduate students receive a completion certificate.</p>

	<p>The portfolio is funded through existing staff funding in the International Experience Team with limited project funding available to academic colleagues offering practical experiential intercultural projects which constitute step three of the portfolio.</p>
<p>Measuring success</p>	<p>The success of the project is measured in three ways:</p> <ul style="list-style-type: none"> • Number of students engaging in the portfolio activities and the number completing it. • Impact on students’ global citizenship attributes development. • Institutional support and endorsement for the Portfolio. <p>An evaluation showed that as a result of taking part:</p> <ul style="list-style-type: none"> • 95% of respondents agreed that they developed an informed opinion on the global topics discussed and an awareness and respect for cultural differences and other people's needs; that they have the confidence to work with people who are different socially, culturally, linguistically and to engage in more intercultural exchanges locally or abroad and that they have the confidence to engage with learning outside their comfort zone. • 90% of respondents agreed that they have developed the ability to apply different perspectives, to become more aware of their cultural context and that of others and of their own perspectives and become more open to other perspectives and possibilities. • 85% of respondents agreed they will actively seek to engage with global issues more and that because of taking part they can imagine a different future personally or professionally.
<p>Lessons learned</p>	<p>The greatest challenge that the University faces is sustaining the growth of the portfolio and increasing capacity. Since piloting the portfolio in 2018, the number of students completing it doubles each year.</p> <p>The portfolio is reliant on contributions from academic staff to deliver lectures on global topics. Time pressures can cause last minute withdrawal from the project and this reduces capacity within the portfolio. A more planned approach to resourcing both in terms of content and finance will help achieve the portfolio’s potential.</p>
<p>Future sustainability</p>	<p>The GCP runs each academic year and Sheffield Hallam is committed to its development and positioning as the main alternative to physical mobility.</p> <p>The University’s future ambition is to increase the number of courses incorporated in the GCP and colleagues are particularly keen to develop its potential as a virtual exchange project offered to the University’s TNE partner students.</p>

<p>Quote about the activity</p>	<p><i>'The GCP is an exciting development for Sheffield Hallam and provides a clear and structured framework on which to build our internationalisation activity. It is flexible in content with a range of themes to appeal and resonate with our students. It is vital that we provide all of our students with the opportunity to broaden their mindset and strengthen their intercultural skills and the success of the GCP shows this doesn't just come through overseas travel. The students also gain experience of working in multi-disciplinary groups, encouraging them to think beyond their course. The GCP offers a valued way to link with our civic region, through contact with local organisations and visiting speakers. Such rich extra-curricular opportunities are more important than ever given the current circumstances and the GCP is a vital means of "bringing the world to Sheffield and Sheffield to the world".'</i></p> <p>Lisa Reidy, Associate Dean, Global and Academic Partnerships, College of Social Sciences and Arts, Sheffield Hallam University</p> <p><i>'The global citizenship portfolio has equipped me with the skill to see the world through diverse lenses. I have learnt that no single view explains it all, we are different in many interesting ways and our various cultures and backgrounds shape the way we see the world and to a large extent, our perspectives on issues. This programme has enhanced my ability to accommodate the views of others different from mine and taught me to be non-judgemental.'</i></p> <p>Student participant</p>
<p>Covid-19 impact</p>	<p>The global pandemic offered an opportunity for expansion of the GCP and it was easily adapted for online delivery.</p> <p>A virtual GCP Plus version was developed to replace the lost physical mobility for incoming and outgoing exchange students.</p>
<p>Three tips from the University</p>	<ol style="list-style-type: none"> 1. Plan your approach to evaluation before you start the project. 2. Engage others in the delivery, evaluation and future planning. Be open to their ideas as this may be the answer to achieving greater impact. 3. Students will always surprise you. Observe how they engage and adapt the project to increase their interaction with the proposed activities.

University of Bristol, UK
University of Bristol Global Lounge



Key facts:

Type of activity : an on-campus hub for globally focused activities
 Established in 2019
 Target audience: open to all students and staff
 Events taking place throughout the year

<p>Overview</p>	<p>The Global Lounge is an initiative celebrating all cultures, helping to build communities and inspire social exchange within the University of Bristol. Since its launch in late 2019, the Global Lounge has hosted numerous intercultural celebrations and social events with help from the diverse University community. Before its planned arrival as a physical space in September 2021, the Global Lounge has enhanced student experience through their pop-up campus activities and virtual events.</p>
<p>Background and aims</p>	<p>The University of Bristol has over 27,000 students, of whom about a quarter are international. A key component of the University’s current five-year strategy is the internationalisation of the student experience, including further internationalising the curricula, expanding on-campus internationalisation initiatives, increasing student mobility opportunities and the enhancement of global partnerships. The University’s strategy also includes a specific objective to build a Global Lounge that would:</p> <ul style="list-style-type: none"> • Enrich the student experience. • Foster integration of the University community. • Provide a physical space for globally-focused activities. • Create an inclusive community for international students.
<p>Summary</p>	<p>In 2018, planning for the Global Lounge started. The primary focus was to better understand the University culture and raise awareness of the new initiative across the University. This ensured that the Global Lounge complemented and built upon the existing offer and consolidated the joined efforts of various groups of staff and students to strengthen the University’s position as a diverse and inclusive institution.</p> <p>Due to reasons beyond the project team’s control, the opening of the Global Lounge’s physical space had to be postponed and was launched in October 2019 as a pop-up initiative. Between October 2019 and March 2020, the team collaborated with students, staff and the Students’ Union to celebrate important holidays in the global calendar by running 16 large intercultural events across campus, including Diwali, Day of the Dead and the Pan-African Festival.</p> <p>Each event is carefully curated, and the Global Lounge aims to remove barriers of entry by making the events free and inclusive to all home and international students and staff. Close collaboration with those who wish to showcase their cultural heritage guarantees authenticity, and free refreshments from around the world help with the engagement and strengthen immersion into other cultures.</p> <p>The Global Lounge’s budget is allocated centrally. The team has expanded to be able to cover more projects and the permanent staffing structure is currently in development.</p>

	<p>Language Café is one of the Global Lounge’s flagship programmes and an example of successful community-building. It is an informal weekly language learning event open to students and staff of all language levels. Since its launch in 2019, Language Café has attracted hundreds of learners and volunteers representing over 20 languages.</p> <p>The team running the Global Lounge is part of the International Office and its secondary function is to support international students on arrival, welcoming and helping them with their transition to life in the UK. The support provided includes running a Welcome Lounge at different arrival points throughout the year. This includes a physical space where students can come for help with various logistical and practical aspects relating to their stay. The Global Lounge also offers an extensive welcome programme to help students familiarise themselves with the University, the city and make friends.</p> <p>The physical space of the Global Lounge is planned to be opened in September 2021.</p>
Measuring success	<p>Colleagues measure participation at the events and found:</p> <ul style="list-style-type: none"> • Approximately 200 students and staff attended each event, with over 350 students attending the Day of the Dead celebration. • Since its launch in November 2019, the Language Café has been attended by over 500 regular learners, with over 150 volunteers sharing their knowledge of over 20 languages. Each weekly session has attracted 50-125 participants, whether in person or in a virtual setting. • Since September 2018 around 2,000 to 3,000 students engaged with welcome programmes and arrivals activities each year. • The average page views for the Global Lounge per month, for the past quarter is 4,535, with an average of 1,343 visitors to the site each month, including first-time and returning visitors.
Lessons learned	<ol style="list-style-type: none"> 1. The creative approach to managing the delay of the opening of the physical space of the Global Lounge meant the strategy was further developed and tested and strong foundations laid. 2. Establishing a network of contacts across the University has been the single most important step towards the successful development and growth of the Global Lounge. 3. Curating the events to a high standard, ensuring inclusivity and developing compelling visual

	<p>identity and consistent messaging have been crucial to win the buy-in from the University community.</p> <p>4. Supporting and enabling students to run their own cultural events and welcome activities created a sense of fun and authenticity.</p>
Future sustainability	<p>The team is currently working on the sustainable event strategy in time for the opening of the physical Global Lounge. Consideration is given to the following:</p> <ul style="list-style-type: none"> • Recycle the plans from events that have worked well. • Train student ambassadors and volunteers to ensure students gain valuable experience and skills. • Work on formalising a partnership with the Students' Union, and other external organisations to ensure a sustainable collaboration framework.
Quote about the activity	<p><i>'Everyone involved in the Language Café sessions is really non-judgmental, and it's so beautiful to see everyone from so many different cultures, backgrounds, religions and ethnicities coming together to learn something new and to appreciate a new culture and language. It truly makes you believe in a better future.'</i> Student participant</p> <p><i>'I have attended Global Lounge events since the very beginning of my university journey, and they were such a promising resource for me when I was in quarantine after arriving from Dubai. I can see that the Global Lounge is incredibly creative, welcoming and proactive.'</i> Student participant</p>
Covid-19 impact	<p>When the Covid-19 pandemic hit, all in-person events had to be cancelled, with some transitioning to online.</p> <p>The team ran an entirely virtual social programme for pre-sessional students over the summer 2020 and the welcome programme in September 2020 was also entirely virtual. Despite its online format, the welcome programme was well attended and received lots of positive feedback. Most events were designed by staff but run by student ambassadors and the peer-to-peer model was very well received.</p> <p>Engagement of virtual events decreased steadily during the autumn term of 2020 due to a number of external factors, including the saturation of virtual events available. The Global Lounge focused on fewer but more popular events by concentrating efforts on Language Café sessions, which remained well attended throughout the pandemic. After testing multiple online platforms, the team settled on Remo due to its fun and inviting aesthetic and the ability for users to move between break-out rooms, giving a more authentic and realistic experience for participants.</p>

	<p>Since the Global Lounge supports international students with their arrival and transition to life in the UK, attention and resource needed to be redirected to cover specific needs during the extended welcome periods.</p> <p>The significant changes over the last year have led to many positive developments and some of the new processes can also be adapted and used post-pandemic.</p>
<p>Three tips from the University</p>	<ol style="list-style-type: none"> 1. Engaging students with user-generated, student-facing content is more authentic, and personalisation gives students the opportunity to gain experience and upskill. 2. Building a strong network of contacts across the University and the Students' Union is key to ensure success of your initiative. 3. Starting from scratch is never easy, but sometimes you simply need to connect the dots and engage with an already existing amazing initiative.

University of Kent, UK
Internationalisation at Home



Key facts:

Type of activity: broad range of on-campus internationalisation events
 Established in 2007
 Open to all students

<p>Overview</p>	<p>The University of Kent recognises the importance of educational internationalisation and the inclusive opportunity which can be offered to a broader range of students through activities collectively described as Internationalisation at Home. Whilst it is recognised that physical mobility can offer an immersive and transformational experience, it is also acknowledged that only a relatively small percentage of students in the UK engage in this form of internationalisation. Kent, therefore, feels responsible to enable more students to benefit from the valuable and vibrant international experience, knowledge and skills which on-campus and digitally accessible communities have to offer.</p>
<p>Background and aims</p>	<p>Internationalisation at Home has developed as a key feature of Kent's internationalisation strategies since 2007. The approach has been to collaborate with students and staff across the University to co-create activities and events that are designed for students by students and staff. The aims have been anchored in the ambition to support and enhance the development of an accessible internationalised experience for all students.</p> <p>The University of Kent's internationalisation strategy is informed by the principles of comprehensive internationalisation and the recognition for</p>

	<p>global connection across all the institutions' missions to serve students, partners and society. The approach is also closely coupled with the concept of knowledge diplomacy, which recognises the important role that international higher education, research and innovation can play in the strengthening of relations between and among nations.</p> <p>The University appreciates that everyone at Kent has a role to play in developing and extending the impact of its European and international activity.</p>
<p>Summary</p>	<p>Kent's Internationalisation at Home initiative offers a broad range of activities, including:</p> <ul style="list-style-type: none"> • Global Officer Leadership Development Programme - a co-curricular course focused on developing and enhancing Internationalisation at Home across the University with training in cultural intelligence and leadership in a global context. • World Fest – an annual academic, cultural and arts festival developed by students for students, with the support of the Dean for Internationalisation and our student services team. • World Fest Bitesize – a fund to support students in designing and delivering culturally-focused events during the course of the academic year. • Global (Web) Hangouts– a series of internationally focused student networking events celebrating international cultural events across the international calendar. • Global Learning Online – a platform for online academic exchange between Kent students and students at international partner universities. • Languages at Kent – a range of opportunities for language learning. • Talking Cultures - intercultural workshops and modules. • Global Engagement Modules – a curated set of internationally focused elective modules which students can add to their degrees. • Kent Global Careers – a series of employability sessions led by international alumni and delivered electronically to students seeking to work in the fields or regions which the alumni represent. • Kent Global Passport – an online tool for students to record their strengths and areas for development in Cultural Intelligence (CQ). • WebChats – a series of online support and Q&A sessions to support home and international students during COVID19.

	<ul style="list-style-type: none"> • Virtual Global Showcase Events – an online engagement mechanism to enable current students, staff and alumni to interact with applicants and partner academics. • International Visiting Academics Network (IVAN) – a networking event for visiting academics which aims to build links with representatives of visiting partner universities and connecting academics across nations and disciplines. • Kent Global Newsletter – a monthly newsletter curating and sharing internationally-focused activity in education and research at Kent. • Curriculum Internationalisation training and development tools for staff. • Innovations in Internationalisation at Home Forum – a conference series and book revealing, sharing good practice in Internationalisation at Home, across the international higher education sector.
<p>Measuring success</p>	<p>Success of the Internationalisation at Home (IaH) activities are measured through:</p> <ul style="list-style-type: none"> • The number of students leading initiatives. • The number of students attending or participating in activities. • The number of registered students on courses or learning opportunities linked to IaH. • Student feedback and testimonials. • Engagement with IaH social media. • The number of readers of the Kent Global Newsletter. • The number of delegates at IaH related training and conferences. • Connections with and feedback from alumni and employers who recognise the international transferability of skills acquired during studies at the University of Kent.
<p>Lessons learned</p>	<p>To ensure that the activities and events are sufficiently tailored to students’ needs and preferences, colleagues develop the initiatives in close collaboration with students.</p> <p>The activities are strongly supported by collaboration across the University and the Students’ Union and this is an essential part of identifying and developing successful opportunities for Internationalisation at Home.</p> <p>Kent believes in using existing spaces and venues to champion and support Internationalisation at Home. The aim is to develop and deliver events and activities which help students to benefit from the richness</p>

	<p>and diversity of experience on campus in as broad a range of contexts and locations as possible.</p> <p>While internationalisation of the curriculum is something that should be engaged with broadly across the University, given the breadth of international diversity across disciplines, intercultural awareness and cross-cultural communication can also benefit from central support, such as Internationalisation at Home activities.</p>
Future sustainability	<p>For Internationalisation at Home to be successful and to thrive, it needs to combine:</p> <ul style="list-style-type: none"> • A minimum level of central resourcing with the ongoing maintenance of a network of support and innovation across the University, from students and staff across the different disciplines. • Face-to-face on-campus initiatives with cutting edge digital tools and interventions which allow the University to bring groups of students together in new and creative ways.
Quote about the activity	<p><i>'The pandemic has led to a restriction in global mobility and a move to an increased requirement for the online delivery of many teaching and support functions. It is too early to accurately predict what the enduring implications will be for the sector. However, it is clear that attention to supporting the student experience and our diverse student cohorts will be more important and challenging than ever. Investment in innovative Internationalisation at Home and curriculum internationalisation is, therefore, likely to continue to be a worthy and impactful endeavour.'</i></p> <p>Dr Anthony Manning, Dean for Internationalisation</p> <p><i>'Kent's Global Officer Leadership Development Programme has been the greatest example of what can be achieved through internationalisation networks on campus. This opportunity for learning and action includes cultural awareness events and opportunities to collaborate with students from other international universities. This is important because we live in an international world that is full of diversity and what we what learn and discuss at university should be reflective of that reality. The internationalisation projects at Kent also involve students' input to ensure that they resonate with other students.'</i></p> <p>Student participant</p>
Covid-19 impact	<p>During the pandemic, the essential pivot to online learning has shown the University how valuable its investment in Internationalisation at Home activities has been. As global mobility has been almost entirely restricted, it is the Internationalisation at Home activity that has shouldered the responsibility of making internationalisation benefits available to the entire student body. The work that has been undertaken over the years to develop these activities has demonstrated its strongest ever return on investment and has shown how flexible, determined and resilient Kent's practice is, despite the challenges of budgeting and the recent change in media.</p>

<p>Three tips from the University</p>	<ol style="list-style-type: none"> 1. Maximise your resource and creativity through networking broadly across your institution to collaborate in designing and delivering Internationalisation at Home initiatives. 2. Support students and colleagues in understanding the benefits which can be gained through Internationalisation at Home and curriculum internationalisation through training and information sharing opportunities. 3. Harness the benefits of the digital revolution by collaborating with students and staff from partner institutions to support cultural events and networking opportunities.
--	--

CAMPUS AND CIVIC ENGAGEMENT

Juniata College, USA Language in Motion (LiM)



Key facts:

Type of activity: community-engaged learning: Language and culture teaching and learning in primary schools

Aimed at international students and students studying languages

Established in 2000

On average 58 students participate each year

Students provide 320 presentations on average in schools each year

<p>Overview</p>	<p>Based on reciprocal relationships with teachers, the Language in Motion (LiM) mission is to expand, enrich, and energise language and culture teaching and learning in primary schools through higher education institutions (HEIs) providing educational outreach to schools and professional development for teachers, especially in rural and under-resourced schools. From a small pilot programme, LiM has grown into a consortium using this flexible model of community-engaged learning.</p>
<p>Background and aims</p>	<p>In 2000, Juniata College, an institution of 1,300 students located in rural Pennsylvania, created LiM to meet campus and community needs for international learning.</p> <p>By bringing together HEIs and schools and sharing resources across all levels, LiM excites pupils and students to learn more about the world and its peoples, improves and enriches language and culture teaching and learning, hones intercultural skills, demonstrates the value of higher education and studying language and culture, and supports networks of educators locally and nationwide. Juniata developed a model that could be adapted to various contexts. Over time, 21 additional institutions have implemented LiM, with some having had to close their programmes. Remaining programmes have been in existence from between one to 15 years, sharing ideas and challenges together.</p>

<p>Summary</p>	<p>Possible host teachers are contacted and their needs established. HEI students are recruited to prepare pupil-appropriate presentations, which are arranged, delivered, and then evaluated by the teachers, pupils, and students. Additionally, opportunities for reflection are well-integrated.</p> <p>At Juniata, LiM includes students for one course credit (repeatable), as a volunteer, or both. Early every semester, there are five two-hour workshops: programme basics and the foundations of effective community collaborations; identifying and developing topics from language or intercultural experiences; pedagogy; working with teachers; and incorporating active learning. Work then individualises as students develop presentations for host teachers to engage pupils actively through language, arts, food, and history. Credit students do seven presentations, the equivalent of one school day; volunteers can do any number. Some complete their presentations with one teacher in one day, others work with multiple teachers or give a sequence of presentations to one class.</p> <p>Because of their need to process their international experiences and better understand their home and host cultures, LiM’s initial participants were international and study abroad students. Students studying another language and those growing up in the U.S. but acquiring an additional language and culture now also express pride in those abilities. All provide diverse perspectives.</p> <p>LiM facilitates students sharing their cultural perspectives with others, which results in pupils and students becoming interested in seeking study abroad, language study, and cultural activities. Peer word-of-mouth is particularly effective for encouraging study abroad.</p> <p>Operational costs depend on programme size and the implementation choices each HEI makes. Juniata’s pilot received grant funding of \$5,300. While partner HEIs have lower budgets because they do not provide transportation, hire a director, or include as many students, the annual budget of Juniata’s programme averages \$8,000-10,000, not counting the half-time director’s salary and benefits. During Covid-19, costs are lower because presentations are virtual. LiM offsets costs by seeking outside funding along with hiring student assistants. In years with enough grant funding, Juniata provided money for other institutions to start programmes and offered professional development for teachers: language workshops, support for conferences, and immersion experiences abroad.</p> <p>The LiM model critically depends on partnerships with primary and secondary schools, but otherwise each HEI’s programme stands alone, resulting in multiple approaches. Consortium members meet periodically. Membership is free but signing a Use of Name agreement is expected.</p>
<p>Measuring success</p>	<p>Over LiM’s 20 years at Juniata, presenters have represented 108 countries and territories, 70 languages, and 13 dialects of English.</p> <p>LIM appears to be impacting student learning on all cultural competency domains as defined by the American Association of Colleges and Universities, with especially high scores on perspective taking,</p>

	<p>knowledge application, and personal and social responsibility. Students also reported a better grasp of intercultural skills.</p> <p>Teachers from participating schools strongly agreed that the students' presentations were a valuable addition to their curriculum and that they would like to see the programme continued and expanded in their school district.</p>
Lessons learned	<p>Funding is always the biggest challenge, and so are identifying schools and teachers, increased school security, programme assessment, and hiring and training students to help with data, logistics, and transportation. Good communication, building mutually respectful networks, and sharing LiM with peers all help.</p> <p>LiM seamlessly fulfils various goals of an international office. It coordinates equal engagement of international, study abroad, and language students, creating an avenue for sharing cultural curiosity, knowledge, and experiences. Engaging international students in the community is challenging, but LiM gives these students voice and allows them to experience and better understand US education. The reciprocity in this approach is equally rewarding.</p>
Future sustainability	<p>Because of the ongoing need for experiential, international programming, LiM continues. Covid-19 expanded LiM's reach by offering programming to schools that normally would be too far for a one-day commute.</p> <p>Including additional schools creates opportunities for future development and connections to the HEI. As mobility is cancelled, LiM becomes a powerful tool to instil curiosity and build greater connections, even sharing reciprocal learning from LiM students across borders.</p>
Quote about the activity	<p><i>'If your goals are fostering intercultural competence, encouraging international students to share who they are, and empowering domestic students to reflect on the power of study abroad, then there is no better programme. I am so proud that Juniata founded LiM and hosts the consortium. It is the model of community engagement as it benefits the community, our students, and the college.'</i></p> <p>Provost, Lauren Bowen</p>
Covid-19 impact	<p>While Covid-19 limited the ability to physically enter schools, LiM easily adapted to all-virtual delivery with new options: asynchronous presentations with mediated follow-up; asynchronous programmes-in-a-box; and, the most popular option, synchronous Zoom meetings. Some international students presented directly from their home countries, sharing authentic cultural experiences. This real-time exposure to international locations was not previously utilised.</p> <p>Evaluations went electronic, and we communicated via email and phone, providing cost savings and a lower carbon footprint. Lack of mobility is the larger challenge: LiM loses a cohort of study abroad students. However, the setback should only affect next year.</p>
Three tips from the University	<ol style="list-style-type: none"> 1. Reciprocity and flexibility are key: collaborate early with teachers to determine their ongoing goals and needs.

	<ol style="list-style-type: none"> 2. Opportunities for reflection should be built into all stages of the experience. 3. Ensure that communication channels are customised and adaptable to prevent and address surprises.
--	--

University of Leeds, UK

Intercultural Ambassadors Programme



Key facts:

Type of activity: student run internationalisation projects on campus and in the community
 Established in 2010
 Aimed at all students
 40 to 50 students per year
 Nine projects per year
 External funding to support activities
 Recognition provided

Overview	The Intercultural Ambassadors programme creates meaningful interactions between people from diverse backgrounds; enhances students' intercultural competence and global employability; and helps students and local people to benefit from the internationalisation of the University.
Background and aims	<p>The University of Leeds takes a holistic approach to internationalisation, recognising the importance of developing on-campus global opportunities and inclusive services to enrich the student experience and enhance employability.</p> <p>The International Student Office works in partnership with colleagues from across the University and with the Students' Union to internationalise the campus and helps schools and services cater for the diverse student community. Created in 2010, with initial support from the Higher Education Academy, the programme aims to:</p> <ul style="list-style-type: none"> • Help students and local people benefit from the global community of students at the University. • Enhance students' global employability and intercultural competence. • Create meaningful interaction between people from different cultural backgrounds. • Increase the number, variety and uptake of intercultural opportunities on campus and locally.
Summary	Intercultural Ambassadors work in diverse teams to plan and deliver a project that will bring together people from different backgrounds. The programme is open to all students and postgraduate researchers from any discipline and study level. Care is taken to promote the programme to international and UK students with an interest in developing their

	<p>intercultural competence and making the most of the global community at Leeds.</p> <p>Projects are delivered either in the community in partnership with local organisations or on campus with the Students' Union, including during the annual World Unite Festival. Recent projects included workshops for secondary school pupils about the University's global campus, intercultural activities for older people through a local care provider, and international women's day and global careers events.</p> <p>The programme brings together staff from across the University with an interest in Internationalisation at Home. Each team has a mentor who is a staff member with expertise in the team's project area. These colleagues provide the initial project brief and support their team to deliver the project. Community projects also involve a partner from a local organisation, including charities, community projects and city council organisations. There is also the project team, including members of International Student Office staff and a student intern, who deliver weekly training sessions and manage administrative tasks. The training programme includes a session from an academic specialising in intercultural studies. Finally, the Students' Union helps with promotion of project events via the World Unite Festival.</p> <p>Ambassadors receive over 25 hours of training over 10 sessions, plus social interaction homework tasks and project work. Topics like intercultural studies theory, events management and inclusion are balanced with lighter activities such as icebreakers which encourage students to step out of their comfort zones and give them ideas for activities for their own events and projects. All materials and resources have been refined over the years, based on feedback from participants, training facilitators and project mentors.</p> <p>The programme starts in September with promotion, recruitment and an assessment centre, followed by team development and weekly intercultural training to explore and develop project ideas. By December groups need to present detailed ideas and outline plans, with more detailed planning and working on the project delivery throughout February and March. The programme culminates in evaluation, reflection and showcasing in April and May.</p> <p>Each team was allocated a small budget for their project costs. Ambassador projects and the showcase were supported by funding from Santander Universities.</p> <p>Undergraduate ambassadors gain recognition on their Higher Education Achievement Record which accompanies their degree certificate, and postgraduates are given certificates. Ambassadors can also request a reference to support job applications.</p>
<p>Measuring success</p>	<p>Ambassadors complete feedback postcards every four weeks to allow staff to respond quickly to any issues and an in-depth feedback form is submitted at the end of the programme. Ambassadors also complete a cultural awareness questionnaire at the beginning and end of the programme.</p>

	<ul style="list-style-type: none"> • In 2019-20, 53 students took part in nine campus and community projects. All except one, which had to be cancelled due to the pandemic, were delivered successfully. Over 300 students and local people engaged with the project events. • 100% of students said that they would recommend the programme to others in 2017-18, with 97% of students in 2018-19. • Students said they enjoyed the opportunity to meet people from different backgrounds and work as a team to develop and deliver a meaningful project. • Students reported developing the following employability skills: communication and decision-making skills, teamwork, active listening, event and project management knowledge, intercultural awareness, and time-management. • Each year around 100 people attend a showcase event which is hosted by ambassadors and includes a celebration of each project and the global community at Leeds. In 2020 this was hosted online and included speeches from staff and presentations from each team.
<p>Lessons learned:</p>	<p>A key challenge is supporting students to have a successful experience of working in a diverse group under time pressure to develop and deliver a meaningful project.</p> <p>To ensure success, it is important for staff to spend time on relationship building with and between students. It is also key to create opportunities for students to get to know each other well.</p> <p>Training on decision making, conflict and group roles helps to prepare students to work together successfully. Acknowledging the challenges and providing students with the language and skills to navigate this experience is key. Suggesting several key roles, such as promotions manager or key contact for external partners, that students can take on in their project groups helps to share the workload and gives a sense of ownership.</p> <p>Spending time on the recruitment and selection process and getting to know students before putting them into project teams is important to ensure a mix of personalities, backgrounds and cultures, and so that everyone in the team can work to their strengths.</p>
<p>Future sustainability</p>	<p>The programme will continue to be delivered and improved upon in future years. The projects on offer change and evolve each year, and the office will continue to work with university partners and local community organisations to develop meaningful intercultural projects that engage students and community members.</p>
<p>Quote about the activity</p>	<p><i>'Being part of the Intercultural Ambassador programme was one of the best choices I made during my first year. I learnt inclusivity in event planning, how to work effectively in a team and how to be able to</i></p>

	<p><i>connect with anyone. But most importantly, I made friends with people that I would never meet had I not joined'.</i></p> <p>Student participant</p>
Covid-19 impact	In 2019-20 a virtual model was successfully adopted for the end of the year showcase event. Plans are currently being made to adapt the programme to a virtual or hybrid model in 2021-22.
Three tips from the University	<ol style="list-style-type: none"> 1. Spend time on relationship building between students. 2. Bring together staff from across the University and the Students' Union with an interest in Internationalisation at Home, including staff with personal or professional connections to the local community. 3. Support students to engage critically with ideas around what makes an intercultural interaction meaningful and move beyond essentialist views of culture.

For further Internationalisation at Home initiatives, including institutions showcased in this report and others, you may want to watch [a series of videos](#) that have been recorded for the *Innovations in Internationalisation at Home #2021* conference, arranged by the University of Kent in partnership with UUKi.

CONCLUSION

Internationalisation at Home activities are increasingly part of the broader offer of many higher education institutions. The overarching aim of these programmes is to create an environment of inclusion, equity, diversity and multiculturalism; not just among students but across the institution. These activities should not be seen as a competitor to physical outbound mobility but rather as part of a diverse menu of internationalisation opportunities that underpin all other global ambitions that the institution is engaged in.

A team effort from across the university

Based on the case studies, the report identified several themes and models of activities. For Internationalisation at Home to be successful, the initiatives need to have the support from senior management to encourage an institution-wide approach and to ensure buy-in from all staff. The varied types of Internationalisation at Home initiatives identified in this report indicate very strongly that many of the activities are developed and managed by staff from across the institution. Traditional mobility is on the whole predominately led by professional services teams, such as the international office or study abroad unit. Internationalisation at Home programmes, however are, and need to be by their very nature, more of a team effort to include academic staff, professional services, and often also the Students' Union officers working collaboratively. Especially in the design of virtual online courses, staff will require training to understand their respective roles. Beelen and Jones believe *'Even those academics who have studied, lived or worked in, or come from another country are likely to need support in adapting what may be limited understanding of internationalisation practice to domestic, intercultural contexts.'*⁶

Strategies and evaluation

UUKi's Mobility Management Survey⁷ found that 83% of universities now include outward mobility in their institutional strategies and 65% have a target for outward mobility. 90% of universities have either maintained or increased funding for outward mobility. In the same way, Internationalisation at Home activities should be clearly outlined as part of an institution's global ambitions and funded accordingly. Thought should also be given to the evaluation of such programmes. This is an area that requires further development. As some of the case studies have indicated, it is important to seek the views from students at various points during the activity to gain granular feedback to provide this as evidence of the impact and success of an activity. This is true especially where the activity is fully embedded in the curriculum⁸ and it can be said that *'it is the articulation and assessment of internationalised learning outcomes within the specific context of a discipline which will allow such environments to be used as means of achieving meaningful international and intercultural learning.'*

Equal access for all

Numbers of reported short-term mobilities in the UK have risen over the last few years. This is clearly an important area of growth in the overall outward mobility offer and many opportunities are increasingly aimed at students with fewer opportunities, making international mobility opportunities more inclusive. However, barriers to mobility continue to exist. Offering Internationalisation at Home activities provides all students with the opportunity to acquire intercultural skills, and such programmes can, therefore, be a gentle introduction and

Note

⁶ [Beelen, Jos and Jones, Elspeth: *Redefining Internationalization at Home* \(2015\)](#)

⁷ UUKi: [The Management of Outward Student Mobility Programmes in the UK](#) (2018)

⁸ [Beelen, Jos and Jones, Elspeth: *ibid*](#)

first step to prepare students with fewer opportunities for a mobility abroad. For students who may not initially consider participation in a mobility period due to responsibilities at home, a disability or other barriers, these activities can be an opportunity to engage in a global activity and gain some of the skills otherwise associated with physical mobility. The provision of Internationalisation at Home activities enables students from underrepresented groups to engage with the full university experience, making it an inclusive offer.

Integration of international students

Integration of international students on campus is also one of the core aims underlying Internationalisation at Home activities. Indeed, the Department for Education's *International Education Strategy: 2021* states that 'Central to the UK's globally competitive offer to international students is our commitment to delivering a world-class student experience, from academic and research excellence through to student inclusion on campus. This begins with their application to study in the UK and extends to graduation and beyond'.⁹

Providing integration activities for international students should therefore be an essential component of all higher education institutions. Providing these initiatives also opens up the opportunity for home students and international students to engage and, by doing so, home students learn about cultures different to their own and both groups benefit by learning from each other.

From surveys undertaken to obtain a better understanding of the impact of short-term mobility,¹⁰ UUKi recently found that 74% of students who had participated in such programmes were more likely to engage with international students on campus, and 72% were more likely to take part in international opportunities on campus. Internationalisation at Home activities therefore also further enhance the experience of students who have been abroad, and their enthusiasm to engage should be harnessed for the wider good of all students, especially to support the integration of international students on campus and to create a truly global institution.

Home student engagement

There is currently no data on the proportion of UK home students' participation in Internationalisation at Home activities. While some programmes specifically aim to provide home students with intercultural skills, most initiatives are open to all students and, anecdotally, appear to attract predominantly international students. It is therefore crucial to design clearly defined programmes to reach the desired audience, measure home students' engagement in these activities and to do further research into how to promote activities in a way that will appeal to them.

Beyond the pandemic

Inevitably, many of the activities described in this report would not have happened at all or in a different format, had it not been for the pandemic. Covid-19 has accelerated Internationalisation at Home initiatives, especially online courses. This leads to several areas that need further consideration. Over the last year, institutions and learners have engaged with online technology in a manner previously unimaginable. There is a danger, though, that what was initially regarded as an exciting and novel way to engage, may very soon lead to online fatigue. Some of the case studies indicated a drop in attendance after an initial surge in interest and maintaining a stimulating and engaging learning activity will, therefore, be key for the future success of these programmes.

Note

⁹ Department for Education, [International Education Strategy: 2021 update Supporting recovery, driving growth](#)

¹⁰ UUKi's short-term mobility, long-term impact (2021) – to be published 24 June, 2021.

Global collaboration

The provision of online initiatives over the last year has made many programmes more accessible to students, and further increased opportunities to work with international partner institutions to facilitate these programmes. Given the UK's departure from the European Union and the government's ambition for a Global Britain, the many possibilities for global collaborative online learning should be harnessed even when in-person travel becomes possible again.

Next steps

This report highlights a number of distinctive elements of Internationalisation at Home activities and their benefits to students and also the wider university and local community. Many different models have emerged over the last year and the Covid-19 pandemic has accelerated the growth of these programmes. It will be important to gain a better understanding of the impact of the many different facets of Internationalisation at Home and to carry out further research into the benefits that such programmes yield. The sector now needs to ensure that it harnesses the positives that have emerged from these initiatives and continues to grow this area and increases the number of students who gain access to an international experience during their studies through these activities.

ACKNOWLEDGEMENTS

Universities UK International would like to thank the following for their support to this project:

Florida State University	Sheffield Hallam University
Georgia College & State University	University of Bradford
Imperial College	University of Bristol
Juniata College	University of Kent
Leeds University Business School	University of Kentucky
London College of Communication, University of the Arts London	University of Leeds
Middlesex University	University of Technology Sydney
Nottingham Trent University	

Thank you also to our authors, Katherine Allinson, former Policy Researcher at Universities UK International and Dörte Stevenson, international higher education consultant.