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# Evidence Framework

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EVIDENCING ADVANCES IN INTERNATIONALISATION AT HOME

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## About ATIAH

This Framework has been developed as part of the project [Approaches and Tools for IaH](#) (ATIAH), an ERASMUS+ funded Key Action 2 project (2016-2018). This multilateral project is delivered by a consortium of three European institutions: University of Newcastle (UK); the University of Bologna (IT); and KU Leuven (BE).

The prime aim of our project is to improve the relevance and quality of European higher education by developing tools for higher education institutions (HEIs) wishing to review and improve Internationalisation at Home (IaH) practices. On doing so, the project addresses one of the Key Priority Areas of the European Commission's Communication "European Higher Education in the World": 'Promoting IaH and digital learning' (COM/2013/499). IaH has become an agenda of key strategic importance to HEIs across the world, in response to increasing geopolitical and economic imperatives.

Given this backdrop, the ATIAH project has developed approaches and tools to support institutions, staff and students (especially the non-mobile majority) to develop the skills and the competences necessary to operate successfully in an international environment. In the first phase of the project, the project partners carried out a series of activities aiming at obtaining a multi-faceted overview of IaH practices across European HEIs. This phase comprised a literature review, a European-wide student and staff questionnaire (342 responses) and a series of internal audits and focus groups (74 participants) with a variety of key stakeholders. Stakeholders included international and home students, academic and administrative staff, heads of departments, senior leaders and representatives of international offices.

The findings from the three stages of data collection informed the development of the following resources.

1. An audit tool for universities seeking to benchmark their IaH practices;
2. A curriculum framework for an 'internationalising your university experience';
3. An evidence framework for evidencing and communicating advances in IaH.

This document sets out the Evidence Framework to evidence and communicate advances in IaH.

## Introduction to the Framework

This evidence framework was developed in the context of the ATIAH project, to:

- acknowledge the importance of the international and intercultural skills, competences and mindsets we seek to develop in staff and students;
- recognise the development of the aforementioned skills, competences and mindsets in professional development opportunities, reward and recognition criteria and teaching standards for staff;
- ensure that these skills, competences and mindsets are embedded in programme design and delivery/learning outcomes/graduate attributes for students;
- communicate the importance of IaH to the wider community, including governments, students, parents, employers and potential academics.

Given the pressing need to establish and evidence the importance of IaH, this document sets out a framework for evidencing progress in IaH and details the six dimensions on which it is built. It outlines the overarching purpose and structure of the framework, and suggests ways in which it can be used, as well as the target audience.

## Purpose

While IaH has gained momentum in supranational policy, namely via the first comprehensive EU policy on internationalisation, “European Higher Education in the World” (COM/2013/499), there is a need for a structured approach for implementing sustained IaH agendas in contemporary higher education.

As with any other agenda for higher education development, a consensus on the common ground on what constitutes evidence is needed, which is here understood as:

*Indicators or descriptors that can be assessed quantitatively or qualitatively to indicate the state of progress of IaH agendas.*

Building on this definition of evidence, the *Evidence Framework* outlines indicators for assessing advances in IaH according to its key dimensions. The framework is, thus, intended to assist HEIs to determine their approach to IaH and how it can be evidenced and communicated according to its key actors: students and staff. The indicators outlined in Table 3 were, therefore, tailored to the needs and contribution that students and staff can make to a sustained agenda to IaH. In the latter case, the indicators were tailored the different stages of career development.

The framework comes to complement two other outputs from the ATIAH project: (1) a Self-audit tool, and (2) a Curriculum Framework.

## Goal

Evidencing advances in IaH aims to assist higher education institutions to clarify and communicate evidence of IaH so that the benefits of an internationalised university experience are available to all students and staff, not only the internationally-mobile minority.

## Structure

The *Evidence Framework* follows a twofold structure that aims to stimulate dialogue and collective engagement on IaH. The overarching objectives are:

- Part I: focusing questions to trigger a dialogue on IaH and establish a common language ;
- Part II: a review tool to assess, develop and/or communicate an institutional approach and practice of IaH based on measurable indicators organised by scope of activity and type of actors.

Both parts are organised according to six dimensions for evidencing advances in IaH.

## Audience

The *Evidence Framework* is intended to assist universities to clarify evidence of progress, innovation, achievement and embedding of IaH at different levels: institutional, discipline, department,

programme, module and individual (i.e., those in leadership, teaching and learning positions). It can be used by educators, students, staff development and professional service units, and those in leadership positions in HEIs in Europe and beyond.

One possible application of the framework would be to stimulate discussion and leverage change on institutional approaches to IaH through the focus questions provided in Part I (see Part I: Focus questions). These reflective questions can be used by a range of stakeholders (e.g., from students, to teaching and administrative staff, deans and Pro-Vice Chancellors), and are complemented by a review tool in Part II (see Part II: Review Tool). This tool outlines possible indicators for evidencing advances in IaH according to the needs and contributions that students and staff can make to IaH agenda.. Both Part I and II are organised according to the six dimensions of IaH defined next.

## Dimensions

The six dimensions outlined in this evidence framework build on a review of the specialised literature and data collected with students and staff on their viewpoints of IaH practices. These dimensions are illustrated in the scheme below (Figure 1).



Figure 1- Evidence Framework dimensions.

Each dimension addresses a particular aspect of IaH and outlines overall indicators. Taken together, the six dimensions offer a cumulative understanding of an approach to IaH at **institutional level while addressing its main beneficiaries but also agents of change: students and staff.**

Table 1 provides a definition of each of the six dimensions and outlines sample indicators. It should be noted that these indicators are not exhaustive but illustrative. The *Evidence Framework* is intended to be flexible in order to provide the stimulus for thinking, discussing and communicating about IaH.

Table 1- Evidence Framework dimensions' description.

Scope	Definition	Indicators
<b>Professional Learning &amp; Recognition</b>	Staff and student professional development for IaH. It involves training, mentoring and professional learning opportunities. It should lead to some form of institutional or national recognition, accreditation or esteem indicators	<ul style="list-style-type: none"> <li>• Professional development opportunities</li> <li>• Reward and recognition systems (institutional/national)</li> <li>• Esteem indicators</li> <li>• Professional standards</li> </ul>
<b>Institutional Strategizing</b>	Institutional strategic planning for IaH. It involves a roadmap for its implementation along with monitoring and evaluation systems. These systems require the definition of explicit goals, ways to assess them as well as steering committees to oversee the implementation and progress of strategic plans for IaH	<ul style="list-style-type: none"> <li>• Mission/vision statements</li> <li>• Strategic plans and policies</li> <li>• Monitoring and evaluation Systems (at system level)</li> <li>• Steering committees</li> </ul>
<b>Curriculum and Co-curriculum</b>	Curriculum and co-curriculum activities that are designed to ensure that all students and staff can have a meaningful internationalised university experience. It should promote formal and non-formal learning of mobile and non-mobile students and lead to the development of relevant competences and/or skills for IaH	<ul style="list-style-type: none"> <li>• Internationalised curricula and co-curricula</li> <li>• validation of competency development</li> <li>• Internationalised learning outcomes</li> <li>• Inclusive learning environments</li> <li>• Technology to reach the non-mobile majority</li> <li>• Monitoring and evaluation systems (at individual level)</li> </ul>
<b>Engagement &amp; influence (internal + external)</b>	Engagement of the academic and local/global communities in IaH plans and delivery	<ul style="list-style-type: none"> <li>• Partnerships and or links to the local and global communities</li> <li>• Addressing societal challenges</li> <li>• Community-driven internationalisation policies</li> </ul>
<b>Support Services</b>	Involvement of administrative and support services in the strategic planning and implementation of IaH. It involves allocating responsibilities across institutional services and giving visibility to existing efforts of IaH	<ul style="list-style-type: none"> <li>• Administrative and reporting structures</li> <li>• Local organisations</li> <li>• “Visibility” and communication systems</li> </ul>

### Internationalised University Experience

Providing access to an internationalised university experience to all those who may benefit from it, including not only all students but also staff and community members. It enables the demonstration of the development of relevant competences and/or skills for IaH

- Feedback
- Monitoring and evaluation systems (at individual level)
- Validation and certification of competency development
- Reward and recognition

## Part I: Focus questions

This part of the *Evidence Framework* aims to trigger discussion on IaH practices at your institution. For structured discussions, we offer the following *focusing exercise*:

- gather a team of around 5 to 8 people with different responsibilities at institutional level (e.g., student representatives, heads of teaching and learning committees, teaching staff, international officers, etc.);
- ask participants to write down what IaH is or should be (give participants around 5-10 min)
- invite participants to share their definition(s) with the rest of the group
- try to elicit a group definition and write this on a flip chart;
- to illustrate the importance of establishing some common language around IaH at institutional level, show Figure 1;
- explain briefly the six dimensions of the *Evidence Framework* and introduce some *reflective questions* on either the six dimensions or the dimensions that are most relevant to explore with your group of participants; Some examples are outlined in Table 2 (the exercise can be completed orally or provided as a handout).

**NOTE<sup>1</sup>:** See power point with sample guidelines.

**NOTE<sup>2</sup>:** The 25 reflective questions in Table 2 address both the individual and institutional levels. These questions are not exhaustive and can be expanded and tailored by users according to their needs and institutional contexts and/or realities.

Table 2 - Evidence Framework: Focus questions.

Scope	Reflective questions	Indicators	Your examples
<b>Professional Learning &amp; Recognition</b>	<ol style="list-style-type: none"> <li>1. Are roles and responsibilities clearly defined across your institution to clarify their contribution towards IaH?</li> <li>2. How do you envisage your own contribution?</li> <li>3. To what extent are you offered professional development opportunities for implementing IaH?</li> <li>4. Are reward and recognition systems used to value and incentivise individual contribution to IaH?</li> <li>5. Do these systems define esteem indicators?</li> </ol>		
<b>Institutional Strategizing</b>	<ol style="list-style-type: none"> <li>6. Is IaH embedded in institutional policy and strategic frameworks?</li> <li>7. (If embedded) how does this policy translate into practice?</li> <li>8. Are there steering committees at your institution responsible for overseeing the implementation and progress of these policies?</li> <li>9. Are these policies accompanied by monitoring and evaluation systems?</li> </ol>		
<b>Curriculum and Co-curriculum</b>	<ol style="list-style-type: none"> <li>10. Are there any curriculum and co-curriculum activities and/or actions in place at your institution to promote an internationalised university experience for all students?</li> <li>11. What do these activities consist of?</li> <li>12. What are their main objectives?</li> <li>13. Do they happen on an ad hoc basis or do they reflect broader institutional policies?</li> </ol>		



<b>Engagement &amp; influence (internal + external)</b>	<p>14. Does your institution promote opportunities for staff and students to engage with local and global communities?</p> <p>15. What do these opportunities consist of?</p> <p>16. Do they happen on an ad hoc basis or do they reflect broader institutional policies?</p> <p>17. (If reflected in institutional policies) what sort of links are promoted with the local community as part of an IaH agenda?</p>
<b>Support services</b>	<p>18. What is the involvement of administrative and support services in promoting IaH?</p> <p>19. Are their responsibilities clearly allocated?</p> <p>20. Does their work on IaH have enough visibility?</p> <p>21. Are there communication systems in place to link senior management with support services?</p>
<b>Internationalised University Experience</b>	<p>22. Does your institution provide opportunities for an internationalised university experience for all students (mobile and non-mobile)?</p> <p>23. Does your institution define what are the relevant skills and/or competencies for an internationalised university experience for all students?</p> <p>24. Are these skills and/or competencies actively promoted inside and outside the classroom?</p> <p>25. Are there mechanisms in place to track achievement and progression at individual level (for both students and staff)?</p>

## Part II: Review Tool

The review tool is organised according to the six major dimensions of IaH (see Figure 1 and Table 2). It complements Part I by providing measurable indicators on all six dimensions. These indicators can be expanded or refined according to institutional realities and following the discussion generated by Part 1 of the framework.

As explained earlier the review tools builds on two perspectives:

- Scope of activity (or dimension);
- Type of Actors involved in IaH (students and staff).

Table 3 outlines a bank of descriptors for the six dimensions of the *Evidence Framework*. The formulation of these descriptors consisted of three major steps:

1. Formulation of an initial bank of descriptors across all six dimensions
2. Feedback from participants of the multiplier events held in England
3. Selection and/or refinement of descriptors based on participants' feedback

Given the steps outlined above, we acknowledge the need of a fourth step to (4) pilot the descriptors in other educational settings across Europe to provide new insights.

With regard to the criteria used for developing the indicators or descriptors, the experiences of other frameworks were taken into account, particularly those from the Framework of *Competences for Democratic Culture*. Building on the experience of this framework, the following criteria were born in mind when developing the descriptors in Table 3 (but with regard to the particulars of IaH).

1. **Brevity:** "Descriptors had to be short rather than long, ideally no longer than 25 words."
2. **Positivity:** "Each descriptor had to express ability in terms of a positive statement (e.g., can, expresses, supports), not a negative stamen (e.g., cannot, fails to, has limited)(...)."
3. **Clarity:** "Each descriptor had to be transparent and not jargon-laden, and written using relatively simple grammar."
4. **Independence:** "Each descriptor had to be independent of all the other descriptors (...)"
5. **Definiteness:** "Each descriptor also needed to describe concrete behaviours or achievements (...)."

(Barrett et al., 2018, p. 54)

It should be noted that our *Framework* does not include a scaling of descriptors according to levels of progression. We opted to craft our descriptors according to the profile of the actors involved in IaH to reflect the importance of this concept to all who learn and work in HEIs and its wider communities.

Table 3 - Review tool

	Students		Staff	
	Students	Early career	Mid career	Leadership
Scope of Activity	Indicators	Indicators	Indicators	Indicators
Professional Learning & Recognition [PL]	<b>PL i1:</b> Completing a learning programme for engaging in institutional activities on IaH	<b>PL i2:</b> Completing a professional development programme or qualification on IaH	<b>PL i3:</b> Completing a professional development programme or qualification on IaH	<b>PL i4:</b> Completing a leadership programme on IaH
	<b>PL i5:</b> Attending institutional events for IaH	<b>PL i6:</b> Attending internal or external teaching-related workshops or seminars on IaH	<b>PL i7:</b> Delivering internal or external teaching-related workshops or seminars on IaH	<b>PL i8:</b> Coordinating internal or external teaching-related workshops or seminars on IaH
	<b>PL i9:</b> Demonstrating awareness of IaH as relevant concept in HE	<b>PL i10:</b> Engaging with literature or theory on IaH	<b>PL i11:</b> Developing research & scholarship on IaH (e.g., presentations, grants and publications)	<b>PL i12:</b> Advancing an agenda for research & scholarship on IaH
Institutional strategizing [IS]	<b>IS i13:</b> Attending relevant school meetings on IaH (to express student views)	<b>IS i14:</b> Developing and communicating ideas for a school policy on IaH	<b>IS i15:</b> Developing and enacting a school and faculty policy on IaH	<b>IS i16:</b> Embedding IaH in institutional policy
	<b>IS i17:</b> Engaging with institutional interest groups on IaH	<b>IS i18:</b> Engaging with institutional interest groups on IaH	<b>IS i19:</b> Leading institutional interest groups on IaH	<b>IS i20:</b> Establishing institutional interest groups on IaH

	<p><b>IS i21:</b> Outlining key actions for <i>all students</i> to benefit from an internationalised university experience</p>	<p><b>IS i22:</b> Outlining key actions for <i>all students and staff</i> to benefit from an internationalised university</p>	<p><b>IS i23:</b> Drafting a list of key actions for an internationalised university experience (based on the input of students and staff)</p>	<p><b>IS i24:</b> Defining an agenda for an internationalised university experience</p>
<p><b>Curriculum and co-curriculum</b> [CC]</p>	<p><b>CC i25:</b> Completing learning modules with an international and intercultural dimension</p>	<p><b>CC i26:</b> Statement of teaching philosophy/ principles related to IaH within own disciplines</p>	<p><b>CC i27:</b> Aligning discipline teaching philosophy/ principles with the corresponding study programme(s)</p>	<p><b>CC i28:</b> Defining an institutional teaching philosophy for IaH</p>
	<p><b>CC i29:</b> Sharing topics and/or areas of interest related to the intercultural and international dimensions of IaH</p>	<p><b>CC i30:</b> Outlining curriculum guidelines for IaH within a Module (e.g., teaching &amp; assessment frameworks))</p>	<p><b>CC i31:</b> Aligning discipline curriculum guidelines for IaH with the corresponding study programme(s)</p>	<p><b>CC i32:</b> Developing an institutional curriculum policy for IaH</p>
	<p><b>CC i33:</b> Actively engaging in intercultural learning opportunities (formal, non-formal and digital learning activities)</p>	<p><b>CC i34:</b> Defining student learning outcomes related to IaH within a Module</p>	<p><b>CC i35:</b> Embedding student learning outcomes related to IaH across study programmes</p>	<p><b>CC i36:</b> Defining relevant graduate attributes for IaH</p>

<b>Influence (internal and external)</b> [IF]	<b>IF i37:</b> Engaging in intercultural community activities (e.g., student organisations, charities)	<b>IF i38:</b> Engaging in research & scholarship activity related to laH	<b>IF i39</b> Developing research & scholarship on laH (e.g., presentations, grants and publications)	<b>IF i40:</b> Advancing an agenda for research & scholarship on laH
	<b>IF i41:</b> Engaging virtually with students from foreign universities (non-formal learning)	<b>IF i42:</b> Communicating the importance of laH within their discipline, programme or school	<b>IF i43:</b> Communicating the importance of laH across study programmes and faculties	<b>IF i44:</b> Communicating an laH agenda cross the institution and externally
	<b>IF i45:</b> Embedding laH in non-formal activities of relevant student and local societies	<b>IF i46:</b> Embedding laH in non-formal activities of their school	<b>IF i47:</b> Furthering the role of laH in national or international frameworks, accreditation, policy	<b>IF i48:</b> Defining a campus or cross-campus leadership role for laH
<b>Support services</b> [SS]	<b>SS i49:</b> Volunteering in institutional activities that contribute to laH (e.g., participation in induction weeks, welcome events, buddying)	<b>ISS i50:</b> identifying support needs at discipline/programme/school level with regard to laH	<b>ISS i51:</b> Communicating the support needs of school and faculty with regard to laH	<b>SS i52:</b> Setting-up 'visibility' and communication systems to identify relevant initiatives on laH carried out by institutional services

<p><b>Internationalised university experience</b></p>	<p><b>IUE 53:</b> Deploying competences and skills relevant to IaH (e.g., portfolio, buddy programmes, awareness &amp; engagement activities)</p>	<p><b>IUE 54:</b> Deploying relevant competences for IaH (e.g., mentoring colleagues with respect to IaH)</p>	<p><b>IUE i55:</b> Deploying relevant competences for IaH and developing validation and certification systems for competency development in IaH</p>	<p><b>E i56:</b> Enacting validation and certification systems for competency development in IaH</p>
<p><b>[IUE]</b></p>	<p><b>IUE 57:</b> Sharing International university experiences (e.g., the sharing of study abroad experiences with home students, online collaboration between home and international students)</p>	<p><b>IUE 58:</b> Linking the experiential domain of internationalisation to classroom practice</p>	<p><b>IUE i59:</b> Advancing best practice in classroom instruction for IaH</p>	<p><b>E i60:</b> Advancing institutional opportunities for IaH (e.g., on-campus and community activities)</p>

## References

Barrett, M., de Bivar Black, L., Byram, M., Faltýn, J., Gudmundson, L., Land, H. V., . . . Zgaga, P. (2018). *Reference Framework of Competences for Democratic Culture. Descriptors of competences for democratic culture*. Strasbourg: Council of Europe.