Suggested Applications

SELF-AUDIT, CURRICULUM FRAMEWORK AND EVIDENCE FRAMEWORK

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Target Groups and Possible Applications

This document is part of the project [Approaches and Tools for Internationalisation at Home](#) (ATIAH) and aims to offer suggested applications of the approaches and tools that have been developed during the ATIAH project. More specifically, its three resources/tools: the Self-Audit, the Curriculum Framework and the Evidence Framework (see [Outputs' Tab](#) on our website).

All three tools are offered as flexible resources to be adapted for use in European higher education institutions:

1. **Higher education (HE) staff in leadership and management roles** (e.g. Heads of School, School Managers, Department Heads) may wish to use the [Self-Audit Tool](#) to review existing Internationalisation at Home (IaH) practices across the institution, or at school or departmental levels. Task- or working-groups may be convened to review institutional approaches to IaH. Leaders and Managers with responsibility for internationalisation (e.g. Pro-Vice Chancellors, Deans) may choose to implement the [Evidence Framework](#) when communicating the institutional/school/departmental strategy for IaH, or when reviewing award or promotion criteria for staff, to ensure that individual staff or team contributions to IaH are appropriately recognised and rewarded.

2. **HE staff with responsibility for curriculum development** (e.g. Degree Programme Directors, Heads of Department, and Module Leaders) may wish to use the [Curriculum Framework](#) to integrate a global dimension into existing curricula. The [Curriculum Framework](#) can be used as a tool for reflection and discussion about possibilities to enhance learning for all students through an internationalised curriculum. It can support and facilitate dialogue around curriculum development and review. The [Curriculum Framework](#) can also be used to construct a module or programme that will develop intercultural competencies and global perspectives in students. The [Evidence Framework](#) can be used to evidence staff contributions to advances in IaH. A possible way to trigger discussions on how to evidence IaH is to use the Focus Group exercise in the Evidence Framework with relevant stakeholders for internationalisation at your institution/organisation (see [Evidence Framework](#), 'Part I: Focus Questions', pp. 6-8) Some higher education institutions require applications for approval of new programmes and modules to provide evidence of their intended contribution to 'an internationalised university experience' (see example below, p. 3).

3. **Units responsible for professional development** may wish to use the [Evidence Framework](#) within professional development programmes such as the Teaching and Learning in Higher Education certificate, to induct staff into IaH (see 'Review Tool', pp. 10-13, in the Evidence Framework). The framework can also be used to support staff in evidencing their practice (e.g. for award or promotion applications). The framework may support the communication of excellent or innovative practice at individual (staff/student) or group (module or programme team) levels. The indicators in the Evidence Framework provide some insights in this regard. These indicators can be further tested and adapted to the needs of your institution/organisation.

4. **Finally, students, whether internationally-mobile or not**, can ultimately benefit from enhanced quality of teaching and learning through the application of the [Curriculum Framework](#) and through the culture change that a systemic, institutional approach to IaH,

supported by the application of all three tools, can bring about. Since students are the final beneficiaries of the IaH curriculum and initiatives adopted by their institution to 'internationalise the university experience,' it might be advisable to seize the opportunity to bring together and engage different groups of staff (programme developers, teaching staff, student service staff) and student union representatives to monitor the IaH curriculum and the internationalised university experience,' and to evaluate learning objectives and learning outcomes.

Example of an 'Internationalising your University Experience' Module Framework

Aims

This module aims to enable students to achieve an international perspective and intercultural awareness by offering intellectually exciting and challenging internationalised and intercultural experiences. The module promotes the importance of an international dimension to the learning experience by encouraging students to become more active and critically-engaged citizens with cultural awareness, a sense of civic responsibility and skills to participate in a knowledge-based global economy:

- To enable students to explore the theoretical and practical dimensions of the concepts of internationalisation, globalisation and critically-engaged and responsible citizenship, by providing learning experiences that cultivate skills for work and life in a global society.
- To promote the learning of modern languages as a part of this through the university wide initiative Languages for all UG students.
- To encourage participation in international and global seminar sessions, conferences and formal and non-formal learning events.

Outline of Syllabus

The module introduces key theoretical frameworks for the study of internationalisation and globalisation through experiential learning activities.

The module pays particular attention to the development of informed decision making, and the ability to take thoughtful and responsible action, locally and globally. It provides opportunities to develop an understanding of issues related to fairness and justice, human rights, sustainable development, peace and conflict resolution, social equality and appreciation of diversity. It develops in students the skills to critically evaluate and constructively respond to these and other challenges, including critical reflective skills, language skills, intercultural skills and knowledge. In addition to the formal curriculum, the module provides opportunities to engage in, and reflect on learning experiences, for example through engaging in informal learning opportunities in internationalised, multicultural HE settings; reflecting on gap year, working holiday or work placements abroad; volunteering independently in international societies or multicultural communities and other settings.

Teaching Methods

Teaching Activities

Some teaching activities are outlined below that can help to offer intellectually exciting and challenging internationalised and intercultural experiences, thus fostering students' international perspective and intercultural awareness.

Category	Activity	Number of Student Learning Hours
Guided Independent Study	Assessment preparation and completion	100 hours
Scheduled Learning And Teaching Activities	Lecture	20 hours
Guided Independent Study	Directed research and reading	(??) hours
Scheduled Learning And Teaching Activities	Small group teaching	(??) hours
Guided Independent Study	Student-led group activity in the community, union society etc.	(??) hours
Scheduled Learning And Teaching Activities	Drop-in/surgery	(??) hours
Total		(??) hours

Teaching Rationale and Relationship

The rationale for including particular teaching activities and the relationship between these activities:

e.g., Formal lectures and interactive lectures, practical, tutorial and group work sessions to introduce and explore new concepts, theories and methodological approaches. Seminars employed to enable smaller group discussion and activities to support critical engagement with key themes, concepts and issues. Tutorials provided on an open-door, drop-in basis can provide additional support where required. Students can be encouraged to form study groups to discuss the module themes and readings, complete practical tasks and prepare group presentations, while at the same time developing independent study skills, teamwork skills and intercultural skills.

Assessment Methods

Assessment methods target both formal and non-formal learning experiences, with the portfolio gathering evidence of the experiential learning fostered by the Module.

Description	Semester	Percentage of marks
Essay	2	60
Portfolio (reflective journal entries, event reports, etc.)	1	30
Presentation	2	10