

Programme handbook

Strengthening capacity for internationalisation in Indian higher education institutions

July 2024



Contents

1. Introduction: the purpose of this handbook	4
2. The context: Indian higher education	4
3. The programme's aims and objectives	7
4. The programme pathway	9
o Step 1 - Using the internationalisation audit tools	9
o Step 2 - Selection of participants	10
o Step 3 - Programme pre-work	11
o Step 4 - Programme structure and outcomes	11
o Step 5 – Delivery	13
5. What next?	16
Appendix A – Module specification forms	17
Appendix B – Suggested module schedule	21
Accompanying booklets	
I. The creation of an Indian transnational education (TNE) roadmap	
II. The internationalisation audit tools	
III. Reflective action planning booklet	
IV. The development of an international officer mentoring scheme and using action learning sets	
V. The international officer facilitator toolkit	

The purpose of this handbook

The purposes of this handbook are to:

- describe the rationale for the overall project and its context
- describe the project's aims, objectives and expected outcomes
- explain the purpose of the internationalisation audit tools and how they will be used
- introduce the proposed transnational education (TNE) roadmap
- describe the selection process of programme participants and the expectations the project facilitators have of the participants
- describe the approach that is being taken in the project including the principles informing the approach
- detail the project modules and their delivery.



The context: Indian higher education

Having a long history of supporting international links, the Indian government has prioritised internationalisation for higher education². The Indian government therefore, is clear that there are significant benefits that follow the systematic internationalisation of higher education, including:

- the quality enhancement of all areas of university provision
- societal and economic development of Indian society
- the enhanced global presence of Indian universities
- the development of internationally relevant curricular frameworks with specific initiatives under student, faculty, programme and institutional mobility.

These, in turn, will need to:

- build the capacity of university staff, including professional services and administrative staff as well as academic faculty
- increase student access to quality education, ensuring diversity in the classroom and campuses, through an inclusive approach
- identify and disseminate learning and teaching of best practices, thereby enhance the global profile of Indian HEIs
- engage with international research activities and new types of research partnerships
- identify how new digital technologies can support international higher education eco-systems³

2. British Council, Insights from policy dialogue discussion on Internationalisation of higher education ambition in India's National Education Policy 2020

3. Guidelines for Internationalisation of Higher Education, University Grants Commission, Ministry of Education Government of India, July 2021

The new Indian National Education Policy, 2020 has a strong focus on internationalisation and the University Grants Commission (UGC) has appointed international officers in universities and HEIs across India. There is recognition that British universities have a deep understanding of internationalisation, and they have a large number of international students on their campuses. Through their considerable experience, they have introduced processes and support systems for overseas students. They are similarly skilled at developing and managing international research partnerships and international fundraising. Internationalisation is recognised as an important area in university management and the UK has very well-organised professional associations to support the internationalisation capacity-building of higher education providers. The British Universities' International Liaison Association (BUILA) supports recruitment and partnership development. Universities UK also supports UK universities in many ways and has an international wing focused particularly on transnational education (UUKi) The Association of Colleges (AOC) provides wide-ranging support for further education (FE) in the UK, many of whom provide tertiary education and work with international partners and students. There are also several small organisations supporting FE colleges and their international development such as the Mixed Economy Group of Colleges (MEG) and ColegauCymru supporting FE colleges in Wales. There are a number of international professional associations that support international development such as the International Conference on Computing, Analytics and Networks (ICAN). Supporting all higher education providers, both in the UK and internationally, Advance HE is a member-led charity of and for the sector that works with partners across the globe to improve higher education for staff, students and society.

Most importantly, several formal organisations oversee the UK's higher education standards. Foremost amongst these is the Quality Assurance Agency (QAA) which has a formal responsibility to assure the quality of UK higher education including its international activities (and has just released its most recent edition of the UK Quality Code). QAA Scotland has a similar brief for Scottish higher education providers but has also developed a different approach to quality enhancement through its history of annual quality enhancement themes. Scotland has a different funding arrangement from the rest of the UK overseen by the Scottish Funding Council (SFC). Similarly, in Wales, the Higher Education Funding Council for Wales (HEFCW) is the public body operating between the Welsh government and higher education providers. HEFCW provides funding for higher education teaching, research and innovation, and supports Welsh government priorities for higher education.

In England, the Office for Students (OfS) also has a formal responsibility for the regulation of standards and maintenance of students' experiences; it is an independent body but is also accountable to the UK parliament and receives guidance on strategic priorities from the Department for Education.

Capacity-building programme(s)

The overall programme for this internationalisation endeavour aims to bring together UK sector bodies and universities to support Indian universities in their internationalisation agenda. The scoping study concluded by recommending the initiation of the first round of capacity-building modules through a collaborative approach (both introductory and advanced), involving both higher education institutions and private training organisations.

Recognising that internationalisation capacity-building can take many forms to address the differing levels of experience of both institutions and staff, the scoping study recommended this creation of core internationalisation capacity-building development, delivered in modules that include

- a self-audit tool that allows each institution to audit their own internationalisation experiences
- an exploration of 'what is internationalisation?'
 - *what does it mean to you and your institution?*
 - *what does it mean to other stakeholders?*
 - *why should you do it?*

- data and policy review
- strategy development
 - *why do this, and what would it look like?*
 - *what are your institutional priorities?*
 - *what is the scope of an internationalisation strategy?*
 - *what would be the goals/targets over the next three to five years?*
 - *how could this be embedded into an institutional strategic structure and culture?*
 - *who needs to approve this?*
 - *who would be your key stakeholders to help integrate it?*
 - *any risks/challenges and mitigation responses?*
- pillars of internationalisation

Capacity-building approach

The delivery approach incorporated in this handbook follows the delivery model recommended in the scoping study to include a mixture of face-to-face activity, to build rapport among a cohort of participants, in addition to online follow-up and support using a virtual learning environment.

Accompanying resources and training materials should be developed that could be referenced post-study, available in both soft and hard copies. The approach advocated in this handbook is also informed by the scoping study, such that the **time required to participate should neither be too little** (which requires a low level of investment, therefore could be perceived as being of low value), **nor too large** (which could be off-putting to senior staff, in particular those with busy schedules).

To ensure engagement with the programme, it is recommended that vice-chancellors are invited to nominate selected staff to participate. The programme will be certificated and will include some form of self-assessment or reflective piece to build engagement with the content and investment in its success.

The study also suggested that there was a strong need for study visits to the UK which would involve campus visits and briefings to participants about internationalisation in the UK. This might also allow for the potential to establish a formal mentoring programme, as part of the advanced programme.

State-based approach

The scoping study also recommended that pilot phases could specifically target the states of Maharashtra and Karnataka. The potential for establishing an alumni group of champions and future interventions for the Association of Indian Universities (AIU) and the Indian Network for Internationalisation of Higher Education (INIHE) network was also highlighted.

Monitoring and evaluation

The approach will also include plans for monitoring and evaluating the programme; evaluating the participants' experience of the programme, exploring what participants have learned, identifying what has changed with participants' behaviour and capturing the impact of the programme. There might also be a dissemination plan to share the early successes of the programme as well as the lessons learned.

To help bridge the gap, the British Council has supported this project to develop modules appropriate to support the international offices of all the state HEIs resonating with the government's vision of implementing the NEP 2020 effectively, through collaboration and internationalisation.

The programme's aims and objectives

This programme therefore, aims to deliver a set of modules to build the capacity of international officers to support the overall project aim of enhancing the internationalisation development work of Indian universities.

Now more than ever, the effective leadership, management and operation of university international officers are vital for all Indian higher education providers. This programme is designed to support these newly appointed internationalisation professionals at strategic and tactical levels. The programme aims to implement the recommendation of the scoping study in partnership with federal and state education systems and individual universities/institutions, as appropriate, complementing the existing experience and successful practices in India.

The programme philosophy is focused on instilling and supporting the knowledge, values and skills of effective international officers. The programme will be highly interactive and discursive but will also lead to very practical outcomes, including the development of confident and competent staff.

During the Programme participants will:

- share experiences of being an international officer and the particular challenges that they face
- understand the crucial knowledge, skills and experiences that characterise effective and successful internationalisation practice in universities
- identify a current 'internationalisation challenge' and work with colleagues to find a solution
- acquire skills and expertise not usually found in internationalisation development programmes, such as establishing credibility and trust
- cascade their new knowledge and expertise within their own institutions, thereby gaining a wider impact from their participation.

Overall programme outcomes

The outcomes and benefits of participating in this programme are at three levels.

Personal benefits

These will include:

- increased practical and critical understanding of internationalisation
- greater confidence in engaging with, influencing, and supporting colleagues within one's university
- an enhanced awareness of personal strengths: individual participants can develop themselves and others as they grow as international officers
- acquisition of new knowledge and skills.

Professional benefits

These will include:

- the acquisition of a range of approaches, tools, skills and knowledge appropriate for internationalisation development
- an appreciation of how these approaches and techniques can support one's professional development but also the professional development of colleagues
- a network of contacts with other internationalisation officers facing similar opportunities and challenges
- experience in addressing a specific internationalisation challenges and delivering a successful solution.

Institutional benefits

These will include:

- participants being able to grow as champions for internationalisation in their institutions and transform professional practice
- developing confident and effective internationalisation officers to cascade their learning to others in their departments and wider institutions
- enabling universities to design, develop and implement sustainable internationalisation strategies and policies
- enabling universities to develop and sustain internationalisation institutional cultures
- the development of new curricula appropriate for global higher education and transnational education
- the opportunity to seek new, international research partnerships

The programme design and content

This **programme handbook** details the schedule and all of the links to the online resources and activities that will be a feature of this programme. A virtual learning environment will be used as a repository for all of the programme's resources (which will be available for six months after the programme has ended). In addition, participants will be provided with the following documents to support their progress through the programme:

- **an Indian TNE roadmap** – this roadmap details the key stages to be followed in any TNE initiative including due diligence and the creation of memoranda of association
- **internationalisation audit tools** – these are evidence-informed checklists for individuals and institutions to complete to evaluate where they are in their internationalisation development and their readiness to be able to benefit from the programme modules
- **a reflective action planning booklet** - to enable participants to review their learning and identify deliberate steps to take it forward
- **the development of an international officer mentoring scheme and using action learning sets** – this is a booklet that describes how to establish an international officer mentoring scheme and how the use of action learning sets could support such a scheme
- **an international officer facilitator toolkit** – this is a booklet that will contain all of the development tools used in the programme as well as other tools that participants might find useful later. The toolkit will introduce each of the tools with examples and when and how to use them, such as stakeholder analysis, forcefield analysis, the future's wheel, fishbone diagramme, responsibility chart and so on.

The programme pathway

Step 1 – Using the internationalisation audit tools

'Internationalisation' is now established as an integral element of most universities across the globe. For many years, universities worldwide have welcomed an increasing number of international students, research partners and academic colleagues. Yet, what is meant by 'internationalisation' is often vague and ill-defined. For example, Advance-HE, a UK-based higher education enhancement organisation has been at the forefront of international development and facilitated UK universities in developing their international strategies, supported by its internationalisation framework.

The significance of this framework lies in its integrative and inclusive scope, 'internationalising HE is a transformative and continual process of sector-wide concern. Learning, teaching and research, and the interconnections between them are centrally important'.

This framework has five driving principles which are

- **interconnectivity** – connecting with and impacting on global developments and communities
- **inclusivity** – having regard for the plurality, impact and benefit of cultural, individual and linguistic diversities
- **collaboration** – using collegial approaches and transcending national and international boundaries
- **flexibility** – enabling agility structures, systems and approaches and effective use of technology
- **sustainability** – securing environmental, economic and social development into the future.

Its areas of focus comprise of:

- **global academic community:** driven by international knowledge generation, exchange, networking, partnerships and collaboration
- **global learning experience:** informed by outward, inward and virtual mobility, cultural immersion, language acquisition, international interactions and/or perspectives
- **global intercultural engagement:** underpinned by empathy, sociability and sensitivity to all forms of diversity and the plurality of language
- **global social responsibility:** demonstrated by a commitment to addressing global issues and inequalities, as well as their impact on cultures and wider society

This holistic approach to what is meant by 'internationalisation' is similarly to be found in the practical approach taken by the UK University of Warwick's global education profiler model. This model suggests that many approaches to internationalisation concentrate on structural concerns such as staff and student mobility.

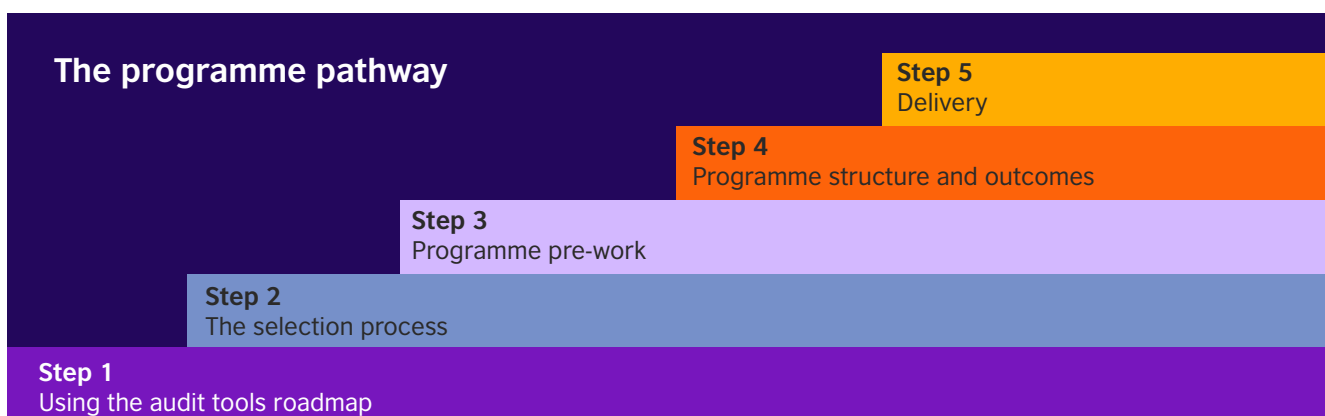
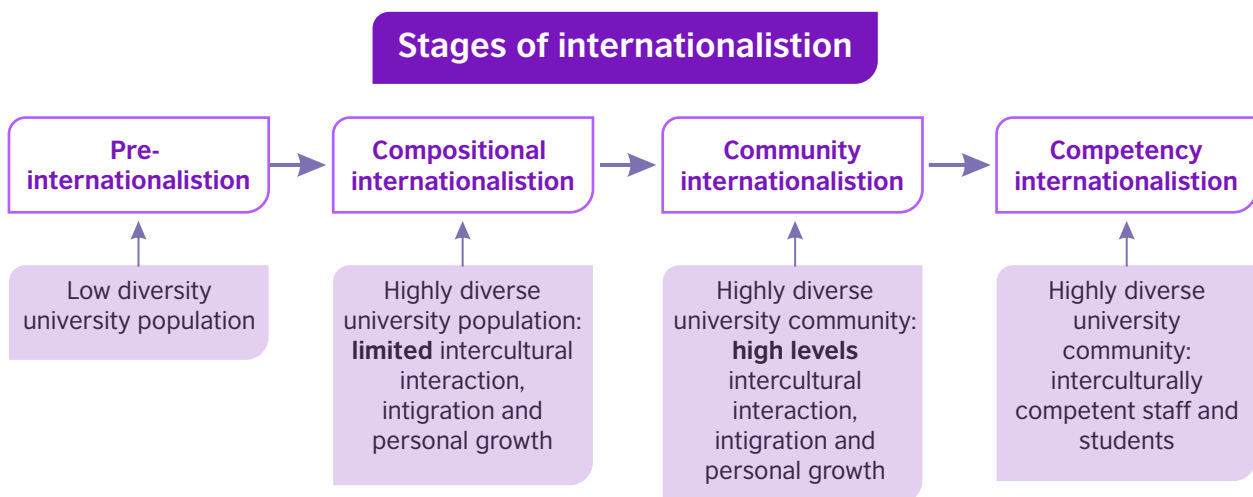


Figure 1. Stages of internationalisation

Spencer-Oatey, H. & Dauber, D. (2018). *Developmental Stages of Internationalisation*.

The Warwick approach however, as with the Advance-HE Framework, not only acknowledges structural considerations but also considers staff and student experiences of internationalisation, the composition of international students, the composition of international staff, incoming and outgoing student mobility, international student support and international joint projects.

These are only two of the many approaches to 'internationalisation' taken by universities. A vitally important first step for any institution seeking to enhance their internationalisation strategies, policies and practices, is to identify their shared understanding of what 'internationalisation' means. At the same time, it is very important to identify what strengths and needs an institution might have in relation to internationalisation.⁴

An internationalisation audit tool has been developed to assist universities in this identification and this tool must be used before committing to joining this programme.

Similarly, two new checklists have been developed for this programme. The first one is a checklist of the skills and capabilities needed to be an effective international officer and the second is a checklist of what an international office might comprise.

Step 2 - The selection process

While a number of elements in each programme module are common, this programme has been designed with two types of participants in mind. Firstly, there are two modules for participants who are relatively inexperienced in their internationalisation work and/ or they represent Indian universities that have less internationalisation experience than others – perhaps at the 'Pre-internationalisation' stage in Figure 1 above. Secondly, there are modules for participants and universities that have more experience of internationalisation work – perhaps at stages 2 and 3 in Figure 1 above.

Having completed the pre-programme audits and checklists, institutions and possible participants will have a clearer understanding of whether the programme is something they can benefit from straight away, or whether more work needs to be done to prepare for the programme.

Institutional readiness for undertaking the programme is extremely important for participants and institutions to be able to realise the programmes' benefits.

4. This is a key discussion for the Programme and all of the modules will include a consideration of what 'internationalisation' means

Step 3 - Programme pre-work

The most important pre-work for institutions and participants is the completion of the internationalisation audit and checklists. Additionally, there is also a collection of additional booklets that participants should be familiar with before attending the programme including, the creation of an Indian TNE roadmap and the international officer facilitator toolkit as well as several important background readings.

The intention of the project, overall, is that the modules in this programme will contribute to changes that will occur in Indian universities as they develop their internationalisation policies and practices. As with any successful and sustainable institutional change, it is of paramount importance that the internationalisation initiative has the full support of the institutional executive and that, at least one member of the executive will adopt the role of project champion.

One element of the programme pre-work is a half-day online workshop to support these executive colleagues. This will support the development of institutional internationalisation strategies, directed through senior management engagement and ownership and embedding a more internationalised culture within their institutions.

This workshop will be designed utilising a strategy development framework, incorporating the components of internationalisation in HE, with a view to developing a greater understanding of 'internationalisation'. It will share best practice models and offer participants the facility to contextualise a model to best fit their particular institution and its situation in terms of development in the internationalisation space.

It will incorporate leadership strategies to enable institutional-wide engagement and ownership of the outcomes.

Step 4 – Programme structure and outcomes

Module Aims

To develop internationalisation skills, competencies, understanding and approach for two senior or mid-level managers to be champions of internationalisation within their HEI and be able to cascade their learning to their teams and throughout their institutions.⁵

Participants

- Each HEI will allocate two participants, one who has a largely strategic role and one who has a largely operational role.

Level of HEIs internationalisation development	Module 1 strategic roles	Module 2 operational roles
Early-stage development	Approaches to internationalisation	Inter-cultural awareness for international office staff
	Developing your internationalisation strategy and key performance indicators (KPIs)	International recruitment Forging international partnerships
	Understanding international student trends and expectations	Supporting the international student experience
	Internationalisation at home: campus and curriculum	Enabling international student mobility
	Stakeholder mapping for internationalisation (institutional and external)	International alumni and workplace engagement
	Structure and staffing for international offices	Developing and empowering international office staff

5. Based on max. 60 participants per cohort.

- Each participant will attend two modules: Module 1 and Module 2; or Module 3 and Module 4, subject to their institutions' internationalisation audit assessment.

Level of HEIs internationalisation development	Module 3 Strategic roles	Module 4 Operational roles
Experienced-stage development	Business planning for internationalisation	Developing cross-cultural competence across professional and academic staff
	Linking internationalisation strategy to core strategy: values, mission, objectives	International partnership development: education, research enterprise, alumni
	Horizon scanning: international study visits and sector networks	Diversifying international student mobilities
	Assessing and choosing TNE models	Supporting innovative models of TNE
	Operating models for international offices	Enhancing professional and academic collaboration for internationalisation
	Mentoring, continuing professional development (CPD) and rewards and recognition for international staff	Academic development: embedding internationalisation into the curriculum

Each strategic module will have core internationalisation contents embedded within, namely:

A. what is internationalisation?

- I. what does it mean to you and your institution?
- II. what does it mean to other stakeholders?
- III. why should you do it?

B. data and policy review

- I. what is the current context in India?
- II. what are the local and global driving forces of education internationalisation?
- III. global student flows
- IV. institutional data and policy context

C. strategy development

- I. why do this, and what would it look like?
- II. what are the institutional priorities?
- III. what is the scope of an internationalisation strategy?
- IV. what would be the goals/targets over the next three to five years?
- V. how could this be embedded into an institutional strategic structure and culture?
who needs to approve this? who would be the institutions key stakeholders to help integrate it?
- VI. any risks/challenges and mitigation responses?

D. pillars of internationalisation

- I. how to bundle activity
- II. case studies
- III. due diligence

Step 5 - Delivery

Whilst

Action	Timing
Distribution of self-audit tools	6 weeks before first workshop
Assessment of the self-audit tools – allocation of HEIs to 'early-stage' or 'advanced-stage' modules	1 month before firstworkshop
Initial senior leader half day online workshop to get stakeholder buy-in and begin development/review of internationalisation strategy	2 weeks before in-person delivery
Online one-day delivery of induction workshop, to cover key points of core internationalisation contents – audience will comprise all participants in modules 1 and 2 (one day) and all participants in module 3 and 4 (one day) – delivered by two consultant facilitators	1 week before in-person delivery
In-person delivery module 1 (2 days)	Week 1 of in-person delivery
In-person delivery module 2 (2 days)	Week 1 of in-person delivery
In-person delivery module 3 (2 days)	Week 2 of in-person delivery
In-person delivery module 4 (2days)	Week 2 of in-person delivery
Online 1 day delivery of action plan assessment/post-delivery self-audit tool	3 weeks after in-person delivery
Online half day 'train the trainer' handover	4 weeks after in-person delivery

Programme philosophy

A distinctive and unique feature of this programme is that it is developed and delivered by senior colleagues in the sector who have experienced the challenges that face those leading on internationalisation. Throughout all elements of the programme there will be:

- an emphasis on working collaboratively and collegially
- the adoption of an explore, challenge and apply approach to internationalisation leadership and change
- the establishment of a 'non-deficit' development model of professional development
- the importance of not only working creatively but also working towards practical outcomes

Values

The values of the programme include:

- being inclusive
- being participative and collaborative
- being creative and generative
- being challenging, reflective and focused
- building confidence
- being outcome led – but expecting unanticipated outcomes
- maintaining confidentiality throughout
- being reflective and learning from the process

Ways of working

Before the programme is delivered, participants will be facilitated in creating their own ground rules. These ground rules are intended to encourage and facilitate the sharing of information and ideas between participants. Below are some ideas shared in previous similar Advance HE programmes about working together and are intended to encourage and facilitate the sharing of information and ideas between participants:

- everyone contributing
- finding space for each other
- respect
- being wary of limitations
- being open-minded – look for benefits
- focus on tasks
- respect and trust

The Capacity-building approach

The four modules identified will incorporate core internationalisation ideas and tenets within the context of building a community of practice. This will be underpinned by the 'train the trainer' approach utilised during module delivery, to disseminate effectively to others across the wider network of internationalisation officers. The module design, which incorporates the use of action learning sets during delivery, embeds the practice of dissemination of learning across participants, thus encouraging techniques of cascading information and instructing others to build capacity within an institution and more widely across state/country. Delivery will be supported by experienced colleagues from international offices within the HE sector in India and the UK as guest speakers, who will share the development of their offices including the challenges, critical components of internationalisation and routes to success. This will be supported by the introduction of a mentoring scheme and acquisition of coaching skills. The quality of these practices will be assured by a robust monitoring and evaluation system.

Informed by what is now regarded as the best practice in the use of blended learning, the delivery of the module will follow a number of principles.

Firstly, participants will have an online induction to their modules to ensure competence with the online learning environments and to build a purposeful community of practice, such as Gilly Salmon's Five Stage Model (Figure 1). Advance HE programmes, use Zoom and MS Teams for communications and presentations as well as using a virtual learning environment as a repository for resources.

It is also important that the delivery is inclusive and accessible. For example, the '**Delivering high-quality instruction online in response to COVID-19 faculty playbook**' provides a model for designing, developing and delivering online learning (as well as a model for developing a model for the module handbook).⁶

Informed by these models of best practice, additional principles to support module design, development, and delivery might include:

- a strong emphasis on participant learning, not teaching
- the adoption of appropriate and inclusive learning design frameworks such as Universal Design for Learning and the University College London's 'A connected curriculum' and 'Blended and online learning design'⁸.

6. Delivering High-Quality Instruction Online in Response to COVID-19 Playbook, undated see <https://files.eric.ed.gov/fulltext/ED605351.pdf>

7. See <https://www.uclpress.co.uk/products/86213>

8. See <https://www.ucl.ac.uk/ioe/courses/short-courses-and-cpd/moocs/blended-and-online-learning-design>

- constructive curriculum alignment that starts with learning outcomes and works back to the learning content and activities
- an emphasis, both in-person and online, on participant interaction supported by pre-work and post-module follow-up work
- an emphasis on being creative and generative to support building a community of practice and finding communal solutions

Each programme will be designed with the accompaniment of activities to ensure co-creation development through regular and continuous dialogue and updates.

Module content

Detailed content will include:

1. Data and policy review

It is recognised that post-pandemic, global higher education development, including internationalisation and transnational education, takes place within higher education eco-systems. The project will use the notion of national and state-level Indian higher education eco-systems to locate the context, strengths, challenges and opportunities facing Indian universities. This will address intersectionality in Indian higher education including rural as well as metropolitan higher education providers, gender differences and other significant variables. In short, the modules would be informed by a principle of being equitable in its scope.

2. Strategy development

Strategy development is crucial to the success of this process; it is critical to transforming practice and driving change, particularly in the field of internationalisation. Having robust institutional strategies and specifically internationalisation strategies is seen as fundamental in the UK and was noticeably missing in many Indian HEIs, in conversations during the scoping study (phase 1 of the strengthening internationalisation project). The modules will include specific strategy development sessions to embed institutional-wide cultures of internationalisation in multiple aspects of policy and practice, generating a collective approach to embracing internationalisation and shared ownership of a more outward facing perspective of higher education. Case studies and guest speakers, who will share their experiences of challenges and successes in developing international offices, will be used for analysis and evaluation, enabling participants to acknowledge diverse frameworks and select the most suitable processes for their contexts.

3. Pillars of internationalisation

It is an important principle that short modules, such as the ones proposed, must lead to both successful outcomes which in turn, can be seen to have impact. To ensure this happens, a number of features of the modules will be included, such as:

- the introduction of action learning sets, that would continue after the module has been completed
- activities that would be introduced in the modules, to focus on the sustainability of the initiative
- the use of a reflective practice and action-planning booklet, to ensure that all participants have the opportunity to reflect on each session and identify deliberate steps to take their ideas forward.

What next?

Monitoring and evaluation

There will be a monitoring and evaluation system agreed between the British Council, India and the team delivering this programme. Participants will be informed in this handbook how they can participate in this process. It might be useful to adopt the British Council's own 'Going global: theory of change' framework to identify short, medium and legacy impacts.

Sustainability

One of the key tools in the facilitator toolkit is guidance on the important elements to ensure any initiative is sustainable – what to do and how to do it.

Also, a part of the 'train the trainer' workshop will include guidance on how to create and sustain action learning sets and guidance on influencing skills; developing political astuteness; managing difficult situations; developing communication and dissemination plans and building effective teams.



Appendix A

Module specification forms⁹

Module 1 – Strategic roles (Early-stage development)

Mode of delivery	In-person
Requisites	<p>Pre-requisites Completion of internationalisation audit and pre-programme checklists, and compliance with criteria demonstrating an ability to benefit from the programme. Letter of support from executive member.</p> <p>Co-requisites Module 2 – Operational roles (Early-stage development). Participants should commit to completing both Module 1 and Module 2</p> <p>Anti-requisites Module 3 and Module 4. Participants completing Modules 1 and 2 are not able to participate in Modules 3 and 4 within the same cohort</p>
Short module descriptor	An introduction to the development and implementation of internationalisation strategies in Indian higher education institutions
Learning Outcomes	<p>On completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> • articulate different approaches to internationalisation and develop an appropriate strategy for their institution • describe international student trends • capture international student expectations • develop and introduce a policy for developing 'Internationalisation at home' • describe appropriate learning design frameworks for inclusive internationalisation curriculum development • use several organisation development tools to support institutional change • establish an institutional international office
Indicative content	Approaches to internationalisation; developing international strategies and KPIs; understanding International student trends and expectations; Internationalisation at home including curriculum development; stakeholder analyses and developing and managing an international office
Learning and teaching strategy	Use of an explore, challenge and apply approach to workshop delivery with high levels of participation; peer coaching; divergent and convergent exercises concluding with reflective action planning
Resource list information	<i>A complete set of resources will be available in the online repository that is a feature of this programme</i>

9. More detailed Module schedules including timing; activities and resources are being developed to accompany the outlines in this Handbook

Module 2 – Operational roles (Early-stage development)

Mode of delivery	In-person
Requisites	<p>Pre-requisites</p> <p>Completion of internationalisation audit and pre-programme checklists, and compliance with criteria demonstrating an ability to benefit from the programme</p> <p>Co-requisites</p> <p>Module 1 – Strategic roles (Early-stage development). Participants should commit to completing both Module 1 and Module 2</p> <p>Anti-requisites</p> <p>Module 3 and Module 4. Participants completing Modules 1 and 2 are not able to participate in Modules 3 and 4 within the same cohort</p>
Short module descriptor	An introduction to the development and implementation of internationalisation operational roles in Indian higher education institutions
Learning outcomes	<p>On completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> • explain what is meant by inter-cultural awareness and introduce practices to instil inter-cultural awareness skills with international office colleagues and more widely • introduce policies and practices to support international student recruitment • support institutional TNE programmes • support an international alumni network. • engage effectively with appropriate stakeholders • support colleagues with international officer responsibilities
Indicative content	Inter-cultural awareness for international office staff; policy and practice of international recruitment; supporting the international student experience in different TNE modes; introducing systems supporting student mobility; engaging with international alumni; engaging with a variety of appropriate stakeholders; building and managing international officer teams and networks
Learning and teaching strategy	Use of an explore, challenge and apply approach to workshop delivery with high levels of participation; peer coaching; divergent and convergent exercises concluding with reflective action planning
Resource list information	<i>A complete set of resources will be available in the online repository that is a feature of this programme</i>

Module 3 – Strategic roles (Experienced-stage development)

Mode of delivery	In-person
Requisites	<p>Pre-requisites Completion of internationalisation audit and pre-programme checklists, and compliance with criteria demonstrating an ability to benefit from the programme. Letter of support from executive member.</p> <p>Co-requisites Module 4 – Operational roles (Experienced-stage development). Participants should commit to completing both Module 3 and Module 4.</p> <p>Anti-requisites Module 1 and Module 2. Participants completing Modules 3 and 4 are not able to participate in Modules 1 and 2 within the same cohort.</p>
Short module descriptor	Enhancing the development and implementation of internationalisation strategies in Indian higher education institutions and leading on institutional internationalisation development
Learning outcomes	<p>On completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> • develop a business case and a business model to support internationalisation • align an internationalisation strategy with core institutional strategies (including mission, vision and core values) • advise on, and support, institutional TNE initiatives • develop and manage an international office • advise on institutional reward and recognition policies to support internationalisation • develop and implement an internationalisation mentoring scheme.
Indicative content	Business planning for internationalisation; linking internationalisation strategy to core institutional strategy- vision, mission and core institutional values; horizon scanning and being proactive in seeking internationalisation opportunities; assessing and selecting appropriate TNE models; developing appropriate operational models for the institutional international office; advising on appropriate reward and recognition policies to support internationalisation; developing a mentoring scheme to support internationalisation; developing internationalisation and institutional change CPD opportunities
Learning and teaching strategy	Use of an explore, challenge and apply approach to workshop delivery with high levels of participation; peer coaching; divergent and convergent exercises concluding with reflective action planning
Resource list information	<i>A complete set of resources will be available in the online repository that is a feature of this programme</i>

Module 4 – Operational roles (Experienced-stage development)

Mode of delivery	In-person
Requisites	<p>Pre-requisites</p> <p>Completion of internationalisation audit and pre-programme checklists, and compliance with criteria demonstrating an ability to benefit from the programme. Letter of support from executive member</p> <p>Co-requisites</p> <p>Module 3 – Operational roles (Experienced-stage development). Participants should commit to completing both Module 3 and Module 4</p> <p>Anti-requisites</p> <p>Module 1 and Module 2. Participants completing Modules 3 and 4 are not able to participate in Modules 1 and 2 within the same cohort</p>
Short module descriptor	Enhancing the development and implementation of internationalisation policies and practices in Indian higher education institutions
Learning outcomes	<p>On completion of this module, participants will be able to:</p> <ul style="list-style-type: none"> • develop diverse interculturally competent communities of practice • support all forms of internationalisation and TNE across the campus and know how to integrate internationalisation practices with existing institutional policies and practices • support innovative developments in internationalisation and TNE.
Indicative content	Developing cross-cultural, intercultural competence to create highly diverse international communities of practice with widespread interculturally competent students and staff; international partnership development in learning, teaching and research; international enterprise development; supporting all modes of TNE as well as seeking new forms of TNE such as Digital TNE; enhancing international collaborative working; supporting the academic development of staff to embed internationalisation across the campus and create new internationalised HE ecosystems.
Learning and teaching strategy	Use of an explore, challenge and apply approach to workshop delivery with high levels of participation; peer coaching; divergent and convergent exercises concluding with reflective action planning
Resource list information	<i>A complete set of resources will be available in the online repository that is a feature of this programme</i>

Appendix B

Suggested module schedules

Pre-programme: Tasks and activities

We would like you to undertake these activities prior to the start of the first, online induction session

Pre-session tasks (Asynchronous)	Resource/ Technology and its location	Indicative time allocation	Type of engagement
Explore Virtual Learning Environment (VLE) where all the programme resources are located.	Orientation to VLE including <ol style="list-style-type: none"> I. The Creation of an Institutional TNE roadmap II. The internationalisation audit tools III. Reflective action planning booklet IV. The development of an international officer mentoring scheme and using action learning sets V. The international officer facilitator toolkit 	Self-paced	Individual
<p>Introduce on a social website such as Padlet. Say a bit about yourself to the cohort and share with your peers online:</p> <ul style="list-style-type: none"> • introduce yourself – name, role, department, location • upload an image that represents your role or significant to you • programme expectation(s) or goal • what you can give others / your strengths • what you need <p>Please also review and comment on the postings of your peers (Padlet link and password will be shared at the time of training)</p>	<p>Complete Padlet</p> <ul style="list-style-type: none"> • Introduce yourself in Padlet • Image • Expectation • Give • Need 	20 minutes (individual) 10 minutes (collaborative)	Individual and Collaborative
Complete the pre-programme questionnaire/survey	E-form circulated before first session	30 minutes	Individual

Online Session One – Induction – Two hours

Welcome and Introductions: This session will be online via Zoom or MS Teams and joining links will be sent before the event. The aim of this session is to:

- introduce participants to the programme objectives and the specific objectives of the sessions, groupwork and independent study
- get to know one another – outcome of the PADLET exercise
- introduce participants to each other and share expectations
- explain to participants how to use the handbook, strategic toolkit and Reflective Action Planning (RAP) resources
- conduct the pre-programme survey review – review of responses

Module 1: Strategic roles (Early-stage development) Session 1

The session's focus is on approaches to internationalisation and developing an internationalisation strategy

09:00	<p>Welcome and the plan for the day <i>Using the resources including the Reflective Practice Booklet and The TNE Roadmap</i></p>
09:30	<p>What is internationalisation? <i>What does it mean to you and your institution? What does it mean to other stakeholders? What is the rationale for engaging with internationalisation?</i> <i>Groupwork exercise and presentation</i></p>
10:15	<p>Data and policy review <i>What is the current Indian context? What are the global driving forces for HE internationalisation?</i> Group exercise and presentation Possible guest contribution from an Indian expert?</p>
11:00	<p>Refreshment break</p>
11:15	<p>Strategy development</p> <ul style="list-style-type: none"> • <i>Why do this, and what would it look like?</i> • <i>What are your institutional priorities?</i> • <i>What is the scope of an internationalisation strategy?</i> • <i>What would be the goals/targets over the next three to five years?</i> • <i>How could this be embedded into an institutional strategic structure and culture? Who needs to approve this? Who would be your key stakeholders to help integrate it?</i> • <i>Any risks/challenges and mitigation responses?</i> <p>Guided interactive session and group discussion Identification of 'next steps'</p>
12:30	<p>Introduction to peer coaching using GROW Peer coaching on the next steps in strategy development</p>
13:15	<p>Lunch</p>
14:00	<p>My internationalisation challenge <i>Participants will prepare and deliver a three-minute presentation 'What is my most important leadership challenge?' Other participants will give feedback</i></p>
15:00	<p>Refreshment break</p>
15:15	<p>Leadership challenge: Part 2</p>
16:00	<p>Internationalisation in turbulent times – facing the future Presentation</p>
16:40	<p>Individual reflections on day one <i>Review the deliberate steps you have identified over the day and recorded in RAP, and identify which deliberate steps you will prioritise and timeframes for completion</i></p>
16:50	<p>Plenary session - reflections on the day</p>
17:00	<p>Close</p>

Module 1: Strategic roles (Early-stage development) Session 2	
The session's focus is on internationalisation planning	
09:00	<p>Welcome and the plan for the day <i>Using the resources including the Reflective Practice Booklet and The TNE Roadmap</i></p>
09:30	<p>Internationalisation at home: campus master planning <i>Exploring the ways in which institutional planning includes internationalisation</i></p>
10:15	<p>Internationalisation at home: curriculum development <i>Presentation and groupwork to consider different curriculum development models and learning design frameworks with internationalisation learning outcomes</i></p>
11:00	Refreshment break
11:15	<p>Stakeholder mapping for internationalisation (institutional and external) <i>How to undertake an internationalisation stakeholder analysis including</i></p> <ul style="list-style-type: none"> • <i>Identifying ALL stakeholders</i> • <i>Completing a stakeholder analysis and the ways in which that might change</i> • <i>Developing a stakeholder communications plan</i> <p>Groupwork</p>
12:15	<p>Introduction to other useful planning tools, such</p> <ul style="list-style-type: none"> • <i>PESTLE</i> • <i>Ishikawa tool (Fishbone diagram)</i> • <i>Future's wheel</i> • <i>The cultural web</i> <p>Groupwork</p>
13:15	Lunch
14:00	<p>Planning your international office <i>Exploring how to structure an international office, including:</i></p> <ul style="list-style-type: none"> • <i>functions</i> • <i>location in an organisational structure</i> • <i>funding and use of resources</i> • <i>KPIs</i> • <i>quality assurance, monitoring and evaluation</i>
15:00	Refreshment break
15:15	<p>International office staffing</p> <ul style="list-style-type: none"> • <i>Selection and recruitment of appropriate staff</i> • <i>Permanent and temporary staff</i> • <i>Staff roles</i> • <i>Supporting staff including mentoring and team coaching</i>
16:00	<p>Going forward Next steps and action planning Working in pairs and peer coaching</p>
16:45	Final plenary and evaluation of Module 1
17:00	Close

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