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**Guide to Best Practice in
Inclusive Internationalisation at Home**

The TRIP partners wish to acknowledge the funding awarded by the
ERASMUS+ KA2 scheme for this project.

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Preface: The TRIP Project Context and Rationale

Our aim in writing this guide is to provide insights into innovations in Internationalisation at Home in Higher Education that have been developed by means of the Erasmus + TRIP project (2021-1-IE02-KA220-HED-000032151) (<https://www.trip-project.eu/>) over the period 2020 to 2024. The acronym TRIP stands for *Training and Realising Innovations in Internationalisation at Home Pedagogies*.

The context and rationale for the TRIP project is the growing global phenomenon of internationalisation in higher education which has become a key strategic priority for universities in many parts of the world over the past three decades, including in many EU member state countries (Crăciun 2018). As elsewhere, this is bringing increasing numbers of international students and staff to university campuses, and with this growing cultural diversity and a new intercultural dynamic. While this has created new and exciting opportunities for intercultural learning and intercultural skills development within HE, this potential has not yet been adequately recognised or harnessed (de Wit 2020). Moreover, while many universities acknowledge the need to better prepare all students for the global world in terms of integrating relevant transversal skills development into educational programmes, and by internationalising the academic curriculum, Internationalisation at Home (IaH) for all students has been less commonly undertaken as an institutional level strategic activity (Beelen and Jones 2015). Internationalisation has also brought the new challenge of ensuring the successful integration of students and staff from diverse cultural backgrounds into our campus communities and the wider society. In response to these new demands and opportunities, universities are now turning their attention to developing Internationalisation at Home (IaH) agendas as a key strategic goal in parallel with their outward internationalisation ambitions.

With this development, have come calls for a more equitable approach to internationalisation that can benefit all students, or ‘internationalisation for all’ (Jones and de Wit 2014; de Wit 2020). This stems from the growing academic debate concerning the values, purposes and means of internationalisation of higher education and represents an alternative discourse to the traditional, market-driven agendas underpinning higher education in the past. The attachment of equity and access to the notion of IaH can be traced back to concerns that emerged in the 1990s that the internationalisation of higher education was excluding the non-mobile majority,

that is, those who were unable or lacked the means to avail of outbound student and staff mobility. Since then, the notion of international education for all has received growing attention especially since it was incorporated in 2013 into the first EU Commission European Higher Education strategy- European Higher Education in the World (COM/2013/499). As a result, the earlier limited scope of the term has been expanded to include students from all backgrounds, international and domestic alike. For instance, in 2015, Beelen and Jones (2015: 69) redefined IaH as ‘the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. In the same year, de Wit et al (2015:2) called for a further revised and extended approach that would actively promote the social mission of universities to the betterment of society more widely, which they envisioned as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students, staff, and to make a meaningful contribution to society”.

However, despite the growing political and academic interest in developing more inclusive internationalisation at home practices in higher education that can also promote the social good of the wider community, there has been a lack of clarity as to what this means in practice and how it can be sustainably achieved, with a number of key obstacles identified. Accordingly, the EAIE Barometer (2018) highlighted an overall lack of familiarity in relation to IaH within HE institutions, the ad hoc and disjointed nature of IaH in many universities in the sense that it is often championed by a few rather than being systematic planned for and coordinated at the institutional level. The need for training and incentives to encourage key stakeholders across universities such as academics, curriculum developers and professional support staff to engage in initiatives to develop more culturally relevant and inclusive service and supports and an internationalised and culturally relevant curriculum across all subject discipline areas has also been identified as a key obstacle that must be addressed in the *Internationalisation at Home – developing global citizens without travel* report delivered by Universities UK International (2021). There has also been a growing call for HE institutions to develop mechanisms that can monitor the quality and progress of IaH more systematically and assess its impact (De Wit 2019), and for approaches that are directed to the role of higher education in solving global problems, in support of the Sustainable Development Goals of the United Nations (De Wit and Leask (2019) Ramaswamy et al. 2021).

It is with these needs in mind that the TRIP project was conceived with the overall goal of advancing *inclusive* IaH in HE to ensure that all members of our culturally diverse campus communities can feel welcome and benefit, and for the wider gains that inclusive IaH can bring for society.

From this overview of the TRIP project context and rationale, we provide details of the project partners in terms of the HE institutions that were involved.

The TRIP Project Partners



University of Limerick (Ireland)
Overall Project Coordinator

The University of Limerick (UL) is a comprehensive, public research university located in Limerick, on the west coast of Ireland. The university employs over 2,000 academic and professional support staff and currently has over 18,000 undergraduate and postgraduate students enrolled. Approximately 20% of the students attending the University of Limerick come from an international background.



Université Rennes 2 (France)
Co-coordinator of Intercultural Virtual Societal Challenge E-MODULE

University Rennes 2 (UR2) is a public university situated in Upper Brittany, France. Employing 1,740 academic and administrative staff, Rennes 2 provides education for 21,445 students at

the undergraduate and postgraduate levels. The student body includes over 3,000 students with international backgrounds, accounting for approximately 14% of the student body.



Universidad Complutense Madrid (Spain)

Co-coordinator of Intercultural Virtual Societal Challenge E-MODULE

The Universidad Complutense de Madrid (UCM) is a public research university located in Madrid, Spain. The nearly 80,000 students enrolled at UCM are served by over 11,100 academic and professional support staff. 10.2% of the students at UCM are international.



Europa-Universität Flensburg (Germany)

Full Partner Member

The Europa-Universität Flensburg (EUF) is a public university in Flensburg, Germany. More than 660 academic and support staff are employed at the university, serving 5,285 students. Of the student body, 7.2% come from an international background.



Matej Bel University (Slovakia)

Full Partner Member

Matej Bel University (UMB) is a public research university located in Banska Bystrica, Slovakia. The 450 academic and support staff at UMB provide education for nearly 7,000 students. About 10% of students enrolled at UMB are international.



University of Tlemcen (Algeria)
Associate Partner Member

The University of Belkaïd Abou Bekr, Tlemcen is a public university in Algeria. More than 2,000 academic and support staff work at the University of Tlemcen, providing education for nearly 49,000 students of whom about 400 which come from international backgrounds.



University of the Western Cape (South Africa)
Associate Partner Member

The University of the Western Cape (UWC) is a public research university in Bellville, South Africa. Approximately 5,200 academic and professional support staff are employed by UWC, with over 23,000 students enrolled. More than 1,400 of these students are international. Figure 1 illustrates the geographical locations of the five, full partners and two associate partners who participated in the Erasmus + TRIP project.



Figure 1: TRIP Full and Associate Partner Institutions by Geographical Location

In the following section, we provide an overview of the TRIP approach to *inclusive* IaH and the outputs we have created to help advance this overriding project goal and vision.

Section One: Overview of the TRIP Approach to Inclusive Internationalisation at Home

1.0 Introduction

In this section, we highlight the innovative tripartite framework and outputs we have developed to advance inclusive IaH together with the considerations and processes that were involved in their design and implementation. We begin this discussion by setting out the values and goals that we have sought to recognise and actively promote throughout the project.

1.1 The TRIP Project Values and Goals

Our overriding goal in this project has been to develop a comprehensive, values-based approach to IaH that could address the new challenges and opportunities that are arising in higher education institutions in our diverse national contexts, and more widely still, as a result of on-going internationalisation in HE and the increasing cultural diversity this is bringing to our campuses. Core to our approach is our commitment to advancing the values associated with EDI and the UNSDGs, and in particular SDG4, which speaks to ensuring ‘inclusive and equitable quality education and promoting lifelong learning opportunities for all.’ This goal is a key driver for positive change and emphasises the radical and transformative power of education in fostering sustainability and equity.¹ Our approach to IaH thereby supports recent calls to reimagine internationalisation in higher education through the UNSDGs (Ramaswamy et al. 2021).

Accordingly, it has also been our intention to develop an IaH approach that can actively contribute to the advancement of the social mission of universities to contribute to ‘the common good’ of society. Here, we support the argument made by Brandenburg (2020, p.12) for “internationalisation in higher education for society” whereby international or intercultural education, research, service and engagement result in benefits for the wider community (see also Jones et al. 2021; Leask and de Gayardon 2021). Hudzik and Stohl (2009, p.9) tell us that, “internationalisation must permeate the missions and ethos of institutions to be successful [and]

¹ For more information on UNSDG4, see <https://sdgs.un.org/goals/goal4>

it should not be merely a sideshow or an appendage to the institution's main objectives.”. The TRIP approach is driven by these higher goals and principles, with inclusion at its heart, which we seek to advance in practical ways through the outputs we have developed.

For the purposes of this project, we define inclusive IaH (IIaH) as an approach that actively seeks to address the following ten goals:

- Goal 1: Develop a strategic roadmap to drive IIaH in a purposeful and systematic way;
- Goal 2: Develop a holistic approach that operates at all levels of the university; a
- Goal 3: Involve all members of staff and all students irrespective of their backgrounds;
- Goal 4: Develop culturally responsive supports to facilitate the academic, social and cultural integration of international students and staff.
- Goal 5: Provide pedagogical upskilling for teaching staff in inclusive curricular approaches that are of relevance to IaH;
- Goal 6: Create opportunities for all students to gain an international educational experience through access to a globally-oriented curriculum across all subject discipline areas;
- Goal 7: Celebrates cultural diversity and purposefully harnesses this for intercultural learning;
- Goal 8: Promote meaningful collaboration between global north and global south universities;
- Goal 9: Connect the campus with culturally diverse communities locally, and globally, to explore societal challenges and identify solutions;
- Goal 10: Monitor and quality assure all IaH related practices and activities in the pursuit of best practice and in support of the UN SDGs.
- a holistic approach that operates at all levels of the university;
- that provides a strategic roadmap to drive IIaH in a purposeful and systematic way;
- that involves and benefits all members of staff and all students irrespective of their backgrounds;
- that provides intercultural training for all members of staff to support the development of cultural responsive services and supports;

- that provides pedagogical upskilling for teaching staff in inclusive curricular approaches to IaH;
- that offers opportunities for all students to gain an international educational experience through access to a globally-oriented curriculum;
- that actively supports the academic, social and cultural integration of international students and staff into the campus community;
- that celebrates cultural diversity and purposefully harnesses this for intercultural learning;
- that promotes meaningful collaboration between global north and global south universities;
- that connects the campus with culturally diverse communities locally, and globally, to explore societal challenges and identify solutions;;
- that monitors and quality assures all IaH practices and activities in the pursuit of best practice and in support of the UN SDGs.

In the following section, we outline the innovative framework and outputs that we have created to develop and embed this approach within our institutions, mindful of the need for flexibility in our approach so it can suit the diverse needs of the TRIP partner institutions.

1.2 Overview of the TRIP Tripartite Framework and Outputs

We have designed an all-encompassing IaH framework that operates at the macro, meso, and micro institutional levels, with accompanying training resources, to facilitate the implementation and embedding of inclusive IaH across all aspects of university life.

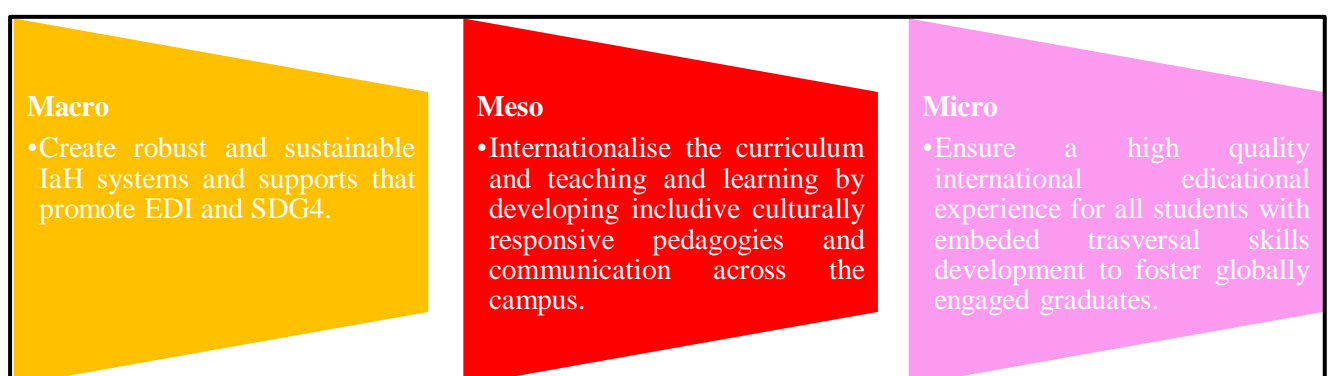


Figure 2 TRIP Tripartite Framework for Inclusive Internationalisation at Home (IIaH)

MACRO

At the macro level of the institution, we have developed a comprehensive range of outputs that can ensure that IaH is systematically planned for and driven from the top down to ensure maximum impact and efficiencies. This will offer guidance to HE institutions in terms of the systems and types of activities that can be developed in the pursuit of best practice in this area.

The specific outputs that we have produced at the macro level are:

- A charter of core values that sets out our definition of a responsible, international university and the underlying principles that shape the TRIP approach to IaH; [\(link\)](#)
- An institutional self-evaluation framework and quality assurance toolkit indexed to the values associated with EDI and UNSDG4; [link](#). This framework, the criteria listed for evaluation purposes, and the related scorecard, were informed by our own institutional mapping and needs analysis exercises as well as by published accounts of best practice in IaH in countries including the UK, the US and Australia (Universities UK International 2021);
- An operationalization model that reflects both top-down and bottom-up components; [link](#)
- An inclusive IaH institutional award and certification process [\(link\)](#).

It is envisaged that these outputs at the macro, institutional level can help to address the current lack of a robust and comprehensive IaH approach in our own institutions, and drive it in ways that support the core EU educational goals of EDI and the values associated with UN SDG4.

MESO

At the meso level of the curriculum and teaching and learning, we have developed innovations in curriculum design and pedagogy that can enable teaching staff to internationalise the curriculum in their own subject discipline in ways that are inclusive and culturally responsive, alongside tailored training to help them to achieve this. Additional training for teaching and professional support staff has also been developed to raise awareness of IaH, and its importance, and to provide them with practical, upskilling to enable them to communicate in the culturally diverse campus settings in ways that are accessible and appropriate so that all members of our

campus communities can feel included and can thrive. The specific outputs we have developed at the meso level are:

- An online professional development programme for professional support staff and teachers ([The TRIP Professional Development Programme](#));
- A set of three ‘train the trainer’ workshops to accompany the TRIP Professional Development Programme and support the development of an institutional level Community of Practice in *inclusive* IaH;
- A digital *inclusive* IaH professional development badge for academics and professional support staff to help incentivize and reward uptake in the TRIP training..

MICRO

At the micro level of the individual student experience, we have created training resources for students to enable them to engage with peers in overseas partner institutions, including in global south contexts, and to jointly undertake project work with community groups, while at the same time developing key transversal skills in areas such as intercultural communication, media and digital technology, and challenge-based learning. The specific outputs at the micro level are:

- an e-module with embedded virtual exchange (The Intercultural Virtual Societal Challenge) link to guide ([link](#)).
- an in-person ‘train the trainer’ workshop link
- a user guide and training video to support the implementation of the IVSC; link
- additional online materials and resources for teachers and students: link to guide
- a student engagement award in the form of a digital certificate link

These resources were designed to create opportunities for high quality international education experiences for all students, and in particular, for those unable to avail of in-person mobility and to foster global citizenship and enhance the employability of our students. At the design stage, mechanisms were also established to ensure that these outputs could be developed and embedded to ensure their sustainability.

In the following section, we highlight the processes by which these outputs were designed.

Section Two: Institutional Mapping Exercise

2.1 Institutional Mapping: Goals and Methodology

The TRIP outputs were informed by an initial, extensive mapping exercise which was undertaken to gain an understanding of whether any infrastructure, policies, services or supports of relevance to IaH were in existence within the TRIP partner institutions. It also considered how EDI and the UN SDGs were being addressed to gain a sense of the institutional culture and ethos in the various HE context. This information was considered essential to ensure that the training resources and further outputs we were planning would be appropriate to address the project goals.

The methodological approach used to identify the TRIP partner existing IaH activities, and from this, to determine our current IaH related institutional needs in this area, involved two types of investigation: (i) an institutional mapping exercise, and (ii) a needs analysis involving focus groups made up of teachers/ curriculum developers from a wide range of subject discipline areas, and professional support staff and from service units across the TRIP partner universities. For the initial institutional mapping exercise, the criteria and tools developed by the ATIAH Erasmus+ project (<https://research.ncl.ac.uk/atiah/>) were employed. This process involved gathering data from the various key stakeholders in relation to a list of criteria whereby they were asked to evaluate how well developed, if at all, each of the areas listed was in their institution. In this way, those who were best placed to provide the information could report in each of the required areas. The findings from the mapping exercise are presented and discussed next. The needs analysis and related findings are discussed in section 2.4 of this guide.

2.2 Main Institutional Mapping Findings

2.2.1 Institutional Level IaH Committee/Unit/Team

The mapping revealed that only one of the project partners had an established committee/unit/team that was specifically tasked with developing and overseeing IaH initiatives at the institutional level. In the institution involved, this took the form of a committee that was chaired by the Vice President for Global Engagement in the institution who was a senior academic with substantial experience in this field. As far as the membership of the committee was concerned, this included representatives from all service and support agencies across the university including academic registry, the library, health, counselling and

disabilities services, as well as officers from centralised EDI and quality assurance units, support staff working in international student engagement, and assistant deans involved in the area of internationalisation from the various faculties across the university. By contrast, in the four remaining TRIP partner institutions, IaH was dealt with as part of the general remit of the International Division within the institutions rather than by a central committee with specific responsibility for overseeing only this particular area of internationalisation.

2.2.2 IaH Institutional Policy/Strategic Plan

As far as IaH related policy/ies and/or strategic plans were concerned, the mapping revealed that while all five partner institutions had developed internationalisation policies, only three had explicit policies in place for IaH or references to IaH within other existing policy or strategic plans. A further key finding was that the specific rights and needs of international staff and students were only mentioned in some of the partner institutions and that the focus of EDI policy was mostly on gender and disabilities, with less frequent reference to other elements of identity that are central to IaH policy that aims to be inclusive such as race/ethnicity and political status (e.g. asylum seeker/ refugee). Moreover, explicit reference in related policies to the UN SDGs was only made by two partner institutions, with SDG 4 specifically mentioned in both cases. It is worth noting that in some cases the staff involved reported a complete lack of awareness of any IaH related units and policy and that overall, there was a limited understanding across all of the TRIP partner institutions of the goals of IaH and its relationship with internationalisation more widely. These findings suggested that there was a lack of visibility around IaH and that only a limited number of staff were actively involved in IaH related activities.

2.2.3 Institutional Level IaH Supports and Services

The initial mapping exercise also sought to identify the types of services and supports that were being provided for students and staff and whether they were being tailored in culturally responsive ways in support of IaH. For example, was there a disabilities or counselling service that took into account the additional needs of international students? Was intercultural training being offered to students and staff and were designated language supports available to support the academic and social integration of international students? The mapping exercise indicated

that while all of the TRIP partner institutions provided some services and supports that were specifically designed for international students and staff, there was a great deal of variance in terms of the range of supports offered and how they were delivered. Meanwhile, there was little evidence that university-wide health, counselling or disability services were being tailored to meet the additional cultural needs of international students and staff.

As far as intercultural supports for students and staff was concerned, this was found to be mostly in its infancy with all five partner institutions indicating that it was in the planning stages or early stages of implementation across the university for teachers/ curriculum developers, support staff and students. In all institutions, where intercultural training had been developed, it was targeted only to international students and staff and was not also offered to domestic students and staff although in one institution joint supports of this kind were being planned in recognition of the need to bring together the two groups to maximize opportunities for intercultural encounters and learning. Meanwhile, designated language supports for international students was at the planning, beginning or partial implementation stage for all members of their campus communities rather than being fully implemented, and that where it existed it was mostly offered on an additional basis rather than being embedded into academic programmes as electives. Language support also more often took the form of workshops in academic language use, with only two of the five institutions also offering general language supports in the language of instruction to all international students from a different first language background to facilitate the social integration of international students and language supports for international staff were offered only in two of the five partner institutions. These findings suggested that the additional needs of international students and staff in the partner institutions were only partially understood and being catered for centrally.

2.2.4 Institutional Level Professional Development

The institutional mapping also investigated whether and how professional development was provided in the partner institutions and if any professional development training existed in areas of relevance to IaH. It was found that while all five partner universities had well-established institutional level /centres that were responsible for professional development training, and that this kind of training was available for both teachers/ curriculum developers, and support staff, none provided specific IaH related training although this had been planned in one institution

but had been delayed due to the Covid-19 pandemic. Meanwhile, in only one of the partner institutions was professional development training in EDI available. While it was offered to all staff, the uptake to date was less than ten percent. The same partner university also offered training in inclusive pedagogy (specifically Universal Design for Learning) to all teachers/curriculum developers, and the uptake for this was around fifty percent. As to the mechanisms and systems for professional development in the partner institutions, in two cases it was offered via classroom-based courses while in the remaining three, it took the form of online courses/webinars which was considered a more efficient delivery mode. A further key finding was that in all five partner institutions, the professional development training available was optional rather than mandatory. The optional nature of the training being offered and the overall low uptake figures suggested that staff professional development was not an area that was being sufficiently incentivised, monitored or taken into account in institutional promotion and progression processes.

2.3 Conclusions from Institutional Mapping

The findings from the institutional mapping exercise indicated that the five partner institutions were at different stages of the IaH journey and that it was taking place in varying ways, and that in most cases it was not explicitly being developed as a key strategic area or linked to core EU and UN educational goals. This suggested that as a crucial starting point to the training we were seeking to develop, there needed to be a strong awareness raising focus in relation to IaH as a concept, how it could be developed in ways that support EDI and SDG4, and its relevance and benefits for all members of our campus communities. Moreover, the training should be offered both to professional support staff and teachers/curriculum developers, and incentivized, to ensure high levels of uptake across our institutions. These findings informed the decision to extend the scope of the TRIP professional training to all members of staff, not only teachers/curriculum developers as had originally been conceived. Having gained valuable insights into how IaH was being approached and developed within the TRIP partner institutions, a more finely-nuanced needs analysis was undertaken. This involved focus groups which were organised in the TRIP partner institutions with representatives from the key stakeholder groups.

2.4 Institutional Needs Analysis: Goals and Methodology

The purpose of the needs analysis amongst staff members was three-fold: 1) to gauge existing IaH related awareness, knowledge and skills 2) to explore any existing IaH practices across the various university units and 3) to determine gaps and priorities to inform the training being planned for each target group (i.e., support staff and teachers/curriculum developers). The needs analysis was conducted by means of focus groups involving key stakeholders in each of the TRIP partner institutions and it yielded a number of important insights and findings which were instrumental in helping to fine tune the TRIP project outputs.

2.4.1 Main Institutional Needs Analysis Findings

2.4.1.1 Awareness /Knowledge / Skills

The needs analysis confirmed that there was considerable variation in the awareness, knowledge and skills relating to IaH within each target group. Amongst professional support staff, awareness was greatest where staff were directly employed in international divisions or in units providing supports for international students and it was often considerable lower amongst staff who were employed in other institutional agencies. Moreover, professional support staff working in areas such as academic registry and information technology often perceived IaH as an area that was not part of their remit or of relevance to their professional role and practices. In the case of teachers/ curriculum developers, variable levels of IaH awareness were also observed with those engaged in the teaching of foreign languages and cultural studies found to be most knowledgeable about IaH as a concept and also in relation to the types of supports or services being provided for international students and staff by their university, or that they felt should be provided to facilitate the successful academic and social integration of these groups.

Amongst teachers/curriculum developers, three key areas of concern were raised most frequently in the needs analysis; these related to how to internationalise the curriculum in their own subject discipline area, how to engage international students from particular cultural backgrounds who they felt were less able or willing to contribute in the classroom, and the additional workload they felt was involved in teaching and assessing international students from a different first language background as a result of their lack of familiarity with the academic

norms of the host institution, and their lack of proficiency in the language of instruction, and in academic writing in particular, seen to be a major area of challenge.

The levels of intercultural knowledge and skills reported by teaching and professional support staff in the partner institutions also varied considerably. Once again, it was teaching staff who worked in the areas of foreign language teaching and cultural studies who reported being most competent while academics in other subject discipline areas and professional support staff generally felt they were lacking in these skills. A wide and recurrent theme raised in the needs analysis, were challenges relating to intercultural communication which suggested the need for specialised training in this area. These findings confirmed the need for an introductory module in IaH for both professional support staff and teachers and it also highlighted the value of including a module on intercultural communication for all members of staff.

2.4.2 Existing IaH Initiatives and Practices

The needs analysis further revealed that an overall wide range of IaH related initiatives were either being planned or had started to be implemented across the TRIP partner institutions. These initiatives were in most cases being developed by professional support staff working in a centralised international education division, or they had been designed within a designated professional development unit, or by small groups of academics working in a limited range of subject discipline areas. A further key finding was that relevant knowledge and skills were also being developed in some of the partner institutions through the engagement of teaching staff in Erasmus + projects. This included the EQUIIP and ATIAH projects which were concerned with designing approaches and tools to promote IaH at the level of the curriculum and teaching and learning, and the FRAMES project which focused on innovations in the area of virtual exchange. The needs analysis also uncovered expertise in language sensitive pedagogies which had been developed in one of the partner institutions via the ESTA (<https://esta-project.eu/>) and MaMLise Erasmus + projects (<http://mamlise.home.amu.edu.pl/>) This suggested that pockets of related knowledge and skills existed which could be shared and built on by means of the TRIP professional development programme.

Accordingly, the needs analysis exercise highlighted areas of strengths in our existing IaH practices that we could draw on and further develop as well as limitations that needed to be addressed. It also underscored the different ways that IaH was being developed in the TRIP

partner institutions and the varying priorities and processes that were involved from one institution to the next that we would need to navigate to ensure that the *inclusive* IaH approach that we were collectively developing was flexible enough to meet the varying demands and needs observed.

From the needs analysis, a benchmarking exercise was undertaken in relation to the existing IaH related systems and activities with the TRIP partner institutions.

Section Three: Benchmarking Existing IaH Practices to EDI and SDG4

3.1 Goals and Methodology for the Benchmarking Exercise.

The benchmarking exercise was conducted in order to evaluate the extent to which our existing IaH practices reflected the core project values of Equity, Diversity and Inclusion (EDI) and supported SDG4 in terms of ensuring ‘equitable access to quality education’ viewed with the diverse cultural needs of our campus communities in mind. The methodology used was to undertake a critical, qualitative analysis of all existing IaH related practices in relation to these core values and specific cultural needs. The findings for the benchmarking exercise are presented and discussed in relation to Tables 1a) and 1b) below. Table 1a) presents the findings relating to institutional level services and supports that are of relevance to IaH while Table 1b) presents the findings relating to pedagogically- oriented practices. Recommendations for change to enhance our IaH practices going forward in the pursuit of best practice in inclusive IaH are also made which are listed in the final column of each table. These recommendations were informed by developments in the TRIP partner institutions themselves and by published accounts of emergent best practice in HE institutions in other countries including the UK, the US, Australia, and Mexico (Report by Universities UK International (Universities UK International 2021).

IaH Services and Supports	Current Limitations	Recommended changes needed to support SDG4
<ul style="list-style-type: none"> Intercultural training for students. 	<ul style="list-style-type: none"> Training in this area only offered to international students but not to domestic students. 	<ul style="list-style-type: none"> Expand training to domestic students and offer to both groups jointly to maximize opportunities for intercultural encounters and to harness these for intercultural learning. Build in mechanisms to monitor uptake and a student feedback loop for quality assurance.

	<ul style="list-style-type: none"> Limited quality assurance in terms of feedback and outcomes. 	<ul style="list-style-type: none"> Offer a student award to incentivize and reward students for engaging in training. In the longer-term, integrate intercultural training into core modules as standard good practice. For students not able to avail of traditional Erasmus mobility, ensure they have access to intercultural training, potentially through the development of an alternative to Erasmus module with a strong intercultural focus and inter-institutional/intercultural virtual exchange. The TRIP IVSC E-Module could be offered for this purpose.
<ul style="list-style-type: none"> Intercultural training for staff. 	<ul style="list-style-type: none"> Training offered in lunchtime seminars or in webinar mode but poorly attended. No formal review or quality assurance of training or impact of training. 	<ul style="list-style-type: none"> Build on existing training by means of the online TRIP professional development training which will be easier to access. Raise awareness of availability at Induction. Promote and incentivize TRIP training by offering a TRIP staff professional development digital badge. Integrate feedback loop in TRIP professional development training and monitor outcomes in the TRIP workshops. Establish an IaH community of practice via the TRIP workshops to capacity build, embed, maximize impact and ensure sustainability. Advocate for recognition of the TRIP professional development training in institutional progression and promotion processes.

<ul style="list-style-type: none"> • Intercultural buddies (students). 	<ul style="list-style-type: none"> • Good uptake by international students but limited uptake amongst domestic students. 	<ul style="list-style-type: none"> • Raise domestic and international student awareness at Orientation. • Incentivise participation amongst domestic students by offering additional credits and a student digital badge. • Could be linked to an existing President's volunteering award scheme.
<ul style="list-style-type: none"> • Intercultural buddies (staff). 	<ul style="list-style-type: none"> • Limited to only one TRIP partner institution and low uptake by staff. 	<ul style="list-style-type: none"> • Raise awareness of role at Induction. • Raise awareness of benefits by means of the TRIP professional development programme and the TRIP workshops. • Advocate for this role to be recognised in progression and promotion reviews to incentivise uptake,
<ul style="list-style-type: none"> • Designated in-person space for intercultural activities and training. 	<ul style="list-style-type: none"> • Available in only one TRIP partner institution. 	<ul style="list-style-type: none"> • Advocate for such a space in each HE institution and raise awareness of its importance via the TRIP workshops. • Organise regular intercultural events and workshops and promote across the university. • Raise awareness amongst students and staff at Orientation/Induction.
<ul style="list-style-type: none"> • Academic language supports for international students. 	<ul style="list-style-type: none"> • Mostly offered as additional modules which increases workload of students and reduces appeal. 	<ul style="list-style-type: none"> • Raise student awareness at Orientation. • Embed in academic programmes across all subject disciplines as electives and link to TRIP student award to incentivize uptake and increase value in the eyes of students. • Raise awareness amongst course directors and teachers through TRIP Professional Development programme and TRIP workshops so they can better appreciate the

	<ul style="list-style-type: none"> • Uneven uptake by international students across all academic discipline areas. • Lack of awareness of course directors and teachers as to the availability of these resources and their value. 	<p>academic language challenges and needs of international students and guide them to these resources.</p>
<ul style="list-style-type: none"> • General language supports for international students. 	<ul style="list-style-type: none"> • Uneven uptake by international students across academic subject disciplines 	<ul style="list-style-type: none"> • Raise student awareness of availability and benefits for international students at Orientation. • Incentivize uptake by providing end of programme certificate of language proficiency.
<ul style="list-style-type: none"> • Professional language supports for staff. 	<ul style="list-style-type: none"> • Limited offering across TRIP partners. • Low uptake amongst international staff. 	<ul style="list-style-type: none"> • Offer to all international staff and raise awareness of availability at Induction. • Raise staff awareness of benefits through TRIP professional development programme and TRIP workshops. • Provide end of course certification to incentivize and add value.

<ul style="list-style-type: none"> • Academic L1 and L2 writing centre. 	<ul style="list-style-type: none"> • Available only in some universities. • Limited focus on L2 related needs and challenges in academic writing. 	<ul style="list-style-type: none"> • Raise student awareness at Orientation.. • Raise awareness amongst teaching staff and course directors of challenges, needs, and benefits through TRIP professional development programme and TRIP workshops so they can guide international students to these resources. • Make existing service more culturally responsive by hiring tutors from different L1 backgrounds.
<ul style="list-style-type: none"> • Supports for international students to adapt to the new academic norms and culture. 	<ul style="list-style-type: none"> • Offered by only some TRIP partners. • Limited and uneven uptake amongst international students across academic subjects. 	<ul style="list-style-type: none"> • Raise awareness of staff and course directors of challenges, needs and benefits through TRIP professional development programme and TRIP workshops so they can direct international students to this resource. • Promote and incentivize by developing offering as a credit bearing elective across all academic subject areas. • Monitor uptake and quality through student feedback loop and academic review.
<ul style="list-style-type: none"> • Induction to academic norms and culture for international staff. 	<ul style="list-style-type: none"> • Offered only by some TRIP partners. 	<ul style="list-style-type: none"> • Expand offering across all TRIP partners. • Raise international staff awareness at Induction. • Monitor uptake and quality through staff feedback loop.
<ul style="list-style-type: none"> • Schemes to support the entry to university programmes of international 	<ul style="list-style-type: none"> • Offered only by some TRIP partners. 	<ul style="list-style-type: none"> • Expand to all TRIP partners. • Raise awareness of availability of scheme/s amongst course directors and staff. • Monitor uptake and outcomes through student feedback loop and academic review.

asylum seekers and displaced persons.		
<ul style="list-style-type: none"> • Schemes to support international scholars at risk. 	<ul style="list-style-type: none"> • Offered only by some TRIP partners. 	<ul style="list-style-type: none"> • Expand to all TRIP partners. • Raise awareness of availability of scheme/s amongst course directors and staff. • Monitor uptake and outcomes through feedback loop and academic review.
<ul style="list-style-type: none"> • Schemes to upskill teachers in a displaced person situation. 	<ul style="list-style-type: none"> • Offered only by one TRIP partner. 	<ul style="list-style-type: none"> • Expand to all TRIP partners. • Raise awareness of availability of scheme/s amongst course directors and staff. • Monitor uptake and outcomes through feedback loop and academic review.
<ul style="list-style-type: none"> • Community-based language classes for asylum seekers and displaced persons. 	<ul style="list-style-type: none"> • Offered only by some TRIP partners. 	<ul style="list-style-type: none"> • Expand to all TRIP partners. • Raise awareness of availability by liaising with local NGOs/community education bodies. • Monitor uptake and outcomes through feedback loo.
<ul style="list-style-type: none"> • Professional development training in EDI/SDGs. 	<ul style="list-style-type: none"> • Offered only by some TRIP partners. 	<ul style="list-style-type: none"> • Offer to all TRIP partners by means of the TRIP Professional Development Programme. • Monitor uptake and outcomes via TRIP workshops.
<ul style="list-style-type: none"> • Professional development training in trauma informed practice. 	<ul style="list-style-type: none"> • Offered only by some TRIP partners. • No explicit link made to IaH. 	<ul style="list-style-type: none"> • Offer to all TRIP partners. • Raise awareness highlighting the relevance to IaH. • Incentivize uptake by taking account of this in promotion and progression processes.

<ul style="list-style-type: none"> Communities of Practice in inclusive IaH for professional support staff, and for teachers. 	<ul style="list-style-type: none"> No existing CoP of this kind.. 	<ul style="list-style-type: none"> Create a CoP in IaH in each TRIP partner institution via the TRIP Professional Development Programme and the TRIP workshops. Create a TRIP inter-institutional CoP in this area and open to other institutions to create a network. Incentivize teachers and support staff to become members by linking to TRIP Professional Development training and digital award.
<ul style="list-style-type: none"> Internationally-oriented cultural events/celebrations organised for the whole campus community. 	<ul style="list-style-type: none"> Limited participation by domestic staff and domestic students. 	<ul style="list-style-type: none"> Raise awareness at student Orientation and staff Induction. Promote and incentivise participation via TRIP CoP.

Table 1a) Findings of Benchmarking of Existing IaH Services and Supports in the TRIP Partner Institutions

IaH Pedagogical Practices	Limitations	Areas for improvement
<ul style="list-style-type: none"> Virtual exchange initiatives. 	<ul style="list-style-type: none"> Offered only in some TRIP partner institutions. Limited range of discipline programmes in which it has been embedded. 	<ul style="list-style-type: none"> Expand to all TRIP partners via the TRIP IVSC E-module Raise awareness via the TRIP Professional Development Programme and the TRIP workshops. Promote in all discipline areas including STEM. Develop teacher expertise in this area by means of the TRIP professional development training and TRIP workshops. Develop flexible TRIP virtual exchange model that can be either embedded into

		<p>existing modules or offered as a stand-alone offering to incentivize and facilitate implementation across curriculum.</p> <ul style="list-style-type: none"> • Incentivize uptake by students by linking to TRIP student digital certificate.
<ul style="list-style-type: none"> • Alternative to Erasmus module with embedded intercultural training. 	<ul style="list-style-type: none"> • Offered only by one TRIP partner institution. • Offered only in some faculties and subject discipline programmes. 	<ul style="list-style-type: none"> • Expand to all TRIP partners. • Expand across the academic curriculum. • Raise awareness by means of the TRIP Professional Development Programme and the related TRIP workshops..
<ul style="list-style-type: none"> • Professional development training in inclusive pedagogies. 	<ul style="list-style-type: none"> • Offered only by one TRIP partners but only in the form of the Universal Design for Learning Approach. • This does not take sufficient account of growing cultural diversity in the classroom and how it can be harnessed for intercultural learning and to 	<ul style="list-style-type: none"> • Expand professional development in this area to all TRIP partners and extend the scope to include Culturally Responsive Teaching by means of the TRIP Professional Development Training Programme and the related TRIP workshops. • Raise awareness amongst teaching staff across our universities through targeted promotion.

	enhance the quality of the international education offering.	
<ul style="list-style-type: none"> Community based teaching projects with adults and children from marginalised ethnic groups (domestic and international). 	<ul style="list-style-type: none"> Offered only by some TRIP partners. 	<ul style="list-style-type: none"> Expand to all TRIP partner institutions. Raise awareness by means of the TRIP professional development programme and the TRIP workshops. Incentivize participation by linking to professional teaching award scheme. Monitor and improve quality through student feedback loop.

Table 1b) Findings of Benchmarking of Existing IaH related Pedagogically-oriented Practices

From this account of the findings from the TRIP partner benchmarking exercise and the recommendations made to enhance our existing IaH practices, we turn to case studies which highlight how the TRIP project outputs were engaged with across our institutions over the duration of the project at the various levels.

Section 4: Case studies of emergent good practice in Inclusive Internationalisation at Home

In this section we provide samples of case studies which illustrate how teaching, support staff, and students in the TRIP partner institutions have engaged with the TRIP project outputs, highlighting the learning gained and the impact of this engagement, as reported by the individuals concerned who are not referred to by name in order to protect their anonymity. The case studies included in this section include:

- Case studies relating to engagement in the TRIP Professional Development Programme by teaching and professional support staff.
- Case studies relating to engagement in the IVSC E-module by students, teachers^{2*} and mentors.
- A final case study which shows how the TRIP IiA Institutional Self-Evaluation and Quality Assurance Framework was used to evaluate the existing practices of two of the TRIP partner institutions, namely the University of Limerick and the University, Ireland and the University of Matej Bel, Slovakia, with a summary provided of the key findings.

4.1 Case Studies of Engagement in the TRIP Outputs

4.1.1 Case studies relating to the TRIP Professional Development Programme

Professional Support Staff

Case Study: Student Community Liaison Officer, University of Limerick

I work as a student community liaison officer at the University of Limerick in Ireland which means that I help students integrate into the local community and ensure that the relationship between students and local residents remains positive. This work takes different forms; helping students find accommodation and offering guidance to help them overcome social problems such as loneliness, isolation, and alcohol and substance abuse. It also involves working with residents' associations and the police to tackle anti-social behaviour off campus

² This is a term used in the IVSC E-Module for those facilitating the module. It derives from the Challenge-based Learning Approach

in local housing estates and making sure that residents and local groups feel supported by the university. In the past most of my work has been with domestic Irish students and far less attention has been given to international students. This is because from my experience, they are less likely to be involved in anti-social behaviour or to get involved in a drinking culture as many refrain from alcohol for religious reasons. In fact, it is more often the case that they have been on the receiving end of anti-social behaviour.

The TRIP training has made me realise that there is a real opportunity for me in my role to better support international students to settle into the local community and also to ensure that they understand the local culture and traditions, so they can better navigate this area and feel supported. It is also important that they do not stay only within their own cultural groups out of fear of anti-social behaviour or racism. I also feel there is a potential for me in my role to help break down cultural barriers and to educate domestic students to ensure they do not engage in stereotyping or racist behaviour, although typically this is only the behaviour of a minority. Nonetheless, as our university has internationalised, we have seen increasing incidents of racism on our campus and in the local community and it is crucial that we stamp this out.

To address this, following the TRIP training, I have made a conscious effort to integrate international students into the local community to build better intercultural understanding and to enhance their sense of belonging. One keyway I have done this is to hold monthly intercultural discussion groups, with the help of the student unions, where domestic and international students can meet to discuss social issues in the local community, alongside community representatives, to better understand issues and challenges in our local environment and how they can be addressed by all stakeholders working together to foster a more welcoming mind-set and mutual intercultural understanding.

Learning and Impact

In this case study, we find evidence of a key change being introduced into the professional practices of a university community liaison officer on the basis of a newfound realisation that international students need to be better integrated into the local community, and feel a shared sense of belonging, and that this can be promoted by initiatives to bring together key

stakeholders including domestic students, residents, and other community support services such as the police to identify local problems and work together towards solutions. This case study reminds us of the social mission of the university to promote the common good for all and that this extends beyond the campus community, and it highlights an emergent IaH practice that speaks directly to supporting this mission, and SDG4 more widely.

Case Study: Administrative Officer, Europa-Universität Flensburg

I work in the administrative area of the university. The staff in this unit are quite homogenous and in order to facilitate an awareness of the needs of non-native German students, I wanted to understand where I can contribute to the internationalisation at home process. Administrative staff, unless explicitly working with internationals or having a job described as international, are often excluded from the concept of internationalisation. This is why promoting internationalisation at home through embedded supports is one way of addressing internationalisation at home. It aims at serving not just non-native German students but opening up to being more diverse. I chose to undertake the TRIP Professional Development Programme to compare what I am doing with what could be done in terms of the internationalisation process. As a non-native German staff member myself, I have a different perspective and am always on the look-out for a simpler solution to help address issues. The TRIP Professional Development Programme provided an overview of key related terms, and while I was familiar with many of these, I feel it is important for others to learn about them to help remove misconceptions.

For my Plus One change, I would like to focus on how statistics can be presented so that they are more accessible to staff who may be confronted with language barriers, and how they can be used in ways that promote equity/equality as for example by highlighting and identifying where there are differences.. By and large, we already do that; for instance, statistics are used to identify where there may be needs (numbers of non-nationals, region of origin is also used as an indicator (not definitive) of where students come from and with which languages they use, and how this can be put to use).

In my work, which is largely related to the native German academic culture, being a non-native has helped me in adapting our department's work to meet the needs of the more diversified

working environment. Through the TRIP training, I have become more aware of the need to make data more accessible and how this can be achieved in terms of the information made available and how it can be accessed in a language other than the native language. Also, by identifying that, even though all regulations must be in German, greater accessibility can be achieved with translated information and this will also contribute to making our work more transparent and lead to a greater uptake in terms of the numbers accessing information. This accessibility is important in all areas across the university.

Case Study: Learning and Impact

This is an interesting account which focuses on how administrative staff can ensure that statistical information is presented in ways that are accessible to all members of the university community to ensure inclusivity, especially for those from a non-native background. A key strategy identified as a result of the TRIP professional development training is to present information not only in the language of the university but also in other languages by means of translation. This reflects an awareness on the part of the staff member who is from a non-native German background, that as university populations become more culturally and linguistically diverse, so there is a growing need to ensure that information is accessible for all. This requires the development of a more open mind-set and a willingness to adapt from monolingual to multilingual practices, where relevant, as has been alluded to in this account. This is an area where changes in practice for administrators can be supported by the TRIP Professional Development Programme by raising awareness of the types of linguistic and communication issues that are involved and which we all need to take greater account of as our universities internationalise and become more culturally diverse.

Case Study: Student Engagement Officer, University of Limerick

I would like to highlight an intercultural initiative I have started in my role as a student engagement officer at the University of Limerick, which was inspired by the TRIP Professional Development Programme training I recently undertook. My Plus One change has the goal of bringing together domestic and international students to support disadvantaged local groups through a volunteering scheme which culminates in a joint celebration of a local cultural event, that is St Patrick's Day, which our national day. In Ireland, there is a huge, annual celebration of St Patrick's Day with different community groups represented in this nation-wide event. St.

Patrick's Day takes place on 17th March with a parade held in every city, town and village in Ireland, and in many parts of the world too where there is an Irish diaspora but also in countries as far flung as China, Tokyo, Oman and Mexico, where main monuments are lit up in green, the Irish national colour. From the perspective of the university, it has traditionally been domestic students who have taken part in the local St Patrick's Day parade in Limerick alongside community groups they have been engaged with, under the framework of the UL Presidents's Volunteer Award.

This year, I decided to invite international students to join in this initiative culminating in the St Patrick's Day parade event. This meant that they initially needed to sign up for volunteering activities alongside domestic students. Some of the volunteering activities they became involved in included becoming mentors for school children in after-school homework clubs, leading discussion groups involving refugees from the Ukraine and other war torn countries to help facilitate their social integration and English language development, and organising upskilling workshops to help disadvantaged young people in the community prepare for job interviews. All of this culminated in the St Patrick's Day parade where the domestic and international students involved in the volunteering marched proudly together alongside the community group they had been working with.

For me, the key learning from the TRIP training has been the realisation that it is not enough to simply integrate international students into the campus; they also need to be integrated into the local community. I have also developed an understanding of the crucial role they can play in providing support for the local community by means of the volunteering schemes highlighted, and how their involvement alongside domestic students can foster intercultural understanding and break down barriers. For the international students, it also allows them to gain insight into the life and challenges of the local community in ways which would not have been open to them previously, as a basis from which to explore differences and similarities, from which they can gain a deeper level of intercultural understanding.

Learning and Impact

As in the previous account, this case study also reveals a transformative change in the professional practices of a university support officer, in this case within the student engagement team, who is now actively seeking out ways to involve international students in socially and community-oriented intercultural activities. This is with a view to enabling them to gain a

deeper insight into real life issues and challenges at the level of the local community, and to create opportunities for them to play a useful role in providing supports for local groups, drawing on their own knowledge and skills. It has also highlighted useful strategies as to how this approach can be encouraged and rewarded to increase student participation. The case study provides strong evidence of the enhanced intercultural understanding on the part of the staff member, and of his realisation of the ways that he can foster this in his professional role. It also reveals the importance he now places on involving international students in celebrating local cultural events, alongside domestic students and community groups, to help them feel part of the local community.

Teachers/Curriculum Developers

Case Study Language Teacher, Universidad Complutense de Madrid

The area identified for change following my engagement in the TRIP Professional Development Programme is the integration of an intercultural perspective into the teaching of Spanish as a foreign language. This initiative responds to the cultural diversity of the students (Chinese, Japanese, American, European, etc.) attending my classes in Spain. The inclusion of topics related to interculturality, the environment, race, and gender equality in learning activities and materials can foster a more inclusive and respectful environment where all students feel valued.

The strategies that were identified and implemented included:

- Incorporating texts, videos, and materials from different cultures and perspectives that reflect the diversity of the students.
- Promoting debates and reflections on topics such as interculturality, the environment, race, and gender equality.
- Creating collaborative activities where students can share their own cultural experiences and viewpoints.
- Establishing norms of respect and empathy in the classroom to promote a safe and open environment for dialogue.

During one of my classes, I decided to implement an activity focused on interculturality. The students were divided into groups to discuss an article about All Saints' Day or Day of the Dead in different Spanish-speaking countries. Each group had to compare these traditions with those

of their own countries and reflect on the cultural similarities and differences. Then, each group presented their conclusions, which allowed the students to explore how different cultures celebrate the same holidays. This activity not only helped the students improve their Spanish skills but also promoted mutual cultural understanding and respect among them. Additionally, we opened a debate on the importance of cultural diversity in a globalized world, where all viewpoints were heard and valued, including the impact that Halloween, for example, now has in Spain.

Although I have only provided one example, I have implemented several changes in my classes following the TRIP training and the impact of these strategies has been positive. Students have shown a greater interest in actively participating in class, although some cultures, such as the Chinese, can be reluctant to participate. However, when I explained the importance we place on class participation in Spain, they demonstrated greater empathy and understanding toward the requests for participation. Collaborative activities have fostered both intercultural communication and class dynamics.

Furthermore, debates on topics such as gender equality have allowed students to reflect on their own biases and attitudes, creating a more inclusive learning environment. Overall, these strategies have contributed to a more dynamic and diversity-conscious learning environment.

Case Study Learning and Impact

This account highlights the potential that language classes offer for intercultural encounters and intercultural learning, the key role that language teachers can play in this process, and the types of teaching methods, tasks and materials that can facilitate and enhance these dimensions. It is often the case that language teachers have a more developed intercultural competence by virtue of their discipline area and this would seem to be the case in this account but there is also evidence that the teacher in question has been open to learning and implementing new strategies she has been made aware of in the TRIP training to further exploit the opportunities that arise in this classroom context for her students to develop a deep and mutually respectful understanding of each other's cultures, and as she highlights, this has led to a richer and more vibrant learning environment for the international students involved. There is also the indication that she has been able to encourage students who are less accustomed to voicing their

opinions and cultural perspectives in the classroom to become more active participants by explaining to them the local cultural norms, which provides further evidence of intercultural learning.

Case Study: Lecturer in Mathematics, University of Limerick

I teach maths to undergraduates and postgraduate students from Ireland mostly but we have had growing numbers of international students over the past five years from countries such as India, China, Kuwait, and more recently from the Ukraine as a result of the war. Like most academics, my main focus is on the academic side of my work; planning my lectures, classroom teaching and assessment. I have to admit that I have spent far less time thinking about the welfare of students which I have generally expected to be the concern of other agencies in the university such as the student engagement office and the student unions. When the war in the Ukraine broke out, a lot of efforts were made to support Ukrainian students settle in and they were offered additional classes in English but again, I didn't really see this development as a reason for changing my own practices. I mean, I would usually welcome all students and treat them equally but I have not previously considered the ways in which international students or students from a refugee background or experiencing trauma might need additional supports. We have a disability service in UL but this only caters for students with physical limitations or learning difficulties. So, for me, the TRIP training was important because it opened my eyes to other types of learning needs and supports that I had not considered before, in areas such as culture and language. I found it very interesting to learn about this as it has an obvious impact on the academic side too so it made me question if I was doing enough to support the international students I teach, and I started to reassess my lecturer role.

One of the first things I did was to find out exactly what kind of language and intercultural supports were available in the university so I could direct students to these from the start of the semester, so they would get maximum benefit. I have also thought about ways I can get to know the international students better and ways in which I can get the Irish students and the international students to mix and work with each other more as I started to notice that this wasn't happening, by using the strategies that were highlighted in the TRIP training, such as using intercultural pair and group work.

We have just started a new semester and we usually spend a few weeks planning for the various modules we teach. This year, I have decided to implement some of the strategies I have learned about in the TRIP training. For instance, at Orientation, I ran a quiz to get the students to guess how many countries were represented in the module they were taking which we do using Mentimeter. I also asked them to mix themselves up so that they were sitting with someone from a different cultural background to their own. Another change I made was to add information on language and intercultural supports on the module outline for each course I teach, and I also decided to add information about the UL Student Engagement and Counselling Services for students who were feeling homesick, experiencing culture shock or in need of trauma counselling. You would think that teaching mathematics offers limited opportunities for intercultural learning, but the TRIP training has shown me that is possible to embed strategies into all subject discipline classrooms, and also at all levels. Bringing global perspectives into my teaching is a challenge but at the very least I can ask students if methods are similar or different in their cultures and get them to share this information with each other so they become more aware of the ways in which culture impacts on educational practices around the world.

I'm still only a few weeks into the new semester but I can already see the positive benefits of some of the changes I have started to apply. When I first put students into intercultural groups, there was some initial shyness and awkwardness, but after the first class I could sense that they were getting used to communicating and working with each other. What has really struck me is that they now sit in intercultural grouping without me having to them and what's more, the international students have come out of their shells and are becoming more vocal, as in the past it was rare for them to speak in class. So, I think student engagement as a whole has improved, and the new intercultural way of working is giving all students a chance to learn so much more than just maths as they are finding out about each other's cultures, exploring cultural similarities and differences, and learning key transversal skills such as how to communicate with people from other language and culturally backgrounds. This makes for a more interesting classroom environment and helps to foster a more open mind-set for all involved, and I include myself in this too.

Learning and Impact

This account provides strong evidence of the key learning and practical skills gained from the TRIP training by this lecturer, and how this has transformed his classroom teaching in terms of the range of strategies he has started to embed to ensure it is more culturally responsive. This is also indicative of an open mindset and willingness on his part to embrace the opportunities that greater cultural diversity on our campuses offers and to harness it in ways he has learned about in the TRIP training. This account is further important because it highlights how a subject discipline such as mathematics that has not traditionally been associated with the potential for intercultural learning, can also be taught using a more culturally responsive approach, with this transformation extending not only to the teaching methods but also to the content, and the types of activities engaged in by students in the classroom, for the benefits of all involved.

Case Study: Language Teacher, Universidad Complutense de Madrid

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- Creating collaborative activities where students can share their own cultural experiences and viewpoints.
- Establishing norms of respect and empathy in the classroom to promote a safe and open environment for dialogue.

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of their own countries and reflect on the cultural similarities and differences. Then, each group presented their conclusions, which allowed the students to explore how different cultures celebrate the same holidays. This activity not only helped the students improve their Spanish skills but also promoted mutual cultural understanding and respect among them. Additionally, we opened a debate on the importance of cultural diversity in a globalized world, where all viewpoints were heard and valued, including the impact that Halloween, for example, now has in Spain.

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Case Study Learning and Impact

This account highlights the potential that language classes offer for intercultural encounters and intercultural learning, the key role that language teachers can play in this process, and the types of teaching methods, tasks and materials that can facilitate and enhance these dimensions. It is often the case that language teachers have a more developed intercultural competence by virtue of their discipline area and this would seem to be the case in this account but there is also evidence that the teacher in question has been open to learning and implementing new strategies she has been made aware of in the TRIP training to further exploit the opportunities that arise in this classroom context for her students to develop a deep and mutually respectful understanding of each other's cultures, and as she highlights, this has led to a richer and more vibrant learning environment for the international students involved. There is also the indication that she has been able to encourage students who are less accustomed to voicing their

opinions and cultural perspectives in the classroom to become more active participants by explaining to them the local cultural norms, which provides further evidence of intercultural learning.

Case Study: Lecturer in Romance Languages, Matej Bel University

In 2023, Matej Bel University went through the process of institutional accreditation. Subsequently, it became possible to make methodological adjustments in the curricula without undergoing the process of complex accreditation of the degree programme concerned. With regard to this, teachers are able to introduce innovative elements in their courses. Within the degree programmes “French language and literature” (a teacher-training programme) and “French language and culture” (translation programme), there are several courses, in linguistics, that are being taught following traditional methods, respecting the classical format composed of teacher-fronted lectures and seminars. The syllabi of these courses are available for innovations.

As a result of the TRIP training, the methodology of teaching used in the course “Syntax of French” has undergone a substantial modification. Instead of the traditional preparation of a written paper (syntactic analysis of an authentic journalistic or literary text) during the seminars, students’ time has been dedicated to a challenge-based task scheduled as a part of the TRIP designed International Virtual Societal Challenge. This involved students in collaborative projects in international mixed groups where they engaged in a variety of digitally based tasks such as designing a logo, and producing an awareness-raising video and a TED talk as major outputs. The texts generated during this group exercise were then also used as material for syntactic analysis. This analytical task was primarily oriented towards the identification of differences between the syntax of written texts on the one hand and oral syntax on the other.

Students who took up the course “Syntax of French” gained completely new insights into language and communication. They developed a series of skills instead of acquiring only knowledge of linguistics. They needed to adapt to the new way of working and to cultural differences within the group. They got to know fellow students from abroad and established contacts that can be later developed within a mobility framework. Teachers mastered new methodologies of teaching (challenge-based learning and virtual exchange) and thus enlarged significantly their professional experience.

Learning and Impact

Changes made to teaching methods and the linguistics curriculum as a result of the TRIP training, to create greater opportunities for practical skills developments and intercultural learning by means of virtual exchange and digitally-oriented tasks were the focus of the previous case study. It has also highlighted the wide range of benefits to accrue from the innovations implemented, not only for students in terms of their enhanced digital skills and intercultural knowledge but also for the professional development of the teacher involved. This account also showed how the more culturally-rich and practically-oriented curriculum and teaching and learning activities and tasks could provide a more useful foundation for later in-person mobility placements than traditional courses in linguistics, which further underscores the importance of experiential learning as a key element of the CRT approach.

Case Study: German Language Teacher, Europa-Universität Flensburg

This case study addresses how the TRIP Professional Development Programme helped me in my selection of teaching material and teaching methods for the course that I teach which involves international students who have just arrived in Germany, many of whom are newcomers to the country and still in the process of finding accommodation. My experience with this course is often that the students are eager to learn about the local culture and also see the advantages of their native culture, but are also not hesitant to criticise their native culture. What often also emerges is a cautiousness in exploring their culture in relation to other cultures. Moreover, while international students are eager to learn about Germany, they lack the ability or space to mix with German students so their internationalisation is often not related to the culture of the new country but more so to other non-natives who they are learning and living with.

The TRIP training has helped me in my choice of what I include in the content of the module and how I teach it: it is a compulsory primary research methods module and I have included a focus on how communication happens in different cultures, with awareness raising incorporated into the curriculum which highlights communication practices in face to face interviews; online interviews; and focus groups as well as specific content relating to what they are researching and how different methods can be used. To facilitate interaction with the local

community I have decided to build in research methods where the students have to carry out face-to-face interviews in the local surroundings with locals. This demands compromising on all levels – that the students face their fears of interacting with locals, and that locals can engage with the students by providing them with valuable information – to ensure that learning is mutual. This goes hand in hand with the CRT approach whereby culture is pivotal to the how and what is being researched and taught.

However, a challenge for teachers that needs to be borne in mind is that in different HE contexts there are differences in academic culture and regulations which means that change of the kind emphasised in the TRIP training is not always easy or possible to implement without going through a formal procedure at the university. Nevertheless, the TRIP project provides an easily accessible method for each HEIs to allow and facilitate its staff to monitor and evaluate their own role and ability to contribute to the internationalisation at home process. That said, how this is applied must take into consideration the requirements of different institutions. Such aspects were factors that I had to constantly bear in mind whilst trying to implement the CRT approach into my course.

Case Study Learning and Impact

In this account, we learn how the TRIP pedagogical approach has been applied to bring global perspectives into a research methods course, which underscores the suitability of this approach for all subject areas across the curriculum. However, the point has also been made that the innovation of the combined UDL/CRT approach may conflict with existing academic norms and regulations which can serve as obstacles to change and pose constraints for teachers. Nevertheless, the teacher in question has shown that it possible and realistic to identify an area/s where some of the strategies provided in the TRIP training can be introduced and at the same time respect the local academic conventions and approaches. The need for flexibility was a major consideration that was taken into account in the design of the TRIP approach and the related training for professional support staff and teachers/curriculum developers to enable individual institutions to implement the innovations recommended according to their own institutional requirements and at their own pace.

Case Study: Lecturer in Life-long learning, Matej Bel University

Traditionally, the offer of lifelong learning courses for academic and non-academic staff provided at UMB focuses on developing digital skills, language competences, transversal skills and work-life balance. At times, trainings were provided to enhance specific professional competences of educators. However, there have been almost no trainings related to internationalisation. Lifelong learning is an area of activity which has a great potential for new developments. Still, there are many obstacles that make delivery of LLL courses difficult. The main challenge is related to the fact that LLL is not recognized and rewarded as a part of the professional development of staff at universities. Consequently, the motivation of staff members to take up an LLL course is very low. One of the possible solutions would be to reinforce links between the institutional internationalisation strategy and the LLL policy and goals to better show the importance of LLL activities with a focus on preparing faculty members and administrative staff for particular aspects of internationalisation abroad and internationalisation at home.

In 2023/2024, a course in intercultural communication was offered to UMB staff members as a part of the institutional LLL educational offer. This starter course aimed at presenting to participants principal theoretical aspects of intercultural communication. This was followed by the analysis of real-life case studies showcasing experience of participants. In 2024/2025 we are planning to integrate the TRIP CPD course into our intercultural training offer as a continuation of the existing UMB course.. The TRIP course will be supported by an internal communication micro-campaign to invite staff members to participate. Also, on the level of institutional oversight of internationalisation activities, we are planning to open a discussion about possible improvements in the internationalisation strategy to explicitly include a part dedicated to internationalisation at home.

In 2023/2024, an initial twenty staff members completed the TRIP Professional Development Programme. The feedback gathered suggests that staff are keen to learn more about the internationalisation at home agenda at Matej Bel University and we are confident that a growing number will engage with the TRIP training over the coming years.

Learning and Impact

This account provides interesting insights into how internationalisation at home is being operationalised in the university in question and the types of intercultural training being offered to staff. It also highlights the potential that internationalisation at home offers to bring intercultural perspectives into areas which can often be overlooked in the internationalisation at home debate such as life-long learning programmes by comparison with full degree programmes and students. The case study provides evidence that there is an interest amongst staff in learning more about internationalisation at home and a willingness to engage in the TRIP training programme. We are reminded here that in many institutions, it is often the case that there is a small number of internationalisation at home champions. The challenge here is to highlight the relevance of this development for all professional support staff and teachers and in relation to all subject areas and programmes, as well as the benefits of engaging in related training such as the TRIP Professional Development Programme which was designed for this purpose. This account also reminds us that the internationalisation journey will differ from one institution to another, which further underscores the importance of the TRIP approach which can be implemented in flexible ways, and is supported by the TRIP training to help institutions to realistically achieve their IaH ambitions.

In the following subsection, we present case studies featuring students, teamchairs, and an inter-institutional coordinator who participated in the TRIP IVSC E-Module, highlighting the learning gained and the impact from the perspective of those involved.

4.2 Case Studies of Engagement in the TRIP IVSC E- Module by Students, Teamchairs and an Inter-Institutional Coordinator

Case-study: Teamchair, Europa-Universität Flensburg

I was a teamchair in the IVSC supervising the sessions on the themes of gender and inclusion. During our sessions, I led students from EUF and UCM on the main challenges regarding the themes of gender theory and inclusion. The intercultural aspect was very apparent in both groups since the gender group consisted of students from Germany, Spanish students and international students from China, making it very diverse in nature. When going into more detail regarding gender roles for men and women, and other genders outside of the binary system,

students respectfully shared and discussed their personal upbringings and how this had affected their perception of gender. They also discussed in-depth how the systems in Germany and Spain were different when it came to inclusive measures they noticed on their campus.

Generally speaking, time was of the essence and made a lot of parts of the IVSC challenging. Specifically, the Gender group had a lot of difficulty with the timing of their project work while the group on Inclusion did way better. The latter were also in constant exchange via email with me, which also helped them to finish their project in time.

My final thoughts are very similar to those I shared last semester. It's nearly impossible for the students to finish everything in those five weeks and specifically all the input that is required by the TRIP project is too much for those two hours per week so it is better to run it over the eight week period which is the other option. Another thing that could be improved is the communication between institutions and how everything is planned given the complexities involved in working inter-institutionally.

Learning gained and impact

This is a frank account of some of the challenges that arose for a teamcher but it also led to insights concerning the types of changes that could be introduced to enhance the delivery of the E-Module such as by extending the time allocated from five to eight weeks to allow for the content to be explored in greater detail. Better planning around communication when working inter-institutionally was also stressed. These experiences and recommendations were helpful in informing the training workshops that were subsequently designed and organised for teamchers prior to the start of the IVSC.

Case-study: Coordinator, Europa-Universität Flensburg

In the role of institutional coordinator, I focused on keeping an overview and preparing and planning the next steps prior to the start of the process, but also during the ongoing process of the IVSC. Communication was by and large through email and a virtual space that we used to share documents. Crucial here is always the question if information is up to date.

Our HEI offered the IVSC as a stand-alone version, i.e. interested students from any study course were welcome to participate. ECTS potentially gained from the course are not necessarily relevant for students' records and there are both advantages and disadvantages to this. The disadvantage is that it has a possible negative effect on student's motivation to participate in activities like the IVSC. The possible advantages include that those students who do choose the IVSC are choosing it based on a genuine interest in the format and the contents. This intrinsic motivation can contribute to a deeper and broader development of the thematic content.

Turning to intercultural skills development, preparing and facilitating the IVSC at the EUF enhanced my own communication skills. Intercultural development was facilitated by the content and how the content was communicated. This necessitated that each participant learnt not only about the theme in other cultures but also the recognition of each culture's means of dealing with the theme – for example, where some cultures may take certain aspects of a theme for granted and then discover that these particular aspects are not yet addressed in other cultures. Thus, it demanded that each participant, regardless of their role, reflects on all aspects of the themes, thereby deepening and strengthening the narrative and how the narrative is adaptable in the local and international HEI context, and this is one of my key takeaways. Critical to this is also a common understanding to ensure that the communication was based on a common understanding in order to quickly identify and clarify any misunderstandings.

As an institutional coordinator, I had to upskill digitally to learn the basics of video editing and be prepared to play different video formats. The moderation of the final session included a quick back and forth in video conferencing and screen-sharing. My observation is, that students tend to be well-prepared when it comes to video screening. Technical issues like dysfunctional audio settings have an enormous effect in virtual conferences, in particular when the main aim is to ensure that all participants are kept on board.

As this project centred on challenge-based learning, student groups performed the steps foreseen in the process of the learning challenge and presented all three elements (logo, report, video) at the final session. This was the main aim of the project and the output presented by the students in the sessions showed how successful the project was: videos, as a format, on themes that are amongst the SDGs were addressed and presented in a coherent manner. The results

show the extent of time, effort and knowledge invested and how the content reflects the issues that need addressing at a societal level, the point being that it reflects the relevance of the themes to the challenges facing society and that the format facilitated the students in a) deepening their knowledge on the themes, b) realising the relevance to issues that had to be addressed c) that the issues were addressed relevant to their contemporary wider community and d) providing the students with a sense of how their engagement could address issues through how and not just what we learn.

Although the role of coordinator is not equivalent to that of teacher or mentor or student, through coordinating, observing and evaluating, the coordinator could learn about this method and its relevance within academia and how this could be used to improve and increase the third mission. On a local level, the method was difficult because the application was not included in the curriculum, which is a core learning point from the intercultural academic partnerships, how different cultures structure their programmes, how they are regulated and how they can be regulated. It also showed how imperative it is to have representatives from the cultures and the cultures' institutes.

Learning gained and impact

In this account, it is insightful to learn of the multifaceted role of the IVSC coordinator and the challenges that this involved, as well as the valuable learning that was observed key learning along the way, valuable particularly as regards the need to take account of the ways in which academic norms and cultures varied from one partner institution to the next, creating an extra layer of complexity which needed to be navigated to ensure that the IVSC could be successfully facilitated by the institutional coordinators. The benefits gained for the students were also highlighted which made the role of the coordinators all the more important.

Case-study: Student, Matej Bel University

I took part in this project as a foreign language student and worked on a project with student from Rennes 2 university in France. This related to making an eco-friendly improvement to our university campus. My team companions and I were supported by Mentors from our university

and from Rennes 2 University. Our project involved the design of a vertical garden inside the campus facilities. Our attention was focused on using the university's courtyard, which was in desperate need of shaded spaces. The vertical garden was designed to incorporate native plant species to the Iberian Peninsula, most of them drought-resistant, accompanied by foreign species with beneficial effects on the garden's health. Given that we are humanities students, it was our goal to create a space for book reading and exchange alongside the garden.

It was a formative experience for us, as we had very few interactions with native French speakers previously. Our cultural development was mainly focused on improving language skills, mostly related to communication and vocabulary, and getting in touch with French environmentalist culture. For us, it was shocking at first to realize how much importance French people gave to biological and local foods.

Our digital skills developed in two areas: new software and communication. We learned at the same time to edit interesting slides and videos with programs such as Canva or PechaKucha and to host online presentations, improving our ways of speech delivery and administration of online meetings. It was difficult at first to improve our French proficiency to communicate properly. Aside from that, our Mentors were extremely supportive and motivated us to keep up with the deadlines, creating a work dynamic that was challenging but enjoyable at the same time.

Overall, participating in this intercultural project has been one of the most unique experiences. One year later, my team companions and I still reflect on it positively. We have put the skills we learned into practice. It was a very comprehensive experience that combined aspects that we were familiar with, like language learning and environmentalism with new elements such as international mentoring.

Learning gained and impact

This account highlights the new insights developed by the students in relation to environmental issues, through their engagement with this theme in the IVSC E-Module, and the range of practical skills they also gained in the process in the areas of foreign language learning, in this case French, in their intercultural communication, and in terms of the digital competencies developed, all of which have made a lasting impact.

Case Study: Student, Universidad Complutense de Madrid

I am currently a PhD student in literary studies at UCM and I decided to participate in the IVSC as a student because of my interest in the environment. My thesis focuses on ecocriticism, a theory that studies the relationship between literature and the environment, so when I learned that the challenge included a module on environmental issues, I did not hesitate to sign up. The personal growth I experienced during the challenge motivated me to participate again, the second time in the race thematic area. With the previous experience, I felt confident that I could take on more leadership. I enjoyed participating in this challenge because, although it involves a considerable commitment in terms of time to connect to the sessions and especially to think and design the action proposal and the video we are required to make as a key output, I believe that all this helped me to become more aware of my time and task management.

In relation to the theme, I participated in the challenge twice, firstly on the environment and secondly on the theme of race. The thematic content in each was different, but both were quite comprehensive. Within the theme of the environment, the objective of the content was to develop a sense of responsibility and commitment to protect the environment and adopt sustainable practices. Turning to the theme of race, the content was aimed at finding creative solutions to the problem of racism and the system of privilege. I think the academic level is adequate, especially for those who have not yet approached these issues.

Intercultural skills development feature greatly in the IVSC. I consider this one of the greatest strengths of the challenge and created an opportunity to interact with students from other countries, who have different university experiences and at the same time complement mine because we share a common interest, to improve our environment. The intercultural skills I developed mainly focused on enhanced intercultural understanding and communication skills, even more so in the target language that is not my native language. The experience was enriching because it urged me to apply my knowledge to a concrete project. I always felt motivated by the teamchers, and the result we shared with the participants of other modules was gratifying.

Being in different parts of the world, our communication was in the virtual sphere. Through working on this project we utilized many digital tools to develop our project outputs such as iMovie, Jamboard and Looka. We also shared our progress in real time through OneDrive. I consider that this challenge worked well to strengthen our confidence in using digital media to design a project output with people around the world.

Turning to challenge-based learning, I have always thought that learning based on challenges, can show the best of ourselves, because you decide for yourself how much to get involved, and how much to investigate, of course the challenge has its basic criteria defined, but it is a personal and group decision to what extent to take it. While was it was time-consuming, one of the positive aspects I learned during the challenge is that no matter how much of my day-to-day time I dedicate to my personal and professional activities, there is always room to develop an idea that improves our immediate environment, in managing time well which is also a challenge.

In summary, participating in IVSC is satisfactory because of the knowledge you take away from the contents taught, the development of intercultural skills, especially communication skills in my case, feeling more confident using digital tools and for being a challenge for yourself. I consider that its strong point is the intercultural experience and for this, it must be ensured that there are participants from at least each of the universities.

Learning gained and impact

In this account, we find a student reflecting on her own personal growth and skills development through her engagement in the IVSC on two separate occasions, with a different thematic area and related challenge involved in each case (environment/race). She also comments on her engagement with Challenge-based Learning as an approach which she has found both motivating and rewarding albeit more taxing in terms of the time required although her engagement in this E-module has also helped her to become more efficient in this area.

4.3 Case Study of Engagement in the TRIP IiAH Self Evaluation and Quality Assurance Framework

In this section, we demonstrate how the TRIP IiAH Institutional Self-Evaluation and Quality Assurance Framework was employed by the University of Limerick, Ireland, and the University of Matej Bel, Slovakia to benchmark their own IiAH practices and progress in relation to the core values of EDI and in support for SDG 4. The exercise was undertaken in the academic year 2023/4 and the outcomes are set out subsequently drawing on the various templates that were designed to facilitate the process. It should be noted that the criteria used for the evaluation process was informed by the outcomes of the initial benchmarking and needs analysis exercises as well as published accounts of emergent best practice in IiAH in universities in the UK, US, Australia and Mexico (2021 Universities UK International)

4.4 IiAH Institutional Quality Assurance Self -Evaluation Framework

Example 1: University of Limerick

Academic Year 2023/24

Incremental Development Stages and Quality Assurance Mechanisms						
Criteria and Scores	0 Absent	1 Planning	2 Piloting	3 Approval	4 Implemented	Quality Assurance Mechanisms
1. Institutional Infrastructure						
Centralised IiAH unit/team					X	For the purpose of driving and monitoring IiAH across the institution, we recommend that this should include stakeholders from all academic and service/support units and a designated officer with monitoring and quality assurance responsibilities.
Inclusive	X					The TRIP IiAH Charter establishes the mission and overarching values and goals. By signing up to the

Internationalisation at Home Charter/Network						Charter, which is optional but recommended, the institution becomes a member of the TRIP IiAH Network. Member institutions can establish an Inter-Institutional Committee with a rotating chair and establish regular meetings to share good practices. This can also take the form of an inter-institutional CoP in IiAH according to the needs and priorities of the members.
IiAH Policy / Strategy/ Goals					X	Institutions develop their own policy/strategic plan and goal which should be explicitly linked to SDG4 and align with the TRIP IiAH Charter.
Scheme to support access to university of international asylum seekers/refugees					X	Institutions establish their own scheme/s and targets. This may align with membership of an existing network (e.g. University of Sanctuary network). Targets can be set and monitored via admissions and the successful completion of courses by means of internal institutional mechanisms or existing networks with an annual review and feedback loop to the institutional IiAH unit/team.
Scheme to support access to university of					X	Institutions establish their own scheme and targets or they may be members of an existing network (e.g. scholars at risk) Measure uptake and monitor successful completion of courses through internal or exiting network quality assurance mechanisms with annual review and feedback loop to centralised IiAH Unit/team.

international scholars at risk						
Alternative to Erasmus course/s with embedded intercultural virtual exchange					X	This should involve intercultural skills development and virtual exchange with peers from different cultural backgrounds and community based challenge-based projects around UN SDG4 (e.g., the TRIP IVSC E-Module or similar). Incentivize and monitor uptake, and benchmark via feedback mechanism and certification in the form of a digital award (e.g. The TRIP IVSC Digital Award (See the TRIP project website https://www.trip-project.eu/ for more information). This could potentially also count towards an internal Certificate of Global Citizenship for students to be offered by institutions.
						Score 20/24

Incremental Development Stages and Quality Assurance Mechanisms						
Criteria and scores	0	1	2	3	4	Quality Assurance Mechanisms
	Ab	Pla	2	Parti	Fully	
	se	nni	Pil	ally	Impl	
	nt	ng	oti	Impl	emen	
			ng	emen	ted	
				ted		
2. IaH Services and Supports						
Professional language support		X				These should be offered to all new international staff from a different first language background with uptake measured via an internal mechanism

rts for intern ationa l staff					
Induct ion to acade mic norms and cultur e for intern ationa l staff				X	This should be offered to all new international staff with uptake measured via an internal feedback mechanism
Acade mic langu age suppo rts for intern ationa l studen ts			X		These should be offered to all undergraduate and postgraduate student from a different first language background with uptake measured via an internal mechanism
Gener al langu age suppo rts for intern	X				These should be offered to all undergraduate and postgraduate student from a different first language background with uptake measured via an internal mechanism

International students					
Intercultural supports for domestic and international students			X		These should be offered to both undergraduate and postgraduate students and jointly to domestic and international students with uptake measured via an internal mechanisms. Successful completion could potentially count towards an internally issued Certificate of Global Citizenship.
Academic literacies and systems supports			X		These should be offered to all undergraduate and postgraduate international students with uptake measured via an internal mechanism. Successful completion could potentially count towards an internally issued Certificate of Global Citizenship.
Culturally responsive Disability		X			Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.

Service					
Culturally responsive Health service		X			Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
Culturally responsive Counselling Service		X			Evidence is needed of whether this kind of tailored service is offered e.g. it could be noted on the institutional website.
Internationally oriented cultural events for the whole campus				X	Measure number of events per academic year and attendance by domestic and international staff and students via internal mechanism

community						
A designated physical space for intercultural training and activities		X				Evidence is needed of this e.g. it could be noted on the institutional website.
Community-based language classes to people from marginalised ethnic groups?					X	Evidence is needed e.g. it could be noted on the institutional website with uptake measured via internal mechanisms with annual reporting to the IlaH unit/team.

An intercultural buddy system for international students					X	Evidence is needed e.g. it could be noted on the institutional website with uptake measured via internal mechanisms and reporting to the IiAH unit/team
An intercultural buddy system for international staff	X					Evidence is needed e.g. advertised on university website with uptake measured via internal mechanisms and reporting to the IiAH unit/team
						Score/ 32/60

Incremental Development Stages and Quality Assurance Mechanisms						
Criteria and Scores	0 Absent	1 Planning	2 Piloting	3 Partially Implemented	4 Fully Implemented	Quality Assurance Mechanisms

3. IIAH Staff Professional Development

Profess ional develop ment for teachin g Staff in internat ionalisa tion at home, (e.g., TRIP E- Module 1)			X			Measure and monitor uptake via the numbers completing the TRIP Professional Development Programme and being issued with a digital badge and review the quality via a feedback loop..
Profess ional develop ment for teachin g staff in inclusiv e approac hes to internat ionalise			X			Measure and monitor uptake via the numbers completing the TRIP Professional Development Programme and being issued with a digital badge and review the quality via a feedback loop..

the curriculum (e.g. TRIP E-Module 2)						
Professional development for teaching staff in intercultural communication skills (e.g. TRIP E-Module 3)			X			Measure and monitor uptake via the numbers completing the TRIP Professional Development Programme and being issued with the TRIP digital award
Professional development for professi			X			Measure and monitor uptake via the numbers completing the he TRIP Professional Development Programme and being issued with the TRIP digital award, and review the quality via a feedback loop.

<p>onal support staff in internat ionalisa tion at home (e.g. TRIP E- Module 1)</p>						
<p>Profess ional develop ment for professi onal support staff in intercul tural commu nicatio n (e.g. TRIP E- Module 3)</p>			X			<p>Measure and monitor uptake via the numbers completing the TRIP Professional Development Programme and being issued with the TRIP digital award and review the quality via a feedback loop.</p>

Workshops in IlaH for teaching staff to build a CoP		X				Measure and monitor the numbers participating in the TRIP IlaH workshops and membership of the TRIP IlaH CoP and review the quality via a feedback loop.
Workshops in IlaH for professional support staff to build a CoP		X				Measure and monitor the numbers participating in the TRIP IlaH workshops and membership of the TRIP IlaH CoP and review the quality via a feedback loop.
						Score 12 / 28
						Total score 64/112 Level = 2

The outcomes from the self-evaluation by the University of Limerick for the academic year 2023/24, and the key priorities and actions going forward are recorded below, using the template designed to record this as part of the related toolkit ([link](#)).

Institutional Self –Evaluation Report (Internal) for University of Limerick, Academic Year 2023/24

IaH (academic year 2023/4)	Score	Priorities / targets for next academic year	Key actions
1. Infrastructure	20/24	Apply for external evaluation	Sign up to TRIP Charter and network
2. Services and Supports	32/60	Launch designated space for intercultural training	Plan and promote launch event
3. Professional Development	12/28	Start to implement training	Promote training in faculties
Overall outcome	64/112= Level 2		

Outcomes for UL

As indicated, according to the criteria and scoring system set out, the IaH practices of University of Limerick have been classified at Level 2. This indicates that in overall terms, some progress has been made but that more can be achieved. The internal self-evaluation report has provided a summary of the progress made in each of the three areas which has suggested that a solid IaH infrastructure has been established and that there is also planning underway to expand existing IaH services and supports, and to offer professional development training for all support staff and teachers/ curriculum developers in the areas of IaH as a concept and approach, internationalising the curriculum and teaching and learning, and developing effective intercultural communication skills, all of which will be achieved by availing of the various outputs developed by means of the TRIP project. As far as the key areas of priority and actions

for the next academic year are concerned, the institution has taken the decisions to apply for external evaluation of its IaH practices by signing up to the TRIP Charter and network, and it is also prioritising the launch of a designated space for intercultural activities and student and staff training. This demonstrates a strong commitment to actively promoting IiAH going forward, across the institution. With these insights gained from the self-evaluation exercise undertaken by the University of Limerick, we turn next to the second example which involves a similar benchmarking exercise undertaken by the University of Matej Bel, Slovakia.

The TRIP IiAH Institutional Quality Assurance Self-Evaluation Framework and Score Card

Example 2 University of Matej Bel

Academic Year 2023/4

Incremental Development Stages and Quality Assurance Mechanisms						
Criteria and Scores	0 Absent	1 Planning	2 Piloting	3 Approval	4 Implemented	Quality Assurance Mechanisms
1. Institutional Infrastructure						
Centralised IiAH unit /team		X				For the purpose of driving and monitoring IiAH across the institution, we recommend that this should include stakeholders from all academic and service/support units and a designated officer with monitoring and quality assurance responsibilities.
Inclusive Internationalisation at Home Charter /Network	X					The TRIP IiAH Charter establishes the mission and overarching values and goals. By signing up to the Charter, which is optional but recommended, the institution becomes a member of the TRIP IiAH Network. Member institutions can establish an Inter-Institutional Committee with a rotating chair and establish regular meetings to share good practices. This can also take the form of an inter-institutional

						CoP in IlaH according to the needs and priorities of the members.
IlaH Policy / Strategy/ Goals			X			Institutions develop their own policy/strategic plan and goal which should be explicitly linked to SDG4 and align with the TRIP IlaH Charter.
Scheme to support access to university of international asylum seekers / refugees					X	Institutions establish their own scheme/s and targets. This may align with membership of an existing network (e.g. University of Sanctuary network). Targets can be set and monitored via admissions and the successful completion of courses by means of internal institutional mechanisms or existing networks with an annual review and feedback loop to the institutional IlaH unit/team.
Scheme to support access to university of international scholars at risk					X	Institutions establish their own scheme and targets or they may be members of an existing network (e.g. scholars at risk) Measure uptake and monitor successful completion of courses through internal or exiting network quality assurance mechanisms with annual review and feedback loop to centralised IaH Unit/team.

Alternative to Erasmus course/s with embedded intercultural virtual exchange				X		This should involve intercultural skills development and virtual exchange with peers from different cultural backgrounds and community based challenge-based projects around UN SDG4 (e.g., the TRIP IVSC E-Module or similar). Incentivize and monitor uptake, and benchmark via feedback mechanism and certification in the form of a digital award (e.g. The TRIP IVSC Digital Award (See the TRIP project website https://www.trip-project.eu/ for more information). This could potentially also count towards an internal Certificate of Global Citizenship for students to be offered by institutions.
						Score 14/24

Incremental Development Stages and Quality Assurance Mechanisms						
Criteria and scores	0	1	2	3	4	Quality Assurance Mechanisms
	Ab	Pla	Pil	Parti	Fully	
	se	nni	oti	ally	Impl	
	nt	ng	ng	Impl	emen	
				emen	ted	
				ted		
2. IIaH Services and Supports						
Professional language supports for intern		X				These should be offered to all new international staff from a different first language background with uptake measured via an internal mechanism

International staff						
Induction to academic norms and culture for international staff		X				This should be offered to all new international staff with uptake measured via an internal feedback mechanism
Academic language supports for international students		X				These should be offered to all undergraduate and postgraduate student from a different first language background with uptake measured via an internal mechanism
General language supports for international					X	These should be offered to all undergraduate and postgraduate student from a different first language background with uptake measured via an internal mechanism

students						
Intercultural supports for domestic and international students					X	These should be offered to both undergraduate and postgraduate students and jointly to domestic and international students with uptake measured via an internal mechanism. Successful completion could potentially count towards an internally issued Certificate of Global Citizenship.
Academic literacies and systems supports		X				These should be offered to all undergraduate and postgraduate international students with uptake measured via an internal mechanism. Successful completion could potentially count towards an internally issued Certificate of Global Citizenship.
Culturally responsive Disability					X	Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.

Service						
Culturally responsive Health service				X		Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
Culturally responsive Counselling Service					X	Evidence is needed of whether this kind of tailored service is offered e.g. it could be noted on the institutional website.
Internationally oriented cultural events for the whole campus					X	Measure number of events per academic year and attendance by domestic and international staff and students via internal mechanism

community						
A designated physical space for intercultural training and activities					X	Evidence is needed of this e.g. it could be noted on the institutional website.
Community-based language classes to people from marginalised ethnic	X					Evidence is needed e.g. it could be noted on the institutional website with uptake measured via internal mechanisms with annual reporting to the IIaH unit/team.

group s?						
An intercultural buddy system for international students					X	Evidence is needed e.g. it could be noted on the institutional website with uptake measured via internal mechanisms and reporting to the IlaH unit/team
An intercultural buddy system for international staff		X				Evidence is needed e.g. advertised on university website with uptake measured via internal mechanisms and reporting to the IlaH unit/team
						Score/ 36/60

Incremental Development Stages and Quality Assurance Mechanisms

Criteria and Scores	0 Absent	1 Planning	2 Piloting	3 Partially Implemented	4 Fully Implemented	Quality Assurance Mechanisms
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3. IaH Staff Professional Development

Professional development for teaching staff in internationalisation at home, (e.g., TRIP E-Module 1)			X			Measure and monitor uptake via the numbers completing the TRIP Professional Development Programme and being issued with a digital badge and review the quality via a feedback loop..
Professional development for teaching staff			X			Measure and monitor uptake via the numbers completing the TRIP Professional Development Programme and being issued with a digital badge and review the quality via a feedback loop..

<p>in inclusiv e approac hes to internat ionalise the cu rriculu m (e.g. TRIP E- Module 2)</p>						
<p>Profess ional develop ment for teachin g staff in intercul tural commu nicatio n skills (e.g. TRIP E- Module 3)</p>			X			<p>Measure and monitor uptake via the numbers completing the TRIP Professional Development Programme and being issued with the TRIP digital award</p>

Professional development for professional support staff in internationalisation at home (e.g. TRIP E-Module 1)			X			Measure and monitor uptake via the numbers completing the TRIP Plus One Task in the TRIP Professional Development Programme and being issued with the TRIP digital award, and review the quality via a feedback loop.
Professional development for support staff in intercultural commu			X			Measure and monitor uptake via the numbers completing the TRIP Professional Development Programme and being issued with the TRIP digital award and review the quality via a feedback loop.

nication (e.g. TRIP E-Module 3)						
Workshops in IlaH for teaching staff to build a CoP		X				Measure and monitor the numbers participating in the TRIP IlaH workshops and membership of the TRIP IlaH CoP and review the quality via a feedback loop.
Workshops in IlaH for professional support staff to build a CoP		X				Measure and monitor the numbers participating in the TRIP IlaH workshops and membership of the TRIP IlaH CoP and review the quality via a feedback loop.
						Institutional Score 18 / 28
						Total score 62/112 Level = 2

Outcomes for University of Matej Bel, Academic Year 2023/4

Based on the self-evaluation, the IaH institutional practices at the University of Matej Bel University are classified at Level 2. This has established a clear base line from which to monitor and advance the university's IaH agenda across all three areas specified. It shows that progress has been made in areas such as introducing schemes to support access to higher education for asylum seekers and scholars at risk, providing supports for international students, developing and implementing the IVSC E-module for students, and in planning for the fuller implementation of the TRIP Professional Development Programme for academics and professional support staff in the area of IiAH. However, at the macro level of policy, an explicit IaH strategic policy has yet to be established which has been identified as a key priority for the next academic year. It is also intended that further advances will be made in the area of institutional supports by expanding the existing international student buddy system to include a similar scheme for international staff. It is thereby intended that the various outputs developed by the TRIP project will become an integral part of the university's future strategic IaH approach to embed the knowledge and skills gained in areas such as strategies to internationalise the curriculum and teaching and learning and to develop effective intercultural communication across the Matej Bel campus.

Comparison between the IiAH Practices of the University of Limerick and the University of Matej Bel.

Interestingly, the internal self-evaluation exercises have revealed that both institutions have been classified at Level 2 in terms of their current IiAH status and the extent of the progress achieved to date across the various areas and activities specified in the TRIP Institutional Self-Evaluation Framework. However, while the overall level of progress has been similar, it is also clear that each institution has embarked on its own IaH journey in terms of the approach used, the priorities set, and the accomplishments achieved. For example, the University of Limerick has developed both a top-down and bottom-up approach simultaneously, while the approach adopted by the University of Matej Bel has mostly relied on bottom-up initiatives. As a result, the goals and targets for each institution going forward differ to some extent, with the University of Matej Bel prioritising the development of an IaH policy and strategy and the University of Limerick seeking to expand supports and services and ensure they are more culturally responsive in nature. What both institutions share in common is the recognition of the need to

implement the outputs created by means of the TRIP project in the area of professional development training designed for professional support staff, and teachers/curriculum developers, and to expand the number of students participating in the IVSC E-Module with the aim of enhancing the international education experience of students from all backgrounds. For both institutions, it is evident that engagement in the TRIP project has created valuable opportunities to develop a more holistic, values-based approach to IIAH in support of wider EU, national and institutional internationalisation goals and values associated with EDI and the UN SDGs, and in support of the social mission of the university beyond this. It has also provided opportunities to share knowledge and develop good practices with partner institutions in this area, all the while maintaining the flexibility to be able to address their own institutional needs and priorities.

Section 5: Project Review and Recommendations

In this guide, we have provided a comprehensive description of the innovations we have designed and implemented over the course of the duration of the TRIP Erasmus+ project in order to advance I2aH in the TRIP partner institutions and potentially in HE more widely as the overarching ambition of this project. From the engagement of our staff and students in the various TRIP project outputs and the learning that has been gained along the way, we revisit the goals that have driven our project and review the progress made to date, highlighting where challenges remain, with recommendations made for future directions in the ongoing pursuit of best practice in this area.

Goal 1: Provide a strategic roadmap to drive I2aH in a purposeful and systematic way;

The TRIP project has created a comprehensive Tripartite framework and criteria that can serve to guide HE institutions in terms of the development of systems and activities that can support and facilitate I2aH at all levels, informed by best practice in this area. It also enables HE institutions to evaluate their own progress and to set and monitor priorities and targets. A key challenge that was identified in the TRIP mapping exercise was the absence of oversight and specific strategic planning in the area of I2aH in most of the TRIP partner institutions. This suggests the need for:

- a specific focus on developing and implementing an I2aH agenda at institutional level in terms of strategic planning and goals;
- a designated unit/team in each HE institution with responsibility for this remit;
- a clear related reporting and communication strategy to ensure the relevant data is regularly reviewed at an institutional level and taken account of in any overall institutional level strategic plan.

Goal 2: Develop a holistic approach that operates at all levels of the university;

The TRIP project has created an operationalisation model that can enable I2aH to be developed in systematic and joined-up way. This features both top-down and bottom-up elements which are considered essential to ensure the even development, embedding and sustainability of I2aH across HE institutions. A key challenge which has been identified with the TRIP proposed model is that in some universities I2aH is dealt with at faculty level and mostly involves only bottom-up initiatives that are championed by a few. This means that it is not being systematically and purposefully developed across the faculty. In the absence of a centralised

infrastructure that can drive IlaH, which is the preferred option for the rationale provided in this guide (see Section One), the following suggestions are offered:

- that the TRIP operationalisation model could be driven and implemented at the faculty level and involve a unit/team providing top-down oversight and regulation as well as a faculty-wide community of practice that would be engaged in bottom-up activities.

Goal 3: Involve all members of staff and all students irrespective of their backgrounds;

The TRIP outputs include intercultural training resources which have been developed for academics, professional support staff and students from all backgrounds to help foster a more open and globally-oriented mindset and to help develop competence in intercultural communication across the university. A key challenge that we sought to address in our own institutions and which has been identified in many HE contexts, is that where intercultural training is provided, it is often designed for an international audience rather than for mixed domestic/international groups which would increase opportunities for meaningful intercultural encounters. The TRIP mapping exercise also found that intercultural training is typically offered only at student orientation or staff induction events rather than being a routine feature of university life. To address these challenges, we suggest:

- that intercultural training involving diverse cultural groups should be offered on an ongoing basis and purposefully designed to harness the cultural diversity within universities for intercultural learning.

Goal 4: Develop culturally responsive supports to facilitate the academic, social and cultural integration of international students and staff.

The TRIP project mapping revealed that while the partner universities provided tailored supports for international students, and in some cases also for international staff, in areas such as language development and academic writing, as is the case in many universities, culturally responsive supports in areas such as health, disabilities, and counselling remain under-developed due to a lack of awareness of their importance as well as an absence of expertise. This suggests the need for:

- specialised training for support officers and health experts to raise awareness and help tailor existing resources to the needs of students and staff with different cultural backgrounds and traditions;

- financial resources to be made available to facilitate the development of this more tailored offering.

Goal 5: Provide pedagogical upskilling for teaching staff in inclusive, curricular approaches that are of relevance to IaH;

In response to the lack of expertise amongst academics in this area, as has been identified in the academic literature, and in the TRIP mapping and needs analysis exercises, the TRIP project has developed a comprehensive suite of training resources to equip academics with the necessary pedagogical knowledge and skills to be able to develop a more globally-oriented curriculum and a more inclusive, culturally responsive teaching approach. The training also sought upskill academics with practical strategies to enable them to harness the growing cultural diversity in the classroom for intercultural learning. This pedagogically oriented training has demonstrated how Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) can be used in complementary ways, and applied across a range of diverse subject discipline areas, drawing on a wider, constructive alignment framework and approach. Challenges that arose in this area have been the initial different levels of awareness and expertise within the TRIP partner institutions in relation to inclusive pedagogy as both a concept and as a practice, and the absence of any prior, formal training in this area in some institutions, which can be expected to be the case elsewhere to some extent also. In response to these related challenges, we propose the following suggestions:

- that in addition to the TRIP training, the follow-up workshops we have designed to facilitate the development of a CoP are also routinely offered to academics for the purposes of knowledge sharing, and the showcasing of best practice in this area.
- that these workshops can also be used to identify where any additional pedagogical training in this area may be needed and serve as a forum to provide this.

Goal 6: Create opportunities for all students to gain an international educational experience through access to a globally-oriented curriculum across all subject discipline areas;

As has been widely observed in other HE contexts, developing an internationalised curriculum means moving beyond electives or specialised programmes and calls instead for the systematically embedding of international perspectives into the core curriculum across

all subject discipline areas, for which academic expertise and buy-in is essential (Universities UK International 2021). From the TRIP project needs analysis exercise which involved academics from a wide range of subject disciplines, it was evident that there was an inadequate level of awareness, expertise and interest in this area, particularly in areas such as STEM, to be able to realistically achieve this goal. In response to this challenge, we targeted the content of the TRIP Professional Development Programme to all academic subject areas but provided examples of how it could be applied in different subject areas in relation to existing modules. Meanwhile, to incentivize and ensure even participation in the training, we invited academics from all subject discipline areas to become involved in the piloting of the training and to give feedback, which was applied to ensure the content was better tailored to their diverse needs. We also created a digital badge to incentivize and reward academic buy-in to the training. To further encourage the participation of academics across the university in training initiatives and to support the ongoing process of internationalizing the academic curriculum, we suggest the following:

- offering discipline specific training in this area;
- developing a subject specific community of practice in each academic discipline area in addition to at an institutional level community of practice with representation from each subject area;
- recognising IaH related training and CoP membership in academic promotion and progression criteria and decisions;
- including the training and setting targets for each school/faculty in the institutional level strategic plan;

Goal 7: Celebrate cultural diversity and purposefully harnesses this for intercultural learning;

One of the key challenges identified in the academic literature (Universities UK International 2021) and in the TRIP mapping exercise was the lack of regular and meaningful intercultural encounters between domestic and international staff and students in HE. To address this challenge, we suggest:

- creating a designated space on campus, such as a Global Lounge as has been developed in several universities including by one of the TRIP partner institutions, to raise

visibility and signal a strong institutional commitment to supporting and recognizing cultural diversity;

- organizing regular cultural events, in this space if this facility exists, to which all members of the campus community are invited, to both celebrate and harness cultural diversity for intercultural learning skills across the university.

Goal 8: Promote meaningful collaboration between global north and global south universities;

The need for universities in global north countries to engage in more qualitative and equal partnerships and collaborations with universities in global south countries has been increasingly called by academics in support of the shift towards a more ethical approach to internationalisation (de Wit 2020). In support of this goal, the TRIP project has included a university from Algeria as an associate partner, with academics and students from this context involved in the various TRIP outputs. For instance, in the TRIP Intercultural Virtual Societal Challenge E-Module, students worked in intercultural/inter-institutional teams via virtual exchange to identify and develop solutions to address issues of common concern. In further support of this goal, the following suggestions are made:

- develop further global north/south collaborations and initiatives in IaH involving staff and students by means of both virtual exchange and in-person exchange visits facilitated by Erasmus + International Credit Mobility funding;
- encourage collaborations in curriculum design and delivery across subject discipline areas via Collaborative Online International Learning COIL to ensure that both global north and global south perspectives are represented;
- co-create and share resources in this area;
- These initiatives, and further collaborations of this kind could be planned and organised at faculty or university levels as part of a CoP in IaH.

Goal 9: Connect the campus with culturally diverse communities locally, and globally, to explore societal challenges and identify solutions;

The TRIP project has sought to respond to calls for the development of IaH initiatives within universities that can promote the social mission of universities to the betterment of society more widely at both the local and the global levels. For instance, in the TRIP Professional

Development Programme, we have raised awareness of the importance of supporting outreach and community-based educational projects that bring together groups from different cultural backgrounds to support greater social cohesion and intercultural understanding, as well as highlighting schemes that can enhance access to education for members of marginalised groups from international backgrounds such as refugees and asylum seekers, and scholars at risk. We have also stressed the importance of developing trauma informed practice in HE to facilitate the successful integration of students who are vulnerable and might need additional supports, including those from international backgrounds. Meanwhile, in the TRIP IVSC E-Module, students were encouraged to undertake field research with local and overseas NGOs and community groups as part of their challenge-based projects to raise awareness and enhance intercultural understanding and empathy. Further ways in which this goal can be developed and supported going forward include:

- integrating interculturally-oriented community-based projects across the academic curriculum as an alternative to traditional Final Year Projects and PG dissertation;
- involving representatives from community groups in university and faculty level IaH CoPs.
- adapting the TRIP training and offering it to schools, and vocational training institutions in our regional and national contexts.

Goal 10: Monitor and quality assure all IaH practices and activities in the pursuit of best practice and in support of the UN SDGs.

One of the key obstacles to developing IaH in HE in a systematic and qualitative way has been the absence of a quality assurance process that can provide the criteria and mechanisms for HE institutions to monitor their IaH related activities, set targets and priorities, and evaluate progress. To address this, a key output of the TRIP project has been the creation of a framework and toolkit that can be used for this purpose. Moreover, the outputs we have created in this area also creates the means by which HE institutions can benchmark their IaH practices to the values associated with UN SDG4 in terms of ensuring ‘equitable access to quality education for all’ and support the social mission of universities to the wider social good more widely. In the TRIP project, this framework was applied using a case study approach which revealed that the criteria we have drawn on, and the flexibility we have embedded into the design, make this goal potentially possible to achieve however the suitability and rigour of the framework will need

to be reviewed over a longer period of time and involve piloting and feedback from a larger number of universities including in global south countries.

For further details of the TRIP project outputs, and how they can be implemented, please click on the links below:

PR1 User Guide: Best Practice User Guide for Teaching and Support Staff to Promote Inclusive Internationalisation at Home (iiah) in Higher Education ([link](#))

PR2 User Guide: the intercultural virtual societal challenge (ivsc) e-module training pr2 user guide ([link](#))

PR3 User Guide: inclusive internationalisation at home quality assurance toolkit and certification framework user guide.

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APPENDIX B: The TRIP IIaH Professional Development Badges

TRIP E-module One: Introduction to Internationalisation at Home Digital Award (Badge)



TRIP E-module Two: Inclusive Approaches to Internationalising the Curriculum Digital Award (Badge)



TRIP E-module Three: Effective Intercultural Communication Skills for Higher Education Digital Award (Badge)



APPENDIX C: The TRIP IIaH Professional Development Award

TRIP Professional Development Digital Award (on completion of all three TRIP E-modules)

