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**Training and Realising Innovations
in Internationalisation at Home Pedagogies**

**Inclusive Internationalisation at Home Quality Assurance
Toolkit and Certification Framework User Guide**

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Preface: Introducing the TRIP Project Context and Rationale

Our aim in writing this best practice guide is to provide insights into innovations in Internationalisation at Home pedagogies and professional development training which we have developed for the higher education context by means of the TRIP project. The acronym TRIP stands for *Training and Realising Innovations in Internationalisation at Home Pedagogies* and the outputs and training that we will highlight in this guide form part of a series of intellectual outputs that have been developed by the EU funded Erasmus + TRIP Project (2021-1-IE02-KA220-HED-000032151) (<https://www.trip-project.eu/>) over the course of the four year duration of the project from 2020 to 2024.

The broad 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 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 skills development within our institutions, this potential has not yet been adequately recognised or harnessed. For instance, while many European universities acknowledge the need to prepare students for the global world and improve the quality of education, IaH for all students has been less commonly undertaken as a strategic activity. Moreover, internationalization has also brought new and complex challenges to home campuses, not least how to ensure the successful integration of students and staff from diverse cultural backgrounds into our campus communities and the wider society. In response to these new opportunities and challenges, the need for higher education institutions to turn their attention towards Internationalisation at Home (IaH) as a parallel area for strategic development and planning alongside outward internationalisation has become more pressing.

The development of IaH agendas in higher education must also be understood in relation to the growing academic debate about the values, purposes and means of internationalization of higher education. Hence, it is seen to offer a more equitable approach to internationalization with the goal of producing inclusive internationalized university experiences that benefit all students, or

‘internationalization for all’ (De Wit and Jones 2018). As such, it represents an alternative discourse to the traditional, market-driven agendas underpinning higher education. The attachment of equity an 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 it those who were unable or lacked the means to avail of outbound student and staff mobility. Since then, the concept 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) and its earlier limited scope has been expanded. For instance, in 2015, Beelen and Jones (2015: 69) redefined it as ‘the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. Meanwhile, in their definition, de Wit et al (2015:2) aligned IaH to the social mission of universities to the betterment of society more widely whereby it involves “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 more inclusive internationalisation practices in higher education, 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 which have thwarted progress in this area to date. Accordingly, the EAIE Barometer (2018:5) highlighted an overall lack of familiarity in relation to IaH within institutions, the ad hoc development of IaH activities by a limited number of champions rather than systematic planning and coordination at the institutional level, the need for incentives to encourage academics and curriculum developers as key stakeholders to engage in initiatives to internationalise the curriculum to embed this approach more widely across all subject discipline areas, the need to involve professional support staff across the university to ensure that IaH is integrated into all systems, services and supports, and for institutions to invest in professional development to upskill all members of staff in areas of relevant knowledge and skills to enable this to be achieved. A further key limitation to progress this far has been a lack of quality assurance in relation to IaH with the need for institutional level mechanisms and processes that can monitor the inclusivity and success of IaH activities as they are being developed and embedded.

Over the course of the TRIP project it has been our goal to develop a comprehensive and systematic approach to IaH that can address these limitations and needs as well as offering innovations in inclusive pedagogies. To this end, we have designed a framework for the development and implementation of IaH that operates at the macro, meso and micro institutional levels and which can strengthen our institutional commitments to the EU educational principles of Equity, Diversity and Inclusion (EDI) and the UN Sustainable Development Goals (SDGs). We believe that this approach offers the potential to ensure an inclusive, high quality international education experience for all students, domestic and international alike, and in particular those who have been disadvantaged in this area previously for whatever reasons. Moreover, the scope of our approach extends not only to students but to all members of the campus community and society more widely in terms of its potential impact and benefits. Our approach is therefore innovative in the sense that it is not only explicitly indexed to EDI and the values of SDG4, but that it also creates the framework, systems, and mechanisms to benchmark and enhance the inclusivity of IaH practices in higher education.

Our approach to IaH is therefore *inclusive* in its broadest sense as it offers the means to integrate the global and intercultural dimensions identified by de Wit et al. 2015 following on from (Crowther et al 2001; Leask 2009, 2015) into our educational programmes and to tailor our institutional supports and services in ways that can ensure that the diverse perspectives and needs of *all* students and staff, domestic and international, are recognised and appropriately addressed. By developing a values-based approach to IaH which has inclusion at its heart, we seek to actively contribute to widening accessibility to higher education. Moreover, by creating opportunities for students to hone key transversal skills, we can at the same time foster global citizenship for the wider good of society. The TRIP approach therefore seeks to reflect and support the ethos for a ‘responsible international university’ which has the social mission of promoting the common good for all, both in its outward, global ambition and in its IaH goals and practices. In so doing, we are responding to the need for a reimagined IaH that is framed within the United Nations Sustainable Development Goals, as has been called for by Ramaswamy et al. (2021) and by a growing number of academics since. This includes the

members of the ATIAH¹, EQUIIP², and FRAMES³ Erasmus + K2 Projects whose work we recognise and have sought to build on in the TRIP project.

To help advance this vision, the TRIP project members have developed a range of intellectual outputs, including the innovations in pedagogy and training that we will present in this guide, which have been informed by the existing published research in the area of IaH in the higher education context, and by our own institutional mapping and needs analysis. Listed below are details of the universities which participated in the TRIP project as either full or associate partners⁴ whose collective expertise and experiences are reflected in this guide and in the remaining TRIP projects outputs.

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.

¹ See: <https://research.ncl.ac.uk/atiah/>

² See: <https://equip.eu/>

³ See: <https://frames-project.eu/>

⁴ For more information on the TRIP Project partners, please see the TRIP Project Website (<https://www.trip-project.eu/>)



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



Structure and Content

This report comprises of eight sections. The structure and a brief summary of the content of each section is as follows:

Section One provides an overview of the **TRIP Project** to enable readers to gain an understanding of its scope and focus, the underpinning values and goals, and the innovations it offers.

Section Two sets out the **TRIP Tripartite Framework** and the key intellectual outputs that were produced over the course of the TRIP project to promote inclusive IH (IIaH) in our institutions and in higher education more widely.

Section Three describes the **TRIP Institutional Mapping and Needs Analysis** which were undertaken at the start of the project to determine strengths and needs and it presents the key findings in each area.

Section Four presents the processes involved in the **TRIP Institutional Benchmarking Exercise** in relation to current IaH practices within the partner institutions, highlighting where and how these practices can be enhanced in support of SDG4.

Section Five sets out the **TRIP Operationalisation Model** that we have developed to demonstrate how IaH can be driven and supported within our institutions, with guidelines

offered as to how it can be flexibly implemented to suit the varying needs of different higher educational institutions.

[Section Six](#) introduces the **TRIP Quality Assurance Toolkit and Certification Framework** we have designed to enable higher education institutions to monitor, evaluate and quality assure their own IaH progress. This also includes mechanisms by which higher education institutions can apply to be formally evaluated and classified in relation to their IaH status and practices.

[Section Seven](#) presents a case study which compares the IaH journeys and practices of two of the TRIP partner institutions, namely the University of Limerick, Ireland, and the University of Matej Bel, Slovakia. The discussion will highlight issues of pertinence, how the TRIP framework and mechanisms we have developed have been applied in each case, and the outcomes.

[Section Eight](#) sets out recommendations in relation to quality assuring IaH and ensuring the sustainability of the TRIP approach with a view to supporting other higher education institutions as they engage in their own IaH journeys, and it further offers some concluding comments.

Section One – Overview of the TRIP Project Approach to IaH

1.0 Introduction

In this section, we outline the goals and values that have informed the TRIP approach to IaH in the higher education context. We also provide an overview of the key outputs which have been developed by the TRIP project members to help advance this approach and we highlight the findings from the initial needs analysis that informed our decision-making in this regard. At the start of our discussion, it is useful to establish how IaH is conceptualised and approached in the TRIP project. Here, we draw on the definition provided by Beelen & Jones (2015, p. 69) whereby IaH is seen as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments”. From this perspective, IaH can be understood as a process which is both transformative and all-encompassing in nature in terms of its reach and the potential benefits it offers to all, which is a fundamental premise shared by the TRIP project team. In the following sub-section, we define more clearly the TRIP project goals and underlying values.

1.1 Goals and Values

Our main goal throughout this project was to develop a comprehensive and systematic approach to Internationalisation at Home (IaH) that could address the needs and challenges of higher education institutions in EU member state countries as they internationalise and become more culturally diverse. At the same time, it was essential to the TRIP project members that our approach would recognise and strengthen the commitment of our institutions to the core EU educational goals of Equity, Diversity and Inclusion (EDI), and the values associated with the UNSDGs, and in particular SDG 4 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.⁵ Our approach to IaH thereby supports recent calls to reimagine internationalisation in higher education through the UNSDGs (Ramaswamy et al. 2021) and it has the principle of *inclusion* at its heart. In developing an inclusive approach to IaH, we have also sought to take into account the social mission of universities which is to contribute to ‘the common good’ of society more widely. In this regard, the TRIP partners support the argument made by Brandenburg (2020, p.12) for “internationalisation in higher education for society”

⁵ For more information on UNSDG4, see <https://sdgs.un.org/goals/goal4>

whereby international or intercultural education, research, service and engagement result in benefits for the wider community.

From this, the TRIP partners propose the following definition of a ‘responsible international university’ as one which should have, at its core, a will to proactively integrate a global dimension to achieve a ‘common good’ for the benefit of society’, while recognising the glocal community as a key stakeholder and beneficiary of any output. This integration should be: intentional in teaching, learning and research activities home ; seek to be in alignment with the UNSDGs, as well as the institution’s strategic goals; be considered as a key aspect of the institution’s social responsibility; and be operationalised sustainably on local, national, and international level”

1.2 Interim Summary

From this overview of the TRIP project approach and the underpinning values and goals, we present the TRIP Tripartite Framework highlighting the advantages it offers for the realisation of the project vision.

Section Two - The TRIP Tripartite Framework

2.0 Introduction

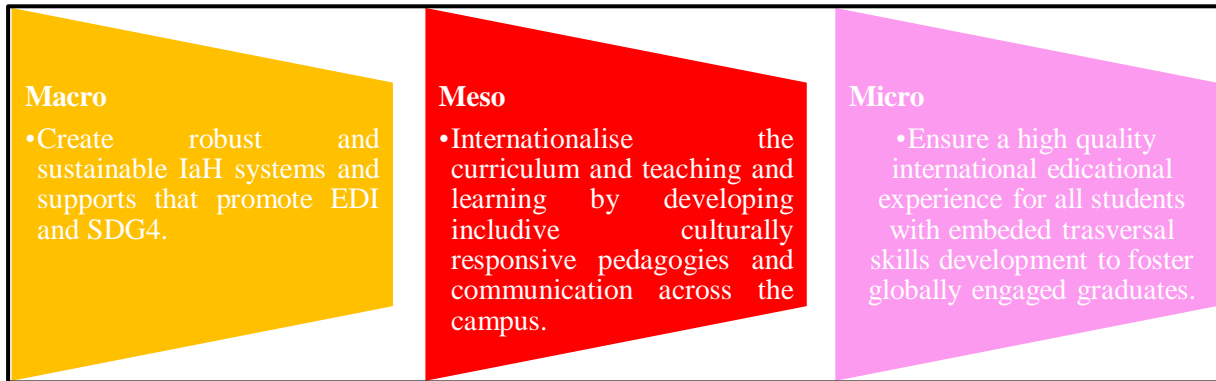
To realise the project goals, we have designed a comprehensive framework for inclusive IaH in higher education that can ensure that it is driven at the institutional level and embedded into all aspects of university life. In so doing, we have sought to address a number of challenges associated with IaH which have been identified in the research literature in higher education, as will be discussed in this section.

2.1 Rationale

Despite being a key strategic priority for universities in many parts of the world, the development and implementation of IaH has been thwarted by a lack of a commonly understood strategy, formula or approach (Robson et al., 2017). The slow progress made can also be explained by an existing skills deficit within higher education which extend to both academics and professional support staff (e.g. Egron-Polak and Hudson, 2014). Moreover, there has been a tendency for previous approaches to IaH to focus on individual aspects rather than taking a holistic viewpoint which we believe is essential to bring about real transformational change at all levels.

To overcome these issues, the TRIP project members have designed a tripartite IaH framework for HE institutions that operates at three strategic levels: firstly, at the macro level, it proposes robust policies and systems that can ensure that IaH is systematically planned for and implemented across all areas of university life, with inbuilt quality assurance mechanism for monitoring and evaluation purposes; secondly, at the meso level of the curriculum and teaching and learning, it offers innovations in pedagogy and training to enable teaching staff to internationalise the curriculum in their own subject discipline in ways that are inclusive and culturally responsive, with further intercultural skills training also provided for teaching and professional support staff to enhance intercultural communication across our campuses; and thirdly, at the micro level, it creates resources and training for students to enable them to engage in high quality international education experiences with embedded transversal skills development, with the ultimate goals of increasing their employability and fostering global citizenship. The TRIP inclusive IaH (IIaH) approach model and the goals it seeks to address at macro, meso and micro levels are summarised in Figure 2:

Figure 2: The TRIP Tripartite Framework, Goals and Outputs



2.2 Interim Summary

Having provided an overview of the TRIP Tripartite Framework and the goals and outputs at each of the three levels, we proceed to an overview of the institutional mapping and needs analysis that were undertaken at the start of the project in order to determine our strengths and needs.

Section Three - The TRIP Institutional Mapping and Needs Analysis

3.0 Introduction

In this section, we describe the initial mapping and needs analysis exercises and undertaken by the TRIP project members and we report on the findings in each of these areas under investigation, in turn. We begin with a brief description of the methodology employed.

3.1 Methodology

The methodological procedures comprised of two stages of data collection between September 2022 and August 2024. This took the form of: (i) an institutional mapping exercise, and (ii) a needs analysis involving focus groups with teachers and curriculum developers from a wide range of subject discipline areas and focus groups with professional support staff from key university service and support agencies. These elements and the findings which emerged are discussed over the course of this section.

3.2 Institutional Mapping and Findings

An initial mapping exercise was undertaken to gain an understanding of whether any infrastructure, policies, services or support of relevance to IaH was in existence within the TRIP partner institutions. It also sought to establish how EDI and the UN SDGs were being addressed to gain a sense of the institutional culture and ethos in each case. This information was considered essential to ensure that the training resources we were planning would be appropriate in terms of our own institutional strategic goals, values, priorities and needs, and to determine the mechanisms by which the training would be delivered to ensure maximum uptake and impact. For the initial institutional mapping exercise, the criteria and tools developed by the ATIAH Erasmus+ Project were employed with key stakeholders within the various institutional agencies and academic units requested to provide details according to the specified criteria. In this way, those who were best placed to provide the information could report in each of the required areas (<https://research.ncl.ac.uk/atiah/>)

IaH Institutional Level Unit/Team

The mapping revealed that only one of the project partners had an established unit/team that was specifically tasked with developing and overseeing IaH initiatives at the institutional level.

This took the form of a committee that was chaired by the institutional lead for internationalisation in the institution. As far as its membership 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, and senior academics from the various academic units across the university. By contrast, in the four remaining TRIP partner institutions, IaH was dealt with as part of the remit of the International Offices within the institutions rather than by a unit with responsibility for overseeing only this particular area.

IaH Institutional Policy/Strategic Plan

As far as any 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 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 associated with 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 related activities.

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.

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 however although it was offered to all staff, the uptake 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.

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. 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, its relevance for all members of staff and its benefits. Moreover, the training should be offered to both professional support staff and teachers/curriculum developers, and incentivized, to ensure high levels of uptake across our institutions at all levels. These findings informed the decision to extend the scope of the TRIP professional training to all members of staff, and 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 which involved focus groups which were organised in the partner institutions with representatives from each target group.

3.3 Needs Analysis and Findings

The purpose of the needs analysis amongst staff members was three-fold: 1) to gauge existing IaH related awareness, knowledge and skills 2) to uncover any existing IaH practices and 3) to determine gaps and priorities to inform the training being planned for each target group (i.e., professional support staff and teachers/curriculum developers). The needs analysis yielded a number of important insights and findings which were instrumental in helping to design the project outputs.

Awareness / Knowledge / Skills

Firstly, the needs analysis exercise confirmed that there was considerable variation in the awareness, knowledge and skills relating to IaH within each target group. Amongst professional support staff, and as expected, 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.

Existing IaH 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.

3.4 Interim Summary

With these insights from the needs analysis in mind, in the following section, we present the findings of the benchmarking exercise that was undertaken subsequently in relation to our existing IaH related practices to determine the extent to which they supported SDG4.

Section Four - Benchmarking of Existing IaH Practices to SDG4

4.0 Introduction

Further to identifying the range of IaH related practices that were in place in the TRIP partner institutions, it was also important to benchmark them in relation to their accessibility and inclusivity in accordance with UNSDG4 which was undertaken subsequently. The findings in this area are presented in the following section.

4.1 Benchmarking Findings

Table 1a) and b) set out the range of a) IaH related services and supports, and b) pedagogically-oriented initiatives that were identified in the needs analysis together with their current limitations and the changes needed to enhance their accessibility and inclusivity to realise an inclusive I|a|H approach, in support of SDG4, as was revealed from the benchmarking exercise.

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

IaH Services and Supports	Current Limitations	Actions recommended to realise I a H in support of SDG4
<ul style="list-style-type: none"> • Intercultural training for students. 	<ul style="list-style-type: none"> • Training offered to international students but not domestic students • Limited quality assurance. 	<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 student feedback loop. • Offer a student award to incentivize and reward students.

<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. 	<ul style="list-style-type: none"> ● Build on this by means of the TRIP professional development training ● Promote and incentivize by creating a TRIP staff professional development award and digital badge ● Introduce external review and mechanisms for staff feedback ● Advocate for recognition of the TRIP staff professional development training and award 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"> ● Promote and incentivize by linking to TRIP award for students.
<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 by means of the TRIP professional development programme ● Link to TRIP professional development award for staff to incentivize uptake.
<ul style="list-style-type: none"> ● Designated 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"> ● Raise awareness through TRIP professional development programme ● Hold TRIP related intercultural training events in space to raise awareness and visibility.

<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. ● 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. 	<ul style="list-style-type: none"> ● 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 so they better understand the value and can guide students to these resources.
<ul style="list-style-type: none"> ● General language supports for international students. 	<ul style="list-style-type: none"> ● Uneven uptake by international students in some academic disciplines as value not understood. 	<ul style="list-style-type: none"> ● Raise awareness and incentivize students by linking uptake to TRIP student award.
<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"> ● Raise awareness through TRIP professional development programme. ● Incentivize uptake by linking to TRIP staff award.
<ul style="list-style-type: none"> ● Academic L1 and L2 writing centre. 	<ul style="list-style-type: none"> ● Limited focus on L2 related challenges in academic writing. 	<ul style="list-style-type: none"> ● Raise awareness through TRIP professional development programme ● Incentivize uptake by linking to TRIP student award.

		<ul style="list-style-type: none"> ● Make service more culturally responsive by hiring peer tutors from different L1 backgrounds.
<ul style="list-style-type: none"> ● Supports for international students in 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 through TRIP professional development programme. ● Promote and incentivize by offering as elective across all academic subject areas. ● Raise awareness of students, course directors and teaching staff in relation to its value. ● Link to TRIP student award to further raise value in eyes of international students.
<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"> ● Promote and incentivize by linking to TRIP staff professional development award.
<ul style="list-style-type: none"> ● Schemes to support the entry to university programmes of international asylum seekers and displaced persons. 	<ul style="list-style-type: none"> ● Offered only by some TRIP partners. 	<ul style="list-style-type: none"> ● Raise awareness through TRIP professional development programme.
<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"> ● Raise awareness through TRIP professional development programme.

<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"> ● Raise awareness through TRIP professional development programme.
<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"> ● Raise awareness by means of the TRIP professional development programme.
<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"> ● Raise awareness in all TRIP partners as part of the TRIP Professional Development Programme.
<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"> ● Raise awareness of in all TRIP partners highlighting the relevance to IaH and incentivize uptake by linking to the TRIP staff professional development award.
<ul style="list-style-type: none"> ● Communities of Practice for professional support staff, and for teachers. 	<ul style="list-style-type: none"> ● Limited uptake in membership of CoPs in TRIP partners for each target group. 	<ul style="list-style-type: none"> ● Create CoPs in IaH and incentivize teachers to become members by linking to the TRIP Professional Development training and TRIP Professional Development Digital Award and certification process (See Section Six of this report).
<ul style="list-style-type: none"> ● Internationally-oriented cultural. 	<ul style="list-style-type: none"> ● Limited participation by staff and domestic students. 	<ul style="list-style-type: none"> ● Link to TRIP student and staff awards to incentivise

events/celebrations organised for the whole campus community.		participation (See Section Six of this report).
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Table 1b) Findings of Benchmarking of Existing IaH related Pedagogically-oriented Practices

IaH Pedagogical Practices	Limitations	Actions recommended to realise IaH in support of SDG4
<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 modules and discipline areas involved. 	<ul style="list-style-type: none"> • Raise awareness in all TRIP partners. • Promote in all discipline areas including STEM. • Develop teacher expertise in this area by means of the TRIP professional development training. • Develop TRIP virtual exchange model with flexibility to be embedded into existing modules or be offered as a stand-alone offering to incentivize and facilitate implementation across curriculum. • Incentivize uptake by students by linking to TRIP student award.
<ul style="list-style-type: none"> • Alternative to Erasmus suite of modules with 	<ul style="list-style-type: none"> • Offered only by one TRIP partner institution. 	<ul style="list-style-type: none"> • Raise awareness by means of the TRIP professional development programme

embedded intercultural training.		<ul style="list-style-type: none"> ● Expand offering in TRIP partner institutions.
<ul style="list-style-type: none"> ● Professional development training in inclusive pedagogies. 	<ul style="list-style-type: none"> ● Offered only by one TRIP partners. ● Does not take sufficient account of growing cultural diversity in the classroom and how it can be harnessed for intercultural learning and to enhance the quality of the international education offering. 	<ul style="list-style-type: none"> ● Raise awareness in all TRIP partners by means of the TRIP professional development programme. ● Add a culturally responsive dimension to enhance the relevance to IaH.
<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"> ● Raise awareness by means of the TRIP professional development programme. ● Expand in TRIP partner institutions.

Conclusions

The benchmarking exercise provided a wealth of valuable insights in relation to how our existing IaH related services and support for international students and staff could be expanded and tailored to better address their academic, cultural and social needs. It also highlighted the need for greater opportunities to be created for intercultural learning across the campus and how this could be advanced by bringing together domestic and international students and staff in intercultural encounters and by providing intercultural training that involved groups from both backgrounds. Additionally, it indicated how the development of add-on intercultural modules and tailored alternatives to Erasmus offerings could contribute to the intercultural upskilling of all students.

Meanwhile, at the meso level of the curriculum and teaching, it provided useful insights into emergent IaH practices in areas such as inclusive pedagogies, linguistically and culturally sensitive teaching, virtual exchange, community outreach projects with marginalised groups and trauma informed practice as areas which could be mainstreamed across the curriculum in support of IIaH and SDG4. In these ways, it was useful in indicating how relevant knowledge and skills that were being developed in the TRIP partner universities could be built on and shared. It also confirmed where innovations in pedagogy and training were needed to address existing limitations and gaps and the form these should take.

4.2 Interim Summary

From this overview of the benchmarking exercise that undertaken in relation to our existing IaH practices, we move on to the key outputs that were created to drive and quality assure inclusive IaH in our institutions.

Section Five - The TRIP IlaH Operationalisation Model

5.0 Introduction

In the following section, we present the operationalisation model that we have designed to ensure that the TRIP approach can be implemented with maximum reach, impact and sustainability while at the same time offering the flexibility to higher education institutions to adapt it to suit their own priorities and needs.

5.1 Operationalising the TRIP Approach

As Figure 3 illustrates, the model we have designed adopts a cyclical approach whereby inclusive IaH is approached as an ongoing, iterative process involving six key elements.

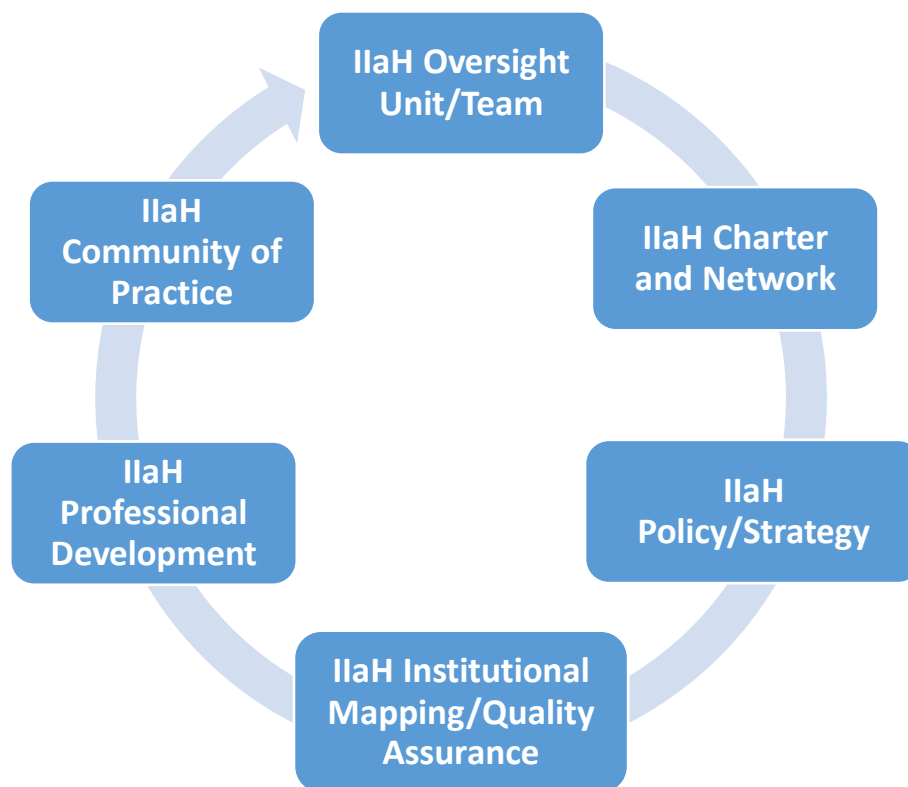


Figure 3: The TRIP Operationalisation Model

The TRIP Operationalisation Model is described in detail below in relation to each of the six criteria featured in Figure 3 together with the considerations that have been taken into account in the design of this model.

IaH Institutional Oversight Unit/Team

To ensure that IaH is driven and implemented in a comprehensive and systematic way across all areas of university life, there are obvious advantages to establishing a university level committee, unit or equivalent structure, where feasible in the institution, which is dedicated to achieving this goal, as has been emphasized in the research literature (de Wit *et al.*, 2015). This may take different forms including expanding the remit of an existing centralised unit/ team which is tasked with overseeing internationalisation within the institution more broadly. In terms of its membership, we recommend that key stakeholders from across the university are represented such as Vice Presidents International, Deans/Assistant Deans International and /or Heads of each academic unit together with the directors of the various university services and support agencies such as academic registry, the library, language support units, health, disabilities and counselling services, professional development and quality assurance units, as well as representatives from any existing EDI/human rights offices as well as from student bodies.

The TRIP IaH Charter of Values/ Network

To signal and strengthen the commitment of higher education institutions to IaH, and to ensure the sustainability of the TRIP approach, we propose the creation of an IaH Charter setting out the core mission and underpinning values associated with the TRIP approach that interested universities can sign up. The Charter also reaffirms the definition that the TRIP partners propose of ‘a responsible international university’ as the foundational premise underlying the TRIP approach to IaH. Signing up to the TRIP Charter will enable signatories to become part of a growing network of universities which are dedicated to advancing this approach, creating opportunities for knowledge sharing and peer evaluation of IaH related practices to ensure they meet quality assurance standards and address the core values associated with SDG4. The TRIP Charter is presented in Figure 4 and will be further discussed in Section Six of this guide in relation to the mechanisms we have designed to quality assure the process.

THE TRIP IlaH CHARTER

Mission Statement

As an institution, we hold to the fundamental belief that a responsible international university is one which should have, at its core, a will to proactively integrate a global dimension to achieve a 'common good' for the benefit of society', while recognising the glocal community as a key stakeholder and beneficiary of any output. This integration should be: intentional in teaching, learning and research activities home ; seek to be in alignment with the UNSDGs, as well as the institution's strategic goals; be considered as a key aspect of the institution's social responsibility; and be operationalised sustainably on local, national, and international level. We are committed to advancing IlaH on our campuses and in our communities in support of the values associated with UN SDG4 by:

- *Recognising and harnessing the cultural diversity on our campuses to increase opportunities for intercultural learning for all members of the campus community;*
- *Creating spaces for intercultural encounters between domestic and international students and staff to promote intercultural understanding;*
- *Developing and providing culturally responsive supports and services at the institutional level to facilitate the successful academic, social and cultural integration of international students and staff into the campus community, with academic and general language supports and intercultural training considered a key priority area;*
- *Offering alternative to Erasmus courses involving virtual exchange for students who are unable to avail of traditional in-person Erasmus mobility, with opportunities for collaboration with peers from both EU and global south higher education institutions and community-based groups and upskilling in transversal skills to foster civic engagement, global citizenship and to enhance employability;*
- *Offering schemes that can facilitate access to our educational programmes of students from displaced backgrounds and scholars at risk;*

- *Providing professional development for all members of staff to enhance intercultural communication skills across our campuses;*
- *Developing closer connections between our institutions and community groups through collaborative educational projects involving students and staff and community members, in support of the social mission of universities;*
- *Offering specialised pedagogical training for teaching staff in inclusive, culturally responsive teaching to internationalise the curriculum and enhance accessibility, inclusivity, and the relevance and overall standard of our educational offering.*
- *Quality assuring IaH related practices in our institutions in relation to SDG4 by means of an annual internal review drawing on the TRIP quality assurance framework with the possibility of also applying for external evaluation through the TRIP IiAH Network and certification and award process.*

Figure 4 The TRIP Charter (Appendix A)

IiAH Strategy/ Goals/Targets

A further key requirement for the development and implementation of IiAH at the institutional level is that the explicit goals to be achieved are set out as part of a strategic policy or plan together with realistic and measurable targets established and a timeline so that there is a clear roadmap to follow. Responsibility for this is likely to fall within the remit of the institutional IiAH oversight unit/team which is a further reason why it is important for all key agencies across the institution to be involved in developing the strategy, goals and target to ensure that it can be successfully implemented across the university, with opportunities created for review and recalibration should this be required.

IaH Institutional Mapping / Self-Evaluation

As a crucial starting point for strategic planning purposes at the institutional level, it is essential to gather information relating to existing IaH related practices to establish a baseline from which to set targets and monitor progress going forward. For this purpose, the TRIP project has developed an institutional self-evaluation framework which was designed with the help of the toolkit developed by the ATIAH Erasmus + Project (<https://research.ncl.ac.uk/atiah/>). We have adapted this toolkit to bring a heightened focus to bear on developing, implementing and benchmarking IaH practices that support UNSDG4 in line with the TRIP Project vision and

goals. In designing this framework and the related criteria, we have also drawn on an extensive review of the academic literature which has highlighted areas of good practice in IaH being developed by universities in many parts of the world, and we have further taken into account the findings from the extensive mapping and needs analysis exercises that were undertaken by the TRIP partner universities with key stakeholders at the start of the project. The TRIP Institutional Self-Evaluation Framework and Toolkit is presented in Section Six of this report. It should be noted that it forms the basis of both the internal evaluation process we have developed and the additional, external evaluation process which can be opted into, which leads to a certified award in IIAH.

Staff Professional Development in IIAH

The outputs created by means of the TRIP project have sought to respond to the IaH related needs of HE institutions, professional support staff and teachers, and students across the macro, Meso and micro levels. Providing opportunities for tailored training for staff in particular, for upskilling purposes, has been highlighted as essential for the advancement of IIAH in the academic literature but it is also essential that mechanisms are put in place to monitor the uptake of training by staff across HE institutions to ensure that IIAH is being rolled out in a balanced and sustainable way. We recommend that procedures should also be established to incentivise staff to avail of the training provided as for example, by formally recognising it in progression and promotion schemes and by rewarding effort. The TRIP project members have developed a digital award, the *TRIP IIAH Professional Development Badge* (see Appendix G) to encourage professional support staff and teachers across our institutions to avail of the TRIP Professional Development Programme. This award requires the following criteria to be met:

- Professional Support Staff are required to complete e-Modules 1 and 3 of the TRIP Professional Development Programme and complete and submit a Plus One task/template for each module. The Plus One Approach is described in detail in the TRIP Project Good Practice Guide (see <https://www.trip-project.eu/>) and the related template is set out below.
- Teaching staff are required to complete e-Modules 1, 2 and 3 of the TRIP Professional Development Programme and complete and submit a Plus One task/template for each module.

The PLUS ONE Template

The Plus One Approach and the related template, which is presented in Figure 5 below, are a feature of the TRIP Professional Development Programme. On completion of each of the e-Modules, staff are requested to upload their completed template to the institutional IaH Unit/team in their own institution for quality assurance purposes.

Name of Staff Member:
Name of Unit/University:
Area identified for change, rationale, and outline strategies to be implemented (max. 200 words):
Describe a situation where the strategies have been applied (max. 200 words):
Evaluate the impact and outcomes of the change (max. 200 words):
Participation in a future 'Train the Trainer' Workshop: (optional) Please indicate if you would be interested in participating in a follow-up 'train the trainer' workshop to support the development of a TRIP Community of Practice in Inclusive Internationalisation at Home : Yes/No

Figure 5: The TRIP PLUS ONE Template (Appendix B)

To ensure the embedding and sustainability of the TRIP approach, it is important that both top down and bottom up systems and initiatives work in tandem in a complementary way. Accordingly, the IaH goals and strategy which has been developed at the macro level can be driven at the meso level by means of communities of practice (CoPs). For this purpose, we have designed three additional 'train the trainer' type workshops which create opportunities for staff

to share good practice and to build capacity, with the framework of a CoP in this area. Details of these additional workshops and the related resources which we have developed for this purpose can be accessed here (<https://www.trip-project.eu/>).

5.2 Interim Summary

From this overview of the TRIP Operationalisation Model, we present the *TRIP Quality Assurance Toolkit and Certification Framework* that we have designed to quality assure IIAH in our institutions and as a resource for other higher education institutions to draw on more widely.

Section Six - The TRIP Institutional Quality Assurance Toolkit and Certification Framework

6.0 Introduction

The framework that we have designed for quality assurance purposes in relation to IIAH operates at the macro, meso, and micro institutional levels reflecting the holistic, tripartite approach we have developed. This approach makes it possible to gain a comprehensive snapshot of existing practices within our institutions at all three levels and to monitor progress and quality assure our IIAH activities on an annual basis. In this section, we describe how the framework can be used for this purpose.

6.1 Evaluating and Quality Assuring our IIAH Practices and Progress

To facilitate these processes, we have created a toolkit that includes a score card and templates for both internal and external monitoring, evaluation, reporting and review purposes. This has been informed by the academic literature and by previous IaH related Erasmus +projects (<https://research.ncl.ac.uk/atiah/>; <https://www.equip-project.eu/>). It should be noted that the framework and processes we have developed represent an innovation in IIAH approaches in HE which to date have not been supported by a quality assurance framework. We begin by presenting the *TRIP Institutional Quality Assurance Evaluation Framework*, as set out in Figure 6 (Tool Kit 1, 2, and 3), highlighting how these can be used as a flexible tool kit for both internal, institutional self-evaluation purposes and as a basis for external quality assurance evaluation and certification according to the needs and priorities of individual HE institutions.

Tool Kit 1: Institutional Infrastructure

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 IlaH unit /team						For the purpose of driving and monitoring IlaH 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						The TRIP IlaH 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 IlaH 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						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						Institutions establish their own scheme/s and targets. This may align

international asylum seekers/ refugees						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						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						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 /24

Figure 6 *The TRIP Institutional Quality Assurance Framework and Score Card (Appendix C)*

Tool Kit 2: IaH Services and Supports

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
2. IaH Services and Supports						
Professional language supports for international staff						These should be offered to all new international staff from a different first language background with uptake measured via an internal mechanism
Induction to academic norms and culture for						This should be offered to all new international staff with uptake measured

international staff						via an internal feedback mechanism
Academic language supports for international students						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 students						These should be offered to all undergraduate and postgraduate student from a different first language background with uptake measured via an internal mechanism
Intercultural supports for domestic and international students						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						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.
A culturally responsive Disability Service						Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
A culturally responsive Health service						Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
A culturally responsive Counselling Service						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 community						Measure number of events per academic year and attendance by domestic and international staff and students via internal mechanism
A designated physical space for intercultural training and activities						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?						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.
An intercultural buddy system for international students						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						Evidence is needed e.g. advertised on university website with uptake measured via internal mechanisms and reporting to the IiAH unit/team
						Score/ /60

Tool Kit 3: IaH Staff Professional Development

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. IaH Staff Professional Development						
Professional development for Teaching Staff in internationalisation at home, (e.g.,						Measure uptake via task completion form (Plus One Task Template and Digital Badge

TRIP E-Module 1)						Award. (See the TRIP Project website for more details)) and digital badge award.
Professional Development Programme for Teaching Staff in inclusive approaches to internationalise the curriculum (e.g. TRIP E-Module 2)						Measure uptake via task completion form (Plus One Task Template) and the issuing of the digital badge award.
Professional development for Teaching Staff in intercultural communication skills (e.g. TRIP E-Module 3)						Measure uptake via task completion form (Plus One Task Template) and digital badge award.
Professional Development for Professional Support Staff in internationalisation at home (e.g. TRIP E-Module 1)						Measure uptake via task completion form (Plus One Task) and digital badges awarded.
Professional Development for Support Staff in intercultural communication (e.g. TRIP E-Module 3)						Measure uptake via task completion form (Plus One Task Template) and digital badge award.

Workshops in IaH for teaching staff to build a CoP						Measure membership via task completion form (Plus One Task Template) and digital badge award.
Workshops in IaH for professional support staff to build a CoP						Measure membership via task completion form (Plus One Task Template) and digital badge award.
						Score / 28
						Total score /112 Level =

Internal Quality Assurance Self Evaluation

As indicated, the TRIP Institutional Self-Evaluation Framework serves as a template that higher education institutions can complete on an annual basis to gauge their own progress. The scoring system we have designed, as it set out below, works on a three-tier basis from Level 1 to Level 3. This system provides the flexibility for institutions to plan and monitor their own IaH journey at their own pace and according to their own needs and priorities.

TRIP Institutional Self-Evaluation Scoring System and Key (See Appendix D)

Level	Score	Key
1	0-40	This indicates a foundation level to build on.
2	41-80	This indicates an intermediary level with a solid foundation already established but that further progress to be made to better support SDG4.
3	81-112	This indicates an advanced level with a wide range of IaH structures and activities that support SDG4.

Having completed the framework, the outcomes can be recorded in a summary document, as below and from this, they can be reported to the institutional IaH unit/team for each of the three areas, as well as the overall outcome, part of the annual review. At this stage, priorities and targets can also be established for the following year for each area as well as the key actions that will need to be taken to help achieve this.

The TRIP Institutional Self –Evaluation Report Internal (See Appendix E)

IaH (academic year)	Scores	Priorities/ targets for next academic year	Key actions
1. Infrastructure			
2. Services and Supports			
3. Professional Development			
Overall score/level			

In Section 7 of this report, we demonstrate how this framework and toolkit can be applied for internal benchmarking purposes drawing on a case study that was undertaken involving the University of Limerick, Ireland, and the University of Matej Bel. Before this, we highlight the mechanisms we have developed for external evaluation purposes and the related award process.

The TRIP IIaH External Quality Assurance Evaluation and Certification Process

In addition to the internal self-evaluation process, the TRIP framework and quality assurance mechanisms we have developed can also be used as the basis for an external evaluation which leads to a certified award. The aim here is to build a community of universities that share similar IaH goals and values in order to foster good practice in this area and to advance the IIaH as an approach. It is intended that this would feed into the work of national policy developers in providing systematic and quality assured approach/es to inclusive IaH in higher education more widely. The external evaluation application process involves initially signing up to the TRIP IIaH Charter which brings with it membership of a proposed TRIP IIaH Network which the TRIP partners seek to develop and implement as a further project output to ensure the sustainability of the approach and systems we have created. From this, a detailed application form must be completed describing the progress made in the areas specified in the *Institutional Quality Assurance–Self Evaluation* and the related report with evidence provided of the quality assurance processes engaged in for each area, and the outcomes. The application is reviewed by a peer university which is an existing member of the TRIP IIaH Network, and which has already attained the quality assurance certification level being applied for on the basis of the initial TRIP partner evaluation, which established the baseline for each partner. Accordingly, a university which has attained the status of Level 2 can be involved in the evaluation of a university at Level 1 which is seeking to advance to Level 2. The application form for the external evaluation is set out below:

The TRIP Quality Assurance External Evaluation and Certification Application Form

TRIP External Evaluation Certification	To be completed by the university applying for certification
Name of Institution (applicant)	
Name of Institution (evaluator)	
Start date of membership of TRIP IIaH Network	
Date of Application	

Award level (current)	
Award Level (being applied for)	
Contact for Application	Each institution to provide name of officer
Contact Email	
Contact Telephone No	
Completed Institutional Quality Assurance Self-Evaluation and report	This relates to the internal self-evaluation benchmarking exercise undertaken and the related summary report setting out the scores for each area and the overall score for the academic year in question which must be provided as part of the external evaluation.
Additional report providing evidence of quality assurance mechanisms and processes engaged in for the relevant areas with details of the outcomes	In addition to the completed internal self-evaluation and summary report, evidence is required of the quality assurance procedures undertaken for each area/activity. This should be written up as a report using the criteria and guidelines set out in the internal self-evaluation exercise and must be included in the application. .E.g. if a IaH oversight unit/team has been established, the names and roles of the members and dates, agendas and

	<p>attendance records of all meetings held in the specified academic year.</p> <p>e.g. if supports in academic language have been fully implemented for international students, the module descriptions and numbers successfully completing each module along with the overall figures for international students with a different first language background at the university.</p> <p>e.g. if professional development has been partially implemented, the number of staff participating must be indicated as determined by the number of submissions of the Plus One task template with numbers recorded for the specified academic year for i) professional support staff and ii) teachers/curriculum developers.</p>
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The external evaluation process thereby provides a mechanism for universities in the TRIP Network to evaluate each other for quality assurance purposes, from which the TRIP IIaH Institutional Quality Assurance Certificate can be issued according to the level which has been determined by the evaluating institution (i.e. level 1, 2 or 3). The template for the TRIP IIaH Institutional Quality Assurance Certificate is below and see Appendix F:



The TRIP Institutional Quality Assurance Certificate in Inclusive Internationalisation at Home in Higher Education

Following an independent, external quality assurance evaluation undertaken of the Internationalisation at Home practices of the _____ (name of applicant university), a certificate in Inclusive Internationalisation at Home is hereby awarded at Level _____ .

Signed: (representative of the external university)

Date:

6.2 Interim Summary

Having presented the TRIP quality assurance framework and certification process, we demonstrate how the framework and toolkit can be applied for internal institutional self-evaluation purposes, highlighting the examples of the quality assurance benchmarking exercise undertaken by two TRIP partner institutions, with a discussion of the findings for each institution.

Section Seven – Comparative Case Study: University of Limerick, Ireland and University of Matej Bel, Slovakia

7.0 Introduction

In this section, we demonstrate how the TRIP Institutional Framework was employed by the University of Limerick, Ireland, and by the University of Matej Bel, Slovakia to benchmark their own IaH practices and progress in relation to SDG 4 for the academic year 2023/4, and the outcomes in each case.

IaH 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 IaH unit /team					X	For the purpose of driving and monitoring IaH 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 IaH 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 IlaH 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					X	Institutions establish their own scheme and

university of international scholars at risk						<p>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.</p>
Alternative to Erasmus course/s with embedded intercultural virtual exchange					X	<p>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.</p>
						<p>Score 20/24</p>

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
2. IaH Services and Supports						
Professional language supports for international staff		X				These should be offered to all new international staff from a different first language background with uptake measured via an internal mechanism
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 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
Intercultural supports for domestic and				X		These should be offered to both undergraduate and

international students						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.
A culturally responsive Disability Service		X				Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
A culturally responsive Health service		X				Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
A 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 community					X	Measure number of events per academic year and attendance by domestic and international staff and students via internal mechanism
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 IIaH 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. IaH Staff Professional Development						
Professional development for Teaching Staff in internationalisation at home, (e.g., TRIP E-Module 1)			X			Measure uptake via task completion form (Plus One Task Template and Digital Badge Award. (See the TRIP Project website for more details)) and digital badge award.
Professional Development Programme for Teaching Staff in inclusive approaches to internationalise the curriculum (e.g. TRIP E-Module 2)			X			Measure uptake via task completion form (Plus One Task Template) and the issuing of the digital badge award.
Professional development for Teaching Staff in intercultural communication skills (e.g. TRIP E-Module 3)			X			Measure uptake via task completion form (Plus One Task Template) and digital badge award.
Professional Development for Professional Support Staff in			X			Measure uptake via task completion form (Plus One Task) and

internationalisation at home (e.g. TRIP E-Module 1)						digital badges awarded.
Professional Development for Support Staff in intercultural communication (e.g. TRIP E-Module 3)			X			Measure uptake via task completion form (Plus One Task Template) and digital badge award.
Workshops in IlaH for teaching staff to build a CoP		X				Measure membership via task completion form (Plus One Task Template) and digital badge award.
Workshops in IlaH for professional support staff to build a CoP		X				Measure membership via task completion form (Plus One Task Template) and digital badge award.
						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 highlighted in Section Six previously.

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 IaH 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
2. 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 IlaH Unit/team.
Alternative to Erasmus				X		This should involve intercultural skills

course/s with embedded intercultural virtual exchange						<p>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.</p>
						<p>Score 14/24</p>

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. IaH Services and Supports						
Professional language supports for international staff		X				These should be offered to all new international staff from a different first language background with uptake measured via an internal mechanism
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 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
Intercultural supports for domestic and					X	These should be offered to both undergraduate and

international students						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.
A culturally responsive Disability Service					X	Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
A culturally responsive Health service				X		Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
A 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 community					X	Measure number of events per academic year and attendance by domestic and international staff and students via internal mechanism
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 IIaH 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/ 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
3. IaH Staff Professional Development						
Professional development for Teaching Staff in internationalisation at home, (e.g., TRIP E-Module 1)			X			Measure uptake via task completion form (Plus One Task Template and Digital Badge Award. (See the TRIP Project website for more details)) and digital badge award.
Professional Development Programme for Teaching Staff in inclusive approaches to internationalise the curriculum (e.g. TRIP E-Module 2)			X			Measure uptake via task completion form (Plus One Task Template) and the issuing of the digital badge award.
Professional development for Teaching Staff in intercultural communication skills (e.g. TRIP E-Module 3)			X			Measure uptake via task completion form (Plus One Task Template) and digital badge award.

Professional Development for Professional Support Staff in internationalisation at home (e.g. TRIP E-Module 1)			X			Measure uptake via task completion form (Plus One Task) and digital badges awarded.
Professional Development for Support Staff in intercultural communication (e.g. TRIP E-Module 3)			X			Measure uptake via task completion form (Plus One Task Template) and digital badge award.
Workshops in IlaH for teaching staff to build a CoP		X				Measure membership via task completion form (Plus One Task Template) and digital badge award.
Workshops in IlaH for professional support staff to build a CoP		X				Measure membership via task completion form (Plus One Task Template) and digital badge award.
						Score 18 / 28
						Total score 62/112 Level =

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

Based on the self-evaluation, the IiAH 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 IiAH 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 implementation of CDP for academics and professional support staff in the area of IiAH. However, at the macro level of policy, an explicit IiAH strategic plan has yet to be established. That is why a key priority for the next academic year is to develop an institutional internationalisation strategy. It is also intended that further advances can be made in the area of institutional supports and CPD such as by expanding the existing student buddy system to include international staff and developing and piloting a CoP in IiAH. It is thereby intended that the various outputs developed by the TRIP project will become an integral part of the university's strategic IiAH approach to enhance related knowledge and skills in areas such as inclusive IiAH, internationalising the curriculum and teaching and learning, and enhancing intercultural communication across the Matj 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 level of progress achieved 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 institutions has embarked on its own IiAH 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, with an explicit IiAH policy and designated IiAH unit, while there is also evidence of the bottom up development and roll-out of IiAH related supports and services across the university. By contrast, the IiAH approach of the University of Matej Bel has mostly relied on bottom-up initiatives. As a result, the goals for each institution for the upcoming academic year differ to some extent, with the University of Matej Bel prioritising the development of an IiAH policy and strategy and the University of Limerick seeking to expand supports and services. What both institutions share in common is the recognition of the need to fully implement the outputs created by means of

the TRIP project in areas such as the professional development training designed for professional support staff, and teachers/curriculum developers and the IVSC E-Module created to enhance 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 holistic, values-based approach to IiA 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 them with opportunities to learn from and develop good practices with partner institutions in this area, and crucially, it has allowed them the flexibility to set their own priorities while at the same time remaining faithful to the core values that underpin this approach.

7.1 Interim Summary

In this section, we have shown how the TRIP quality assurance framework and tool kit was designed to address the needs of higher education institutions as they develop IiA approaches and practices, and we have described the key features of the framework and how it can be applied in relation to both internal and external institutional evaluation. From this, we used a case study approach to benchmark the IiA practices and priorities of two of the TRIP project partner institutions, which has underscored the value and flexibility of the approach we have developed to advance IiA in higher education. In the final section of this report, which follows, we make recommendations on the basis of the challenges that IiA poses, and the insights we have gained throughout this project, that can serve to guide other institutions seeking to advance IiA in their own HE ational context.

Section Eight – Recommendations and Conclusions

8.0 Introduction

In this final section, we review our experiences in developing a quality assurance framework and toolkit that can support the advancement of IIaH in our own institutions and in the HE context more widely, highlighting the challenges we have faced and the solutions we have arrived at to address these, from which we make recommendations on the basis of the learning we have gained

Challenge 1: Quality assuring IIaH

The first key challenge we faced was the absence of quality assurance systems and mechanisms in the area of IaH in higher education in general, despite the growing body of research which has highlighted the types of IaH approaches and practices being developed in universities in many parts of the world. Nevertheless, a review of the academic literature and best practice reports issued by universities in this area provided valuable insights and recommendations in relation to the types of quality assurance mechanisms that were needed. Consultations with professional support staff working in the area of quality assurance in our own institutions were also crucial in helping us to understand existing quality assurance systems in our own institutions and to establish criteria and systems that would allow us to quality assure the approach to IIaH that we were developing which is explicitly linked to supporting the values associated with UNSDG4.

Recommendation 1: Take into account existing knowledge and systems

Challenge 2: Establishing an accurate baseline

A further key challenge we experienced was in determining an accurate baseline from which to measure and quality assure existing and emergent related practices in relation to SDG4 going forward. For this purpose, we relied on an empirically-based approach in conjunction with mapping tools developed in previous Erasmus + projects, notably the ATIAH project (<https://research.ncl.ac.uk/atiah/>), as was highlighted in the preface of this report. This provided us with a detailed snapshot of IaH related initiatives and practices at the macro, meso, and micro levels of our institutions and enabled us to identify areas of strength and need, as a starting point to developing a framework that would enable us to quality assure our related activities in

relation to SDG4 and evaluate the overall level of our IiAH progress going forward on an annual basis.

Recommendation 2: Use an empirically-informed approach and existing mapping tools to establish a quality assurance baseline

Challenge 3: Diverse nature of the TRIP partner IiAH institutional systems, needs and priorities

In developing a framework to enable the TRIP partners to evaluate their own IiAH practices, it was also necessary to understand and take account of the diverse needs, priorities and operational workings of the institutions involved to ensure that the framework we were developing would be compatible and could realistically and practically be applied in ways that were acceptable to the partner universities, while at the same time remaining faithful to the shared goals underpinning the TRIP approach to IiAH and to ensure the level of rigour required. This informed the operationalisation model in terms of the elements and stages involved and from this how the quality assurance component that was of relevance at each stage. Accordingly, the TRIP operationalisation model and the TRIP quality assurance framework and evaluation systems were designed to allow for maximum flexibility in ways that have been highlighted, as is the case with the TRIP approach to IiAH more widely.

Recommendation 3: Develop a quality assurance framework with in-built flexibility.

Challenge 4: Ensuring and Measuring Engagement

A further area of challenge has been to design outputs that can promote a high level of participation and engagement in IiAH across our universities and to develop systems that can measure this both quantitatively and qualitatively. Our mapping exercise indicated that IiAH was often being championed by only a relatively small number of stakeholders in the partner universities with limited overall awareness and understanding of this key strategic area. Ensuring there is growing and even engagement in IiAH related training and activities within our institutions calls for frequent and effective promotion and communication campaigns reminding staff of the training available. This could include testimonials from stakeholders who have engaged in the training and have embraced IiAH in their professional practices as well as practical examples of how the outputs can be applied in different HE micro-contexts and the benefits that can be gained. Developing systems to monitor participation in professional development training in this area both quantitatively and qualitatively, such as via the Plus One

task, and the roll out where feasible of additional in-person workshops for knowledge sharing in this area, with attendance numbers monitored, are further ways to promote and measure active engagement in IJaH across universities.

Recommendation 4: Ongoing promotion, communication and knowledge sharing

Challenge 5: Ensuring Sustainability and Measuring Impact

A key consideration from the outset of this project has been how we can ensure that the outputs we have developed are of longstanding duration and benefit and how we can accurately measure the impact of our approach in terms of the tangible positive outcomes. The establishment of TRIP CoPs and the TRIP IJaH Network, as envisaged, create opportunities for ongoing knowledge sharing and capacity building within our institutions and cross-institutionally as well as creating vital feedback loops for quality assurance purposes. Meanwhile, the mechanisms we have created for both internal and independent, external evaluation of IJaH outcomes on an annual basis also makes it possible for institutions to review and recalibrate their IJaH goals and targets going forward. The holistic, tripartite approach to IJaH we have developed with its inbuilt flexible quality assurance systems will go some way to addressing the challenge of ensuring that the TRIP project outputs are sustainable and impactful, but in the interests of best practice, they should be subject to regular, independent review, and adaption where this is deemed necessary.

Recommendation 5: Develop IJaH CoPs, Cross-institutional Networks, and Independent Review Process.

8.1 Concluding Comments

In this report, we have endeavoured to provide a comprehensive description and rationalisation of the TRIP Institutional IJaH Quality Assurance Framework across its various components, highlighting the processes by which it was developed and the considerations and challenges it has sought to address. We have also illustrated how the framework can be applied highlighting the flexibility it offers as well as the measures we have embedded to ensure sustainability and maximum impact.

Over the course of the past four years, the Erasmus+ funded TRIP project has created opportunities for an innovative and more inclusive approach to IJaH to be developed, and for

new knowledge and skills to be gained that can potentially transform our institutional IaH policies, systems and ensure enhanced outcomes for all members of our campus communities. In the true spirit of Erasmus, we have also learned how academics from European universities with varying educational traditions, systems, priorities and constraints can work together to achieve shared aspirational goals and a vision for our universities that strengthens our commitment to SDG4 and the social mission of the university to the common good of society. In these ways, the TRIP project has enabled us to collectively contribute to the advancement of the notion of a responsible international university in highly practical ways by means of the outputs and training we have designed, and to fundamentally transform our practices going forward in active pursuit of this vision.

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Appendix A: The TRIP Charter



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THE TRIP IJaH CHARTER

Mission Statement

As an institution, we hold to the fundamental belief that a responsible international university is one which should have, at its core, a will to proactively integrate a global dimension to achieve a 'common good' for the benefit of society', while recognising the glocal community as a key stakeholder and beneficiary of any output. This integration should be: intentional in teaching, learning and research activities home ; seek to be in alignment with the UNSDGs, as well as the institution's strategic goals; be considered as a key aspect of the institution's social responsibility; and be operationalised sustainably on local, national, and international level. We are committed to advancing IJaH on our campuses and in our communities in support of the values associated with UN SDG4 by:

- *Recognising and harnessing the cultural diversity on our campuses to increase opportunities for intercultural learning for all members of the campus community;*
- *Creating spaces for intercultural encounters between domestic and international students and staff to promote intercultural understanding;*
- *Developing and providing culturally responsive supports and services at the institutional level to facilitate the successful academic, social and cultural integration of international students and staff into the campus community, with academic and general language supports and intercultural training considered a key priority area;*
- *Offering alternative to Erasmus courses involving virtual exchange for students who are unable to avail of traditional in-person Erasmus mobility, with opportunities for collaboration with peers from both EU and global south higher education institutions and community-based groups and upskilling in transversal skills to foster civic engagement, global citizenship and to enhance employability;*

- *Offering schemes that can facilitate access to our educational programmes of students from displaced backgrounds and scholars at risk;*
- *Providing professional development for all members of staff to enhance intercultural communication skills across our campuses;*
- *Developing closer connections between our institutions and community groups through collaborative educational projects involving students and staff and community members, in support of the social mission of universities;*
- *Offering specialised pedagogical training for teaching staff in inclusive, culturally responsive teaching to internationalise the curriculum and enhance accessibility, inclusivity, and the relevance and overall standard of our educational offering.*
- *Quality assuring IaH related practices in our institutions in relation to SDG4 by means of an annual internal review drawing on the TRIP quality assurance framework with the possibility of also applying for external evaluation through the TRIP IaH Network and certification and award process.*

Appendix B: The TRIP PLUS ONE Template

The PLUS ONE TASK Template	
On completion of this e-module, you are requested to complete the following template identifying one area for change in your professional practices, the rationale, and strategies you can apply for this purpose, taking account of the knowledge you have gained from this e-module. Once you have completed the Plus One template, please send it to the Trip.project@ul.ie .	
Name of Staff Member:	University email address:
Name of Unit/ University	
Area identified for change, rationale, and strategies to be implemented (max. 200 words):	
Describe how the strategies have been applied (max. 200 words):	
Evaluate the impact and outcomes of the change (where feasible (max. 200 words):	
If you are interested in participating in a follow-up TRIP Project workshop, please indicate: Yes/No	

Appendix C: The TRIP Institutional Quality Assurance Framework and Score Card

Tool Kit 1: Institutional Infrastructure

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 IlaH unit /team						For the purpose of driving and monitoring IlaH 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						The TRIP IlaH 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 IlaH 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						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						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						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 IlaH Unit/team.

<p>Alternative to Erasmus course/s with embedded intercultural virtual exchange</p>						<p>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.</p>
						<p>Score /24</p>

Tool Kit 2: IaH Services and Supports

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
2. IaH Services and Supports						
Professional language supports for international staff						These should be offered to all new international staff from a different first language background with uptake measured via an internal mechanism
Induction to academic norms and culture for international staff						This should be offered to all new international staff with uptake measured via an internal feedback mechanism
Academic language supports for international students						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 students						These should be offered to all undergraduate and postgraduate student from a different first language background with uptake measured via an internal mechanism
Intercultural supports for						These should be offered to both

domestic and international students						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						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
A culturally responsive Disability Service						Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
A culturally responsive Health service						Evidence is needed of whether this kind of tailored service is offered e.g. advertised on the institutional website.
A culturally responsive						Evidence is needed of whether this kind of tailored service is

Counselling Service						offered e.g. it could be noted on the institutional website.
Internationally oriented cultural events for the whole campus community						Measure number of events per academic year and attendance by domestic and international staff and students via internal mechanism
A designated physical space for intercultural training and activities						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?						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						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						Evidence is needed e.g. advertised on university website with uptake measured via internal mechanisms and reporting to the IlaH unit/team
						Score/ /60

Tool Kit 3: IaH Staff Professional Development

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. IaH Staff Professional Development						
Professional development for Teaching Staff in internationalisation at home, (e.g., TRIP E-Module 1)						Measure uptake via task completion form (Plus One Task Template – see Section x below) and digital badge award. Counts towards TRIP Certificate of IIaH.
Professional Development Programme for Teaching Staff in inclusive approaches to internationalise the curriculum (e.g. TRIP E-Module 2)						Measure uptake via task completion form (Plus One Task Template) and the issuing of the digital badge award.
Professional development for Teaching Staff in intercultural communication skills (e.g. TRIP E-Module 3)						Measure uptake via task completion form (Plus One Task Template) and digital badge award (See Section x).

Professional Development for Professional Support Staff in internationalisation at home (e.g. TRIP E-Module 1)						Measure uptake via task completion form (Plus One Task Template) and digital badge award (See Section x). Counts towards TRIP Certificate of IlaH.
Professional Development for Support Staff in intercultural communication (e.g. TRIP E-Module 3)						Measure uptake via task completion form (Plus One Task Template) and digital badge award. (See Section x)
Workshops in IlaH for teaching staff to build a CoP						Measure membership via task completion form (Plus One Task Template) and digital badge award.
Workshops in IlaH for professional support staff to build a CoP						Measure membership via task completion form (Plus One Task Template) and digital badge award.
						Score / 28
						Total score /112 Level =

Appendix D: TRIP Institutional Self-Evaluation Scoring System and Key

Level	Score	Key
1	0-40	This indicates a foundation level to build on.
2	41-80	This indicates an intermediary level with a solid foundation already established but that further progress to be made to better support SDG4.
3	81-112	This indicates an advanced level with a wide range of IaH structures and activities that support SDG4.

Appendix E: The TRIP Institutional Self –Evaluation Report Internal

IaH (academic year)	Scores	Priorities/ targets for next academic year	Key actions
4. Infrastructure			
5. Services and Supports			
6. Professional Development			
Overall score/level			

Appendix F: the TRIP IIaH Institutional Quality Assurance Certificate



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The TRIP Institutional Quality Assurance Certificate in Inclusive Internationalisation at Home in Higher Education

Following an independent, external quality assurance evaluation undertaken of the Internationalisation at Home practices of the _____ (name of applicant university) for the academic year _____ by the _____ (name of evaluating university), a certificate in Inclusive Internationalisation at Home is hereby awarded at Level _____.

Signed: (representative of the external university)

Date:

APPENDIX G: The TRIP IIaH Professional Development Badges

TRIP E-module One: Introduction to Inclusive 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 H: The TRIP IIaH Professional Development Award

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

