

Guide of Good Practices  
**TEMPUS CORINTHIAM**  
PROJECT NO. 159186-2009-1-BE-SMGR

**VOLUME I**

**Part I** Quality of Internationalisation

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**Part II** Internationalisation at Home

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**Part III** Management of the International Relations Offices

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**Part IV** Management of International Projects

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**Tempus**

European Commission

Guide of Good Practices  
**TEMPUS CORINTHIAM**  
PROJECT NO. 159186-2009-1-BE-SMGR

Part II  
Internationalisation at home

Edited by:  
Jos Beelen



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# Chapter 9

## Implementing internationalisation at home at HAN University, The Netherlands

JOS BEELEN

### Introduction

This chapter explores the internationalisation policy and the actions undertaken to internationalise curricula at HAN University of Applied Sciences in The Netherlands, between December 2010 and July 2012. The University included internationalisation of the curriculum in its strategic internationalisation policy in 2009 and in its institutional plan in 2012 and stimulated a bottom up approach to the implementation in individual programmes.

Outlined are the efforts undertaken to implement an international dimension into a wide range of disciplines. These efforts are placed in the context of the outcomes of the 3rd Global Surveys of the International Association of Universities (IAU), published in 2010 and that of the framework for internationalisation of the curriculum that was developed by Leask (2012) within the Australian context.

After a brief introduction on the concept of Internationalisation at Home, the relevant sections of the Global Survey and the characteristics of the Leask framework are described. This is followed by a summary sketch of HAN University and by a discussion of its internationalisation policy and relevant sections of its institutional plan. The next section contains an overview of the actions undertaken in a range of programmes that have started to implement an international dimension. Finally, these actions are analysed in relation to the Global Survey and the Leask framework.

### The concept of Internationalisation at Home

Internationalisation of the curriculum is now recognised as a full pendant to internationalisation abroad (Knight, 2008, p. 22-24). The development of the concept since its origin in 1999 was discussed by Beelen and Leask (2011) in relation to internationalisation of the curriculum in other parts of the world, among which Australia. They give the following characteristics of Internationalisation at Home:

- is aimed at all students and is therefore part of the compulsory programme
- is a set of instruments and activities ‘at home’ that focus on developing international and intercultural competences in all students
- is based on the assumption that, while students will travel for personal reasons, the majority will not travel for study related purposes, although the latter option is not entirely excluded
- may include short term outgoing mobility in the form of study visits or research assignments that are a component of the compulsory curriculum
- only includes the individual experiences of students undertaken during study and placement abroad if these are integrated into the home institution’s standard assessment tools (such as the portfolio for all students)

The context of internationalisation at Dutch Universities of Applied Sciences has been discussed by De Wit (2011) and the case of the Amsterdam University of Applied Sciences by De Wit and Beelen (2012). That university has, like HAN University, implemented a central policy for internationalisation of the curriculum for all its students.

## The Global Survey

The 2010 Global Survey shows that IaH receives much more attention as a policy item than as an aspect of teaching and learning, which can be attributed to a number of obstacles. Obstacles to the implementation of internationalisation are lack of financial resources, lack of involvement of academic staff and lack of skills for internationalisation/lack of foreign language skills (Egron-Polak & Hudson, 2010, p. 225). Although these are obstacles to internationalisation in general, particularly the lack of involvement and the lack of skills seem to refer to internationalisation of the curriculum, where these skills would be particularly needed (Beelen, 2011).

## The conceptual framework of internationalisation of the curriculum

Leask (2012) developed her framework within the ALTC Fellowship ‘Internationalisation of the Curriculum in Action’ ([www.ioc.net.au](http://www.ioc.net.au)). She places academics at the centre of the internationalisation process while acknowledging that they need to be supported in their design, implementation and evaluation of the international and intercultural dimension of curricula.

The framework places discipline knowledge in a concentric context with four different levels: the institutional, local, national/regional and global. The knowledge in the

disciplines is embedded in dominant and emerging paradigms. Leask stresses that thinking beyond these paradigms is an important element of curriculum development. As far as curriculum design is concerned she distinguishes a number of parameters:

- Requirements of professional practice and citizenship
- Assessment of student learning
- Systematic development across the program in all students

Leask also presents a process model of implementation that consists of a continuous cycle of five stages: Imagine, Revise and Plan, Act, Evaluate and Review and Revise. The stages in the cycle are connected by negotiation (Leask, 2012, p. 5) and serve to mainstream internationalisation of the curriculum.

## About HAN University

HAN University (In Dutch: Hogeschool van Arnhem and Nijmegen) is a comprehensive University of Applied Sciences in the east of the Netherlands with campuses in the two cities that it is named after, which are 16 km. apart. The university is close to the border with Germany (25 km. from Arnhem and less than 10 km. from Nijmegen).

HAN University has four faculties: Engineering, Health and Social Studies, Education and the Arnhem Business School. A separate unit is the HAN Automotive Institute. The faculties are divided in institutes. In total, HAN offers 65 bachelor programmes (of which 7 are delivered in English) and 21 master programmes (of which 5 are delivered in English). The university had 29.925 students in 2011, of which 9% were international, predominantly from Germany.

## HAN's internationalisation policy and institutional plan

This section contains a discussion of the relevant sections of HAN University's main policy documents for internationalisation: the strategic policy for internationalisation (2009) and the institutional plan (2012). Sections from the documents are quoted below and are commented on. The University's strategic policy for internationalisation runs from 2010-2013 and includes Internationalisation at Home as one of the three leading principles. These are described in the plan as follows:

### *Mainstreaming*

*The necessity to embed internationalisation more structurally in the core activities of the university to ensure that it is considered an integral element of education and research, as is envisaged in this plan, rather than an addition (HAN, 2009, p. 9).*



### *Internationalisation at Home*

*Creating a learning environment and quality of education and research that provides student and lecturers with international and intercultural professional and social competences for their further development. This will be based on a minimum variety for all students at HAN University in which there will be attention for European and global developments in the professional field, the opportunity to gain international experience abroad and, where possible, to participate in an international learning environment with international guest lecturers and students [...] (HAN, 2009, p. 9).*

The number of credits of the minimal variety is not determined in HAN's policy. At the Amsterdam University of Applied Sciences, the minimal variety has been quantified as 30 EC (see De Wit & Beelen, 2012).

### *Programme specific implementation*

*[...] Programmes implement their own international and intercultural dimension, taking into consideration the specific requirements of the professional field, those of home and international students and expertise available. Therefore, every programme draws up its own internationalisation plan, within the framework of the overall strategic internationalisation plan. Every programme sees to it that the international dimension receives more attention within their advisory board. (HAN, 2009, p.9)*

It is remarkable here that “expertise available” is mentioned as a factor that would determine the international dimension of a programme. Considering that exactly this factor is one of the main obstacles that emerge from the Global Survey, acknowledging rather than addressing the lack of expertise could effectively block the implementation of an international and intercultural dimension.

HAN University presented its Institutional plan in early 2012. Internationalisation of the curriculum is highlighted in the following ways:

*Every programme will have a learning pathway for research that fits the character of that particular programme. The same applies to the international dimension, which will fit each individual programme and the professional practice that it prepares students for (HAN, 2012, p. 6)*

*HAN University aims to have an international profile: all programmes implement internationalisation of the curriculum. The extent and the characteristics conform to the profession that the programme prepares students for (HAN, 2012, p. 7).*

*Preferably a cornerstone has an international and/or euregional dimension. A cornerstone serves as a starting point for stimulation and facilitation of inter faculty and multi disciplinary cooperation (HAN, 2012, p. 9).*

HAN University has identified 8 cornerstones, divided over the four faculties. These address issues and developments in a cross border context within the Euregion Rijn-Waal and build on existing relations with educational institutions, care providers, companies and local authorities. Since the nineties of the 20<sup>th</sup> century, the Dutch government has been advocating cooperation between Dutch universities and universities across the border in Germany and Belgium. This policy is usually referred to as ‘Internationalisation on a bike’ [Internationalisering op de fiets]. HAN University therefore states: “For us, internationalisation starts close to home.” (HAN, 2012, p. 15) and aims to be “regionally integrated and globally connected”.

The Euregion policy has contributed to the fact that in 2011, 46% of the 52.194 international students in The Netherlands were from Germany (Nuffic, 2012, p. 22), causing an imbalance between incoming and outgoing students and sparking debate on whether this should lead to compensation by the German government.

The 2012 institutional plan also contains a performance agreement with the Dutch Ministry of Education. This includes internationalisation of the curriculum, but is not connected with quantitative performance indicators.

*HAN University aims to have an international profile: all programmes will have an internationalised curriculum, matching the profession that it educates its students for (HAN 2012, p. 45).*

*Education [...] requires specific competence from lecturers. The same is true for an internationalisation orientation and competences. The relevance of internationalisation for education and research is increasing and requires good language proficiency of staff members. Language policy for academic staff is related to internationally recognised standards (HAN, 2012, p. 35).*

Professional development for internationalisation is focused here on development of foreign language proficiency. This creates the impression that internationalisation and education in a foreign language are synonymous. Education in a foreign language does not guarantee it has an international dimension just as an international dimension does not require a foreign language. The educational skills of academic staff to internationalise the curriculum, also the Dutch medium curriculum, are not addressed by this policy, whereas this a key issue in the Global Survey and also in the implementation process at HAN University.

## Initiatives and preparation: the International Offices

HAN University has two international offices that have been instrumental in initiating the implementation of internationalisation of the curriculum. The staff members perform tasks for the university as a whole, while also having specific tasks for one of

the faculties or institutes. Three international officers took the initiative to further the development of an international dimension in the curricula, by organising a number of kick off sessions about internationalisation of the curriculum, to which academic staff were invited. Four of such sessions took place: one for the university as a whole, one for the programmes in management and economics and two in smaller settings with representatives of two to four programmes within the same institutes.

A next step was the task description for the programme development teams, outlining activities, a time frame and a description of expected results. The result was described as a blueprint for internationalisation pathways in the curriculum, including a description of student competences and their assessment. Since the managers found it difficult to estimate the number of hours required to facilitate this phase of the process, the International Office wrote a text for a standard task description which was then adapted by the managers. The teams consisted of two to four academics, that had previously been involved in internationalisation and had a thorough knowledge of the programme. These would fall in the category of champions or advocates (see Childress, 2010) and the composition of the team as discussed between the coach and the manager.

The International Office contributed to the process by supplying the services of a coach, funded by the Board of Directors. The coach also facilitated the kick off sessions. The role and required qualities of a coach have been described by De Wit and Beelen (2012) in their case study of the Amsterdam University of Applied Sciences.

A next step was when the University Board allocated resources to the implementation process on a project basis and through a call for proposals across the university. Programmes were encouraged to submit, with the help of the internationalisation officers, an application for funds to internationalise the curriculum. The applications should indicate how the views at programme level would be related to the institutional policy for internationalisation.

## The HAN University process model

Over the months and in consultation with stakeholders, the following model has emerged which outlines the roles of different stakeholders in the process.

Phase	Developers	Coach	Managers	Int. officers
<b>Phase 1</b>				
Preparation	Attend kick off session	Facilitate kick off sessions		Organising kick off sessions
	Selecting and facilitating the development team and arranging first meeting with coach			
Composing the blueprint	0 assessment of existing activities	Advice on assessment model	Monitoring progress	
Development team of experienced academic staff	Adapting competences or identifying international aspects of existing competences with a view to present and future	Advice on contextualisation, providing relevant examples	Link with advisory board	
	Defining the role of foreign languages	Advice		
	Building international learning pathways	Monitoring links with research pathways and with university policy		Providing information on existing networks and mobility plan
	Designing assessment	Advice on link with stakeholders and sources of expertise in the university	Link with other stakeholders for mainstreaming	
		Presenting preliminary results and exchanging experiences with other teams	Assist in preparation	
	Presenting blueprint including action plan		Guiding action plan through commissions	

Phase 2				
Preparation		Provide feed-back when needed	Selecting and facilitating developers among the wider body of staff	
Implementing the blueprint	Work out elements of the blueprint		Monitoring progress and mainstreaming	Provide support for international activities (e.g. guest lecturers)
Academic staff				

**Table 1:** two phased model at HAN University

As shown in the model, the approach developed at HAN University consists of two phases. Central in this approach is the programme development team. Its composition is decided on by the managers, in consultation with the coach and the international officers. Rather than opening participation in the team up to wider participation from among the academic staff, the choice was made to work with a small team of experienced academics who have a good overview over the programme and existing international activities. These would fall in the category of champions and advocates (see Childress, 2010). The team has the task to develop the blueprint, which would contain competence descriptions, learning pathways etc. This would be reported back to management who would then open the actual development courses up to the wider body of lecturers in phase two, enabling the participation of latent advocates.

The progress meetings are aimed to give development teams the opportunity to discuss and share experiences and ideas with other teams within and without their disciplines.

The essence of phase two is mainstreaming (see HAN, 2009, p. 9), in which the managers take the lead by ensuring that the relationship with other processes and activities is maintained.

## Implementation by programme

When reviewing the progress made in implementing internationalisation of the curriculum it becomes apparent that the process runs quite differently in different programmes. That the tulips are different species and different colours seems logical, considering the nature of the programmes involved. However, the speed with which they grow is also different and in some case the growth comes to a halt. In the overview below these examples have also been included since they throw a light on the

process and raise the relevant question what can and should be done to make the growing process resume. The names of the programmes used here are the official names as they are registered in the CROHO (Central Register of Higher Education Study Programmes).

### *Faculty of Health and Social Studies*

#### **Institute of Social Studies: Social Work and Social Services**

The existing competence descriptions of the programme did not mention international or intercultural aspects. Rather than changing them, which would be a laborious process involving many actors, the programme team chose to leave them intact but to identify international aspects of the existing competence descriptions. They chose to focus on making the international origin of the body of knowledge more explicit, professional ethics and identity in an international context and on international organisations in the field (such as global refugee organisations). This was mapped out as a matrix containing competences, international aspects, suggestions for teaching and learning and assessment.

The zero assessment took the form of an analysis of module descriptions and interviews with academic staff and coordinators for the phases of the programme. The assessment found that a number of the cases that students worked with were biased in the sense that they would contain stereotypes of poor non western immigrants.

The programme team decided to make an inventory of all the compulsory literature and divide this in three categories:

- Dutch medium work by Dutch authors
- Work by international authors, translated into Dutch (providing an international perspective but not developing or maintaining students' foreign language skills)
- Work by international authors in the original language (i.e. English, providing both an international perspective and an opportunity to develop foreign language skills and subject terminology in English)

The aim of mentioning exact numbers of pages for each category was to provide statistical information for the discussion on how much of the compulsory literature should be in English.

In developing the blueprint, the programme team identified a number of modules into which the international dimension could be infused to form a learning pathway. They completed their blueprint by drawing up an action list with suggestions for the number of hours needed for each task. This was presented to the programme management team that facilitated the follow up actions.

**Institute of Social Studies: Cultural and Social Development**

The programme Culturele en Maatschappelijke Vorming [Cultural and Social Development] educates students to develop and organise cultural activities within a social work context. There is no equivalent for the programme abroad and international benchmarking is therefore a challenge. The programme already had a number of international activities and a network of partners, providing opportunities for study or internship abroad. The international coordinator had already conducted a zero assessment of existing international and intercultural activities.

The programme manager wanted to develop a blueprint within a relatively short period of time, also since the programme was preparing for an upcoming accreditation. The international coordinator and an external coach followed the approach of the Social Work and Social Services Programme (see above) by formulating the international and intercultural aspects of competences and articulating learning pathways, incorporating existing activities from the zero assessment.

Since academic staff did not have hours available at short notice, a sounding board group of three staff members was formed that gave feedback during the development of the blueprint. The final version of the blueprint was then presented to the programme manager, along with an action list for its implementation in the following academic year. The programme manager then invited academic staff to engage in tasks from the action list, making both facilities and external expertise available for the process.

**Institute of Sports and Movement Studies**

The three programmes in this institute (a teacher education programme, a management programme and a programme for sports education in a social work and leisure setting) decided to develop an intercultural and international dimension in all three programmes at the same time. After an initial session with a coach, the programmes did not involve further external expertise. Due to the considerably different focus of the programmes as well as to issues with facilities, priorities and the follow up by management, the process came to a halt.

**Institute of Nursing**

The nursing programme team redefined the programme's competences to include intercultural and international aspects, although the national regulations in the field are quite strict. Since health care in the Euregion crosses borders, it was considered necessary to include German concepts of sickness and health. The team then decided that it wanted to approach international and intercultural as diversity, covering the rural area around the city as well as immigrants and Germany. The cases studied were found to be biased in the sense that they focused on non western immigrants of low social status. After the development team stopped working with an external coach, the process of internationalising the curriculum slowed down.

### **Faculty of Education**

The development of the international dimension in teacher education was first of all determined by the strong focus on national qualifications of the programmes and the lack of an international labour market for teachers. In addition, HAN educates teachers for primary education in two locations and delivers 13 different programmes in secondary education, conforming to school subjects. Since the intention was to operate jointly with all these programmes, the planning of meetings was complicated. Also discernable was the difference between hard and soft applied within the teacher education programmes, with hard subjects like Science and Mathematics and softer like Social Sciences.

In the end, the primary education programmes decided to embark on the process themselves by establishing a format for a zero assessment and forming a development team of eight staff members, including the representative of the International Office responsible for primary education, the programme's quality assurance officer and members of the curriculum committee.

### *Faculty of Economics and Management*

#### **Institute of Business and Communication Studies**

The programme in Marketing (Commerciële Economie) conducted a zero assessment and took the initial steps to develop a blueprint. After that the process slowed down, due to an insufficient number of available hours for the development team and a change in priorities.

#### **Institute of Business Management Studies**

The programme in Business Management Studies (Bedrijfskunde MER) is delivered at seventeen UAS in The Netherlands. The programme team conducted a zero assessment and came to the conclusion that more feedback on required international intercultural competences was needed from the world of work. It was considered necessary that this should have a broader scope than could be provided by the programme's Advisory Board. Therefore, a survey was developed for students on internships that asked specific questions on competences that they felt they needed during their internships. Implementing the survey requires getting coaches and internship supervisors on board, which was a management task that was not picked up. Limited availability of staff members due to an insufficient allocation of hours made the process come to a halt. In order to overcome this deadlock, a meeting was arranged with representatives of identical programmes at the Utrecht and Amsterdam Universities of Applied Sciences and with the National Platform for Business Management Studies. Since the platform was about to redefine the professional profile, it was decided to conduct a national survey on internationalisation of the curriculum and integrate the results into the new professional profile. This is expected to create a wider basis for discussion on the character of the programme's intercultural and international dimension.



### **Institute of Financial Services and Law**

This institute within the Faculty of Economics and Management chose a different approach from all the others. To speed the process up and make sure that material would be available for upcoming accreditation, the institute's management hired an external specialist to scan the intercultural and international content of the programmes.

The institute contains five bachelor's programmes: Bedrijfseconomie [Finance and Control], Accountancy, Financial Services Management, Fiscaal Recht en Economie [no English CROHO name available; Tax Law and Economics] and Rechten [Law]. All programmes are delivered in Dutch, although some of them have English names. The programme in Commercial Economics has a Dutch and an English medium variety. This programme will be repositioned within the Arnhem Business School as of the academic year 2012-2013.

All programmes have national platforms to ensure uniformity at each of the Dutch UAS that delivers the programme (e.g. the programme in Law is delivered at 12 UAS). The Accountancy programme is the most tightly regulated in the sense that students cannot choose a 30 EC minor, as students in all other programmes can. It has a special accreditation framework with an almost exclusive focus on the Dutch qualifications.

The approach chosen at this institute took the form of an internal audit, consisting of document analysis and interviews with the institute's management, programme coordinators and the International Office. Document analysis included the strategic policy for internationalisation and the institutional plan (see above), the websites of the national platforms, the policy plan for internationalisation of the Faculty, the course guides of the individual programmes (containing the descriptions of individual modules) and the information about modules available on the university's intranet site. At institute level there was no policy document for internationalisation. Only one of the programmes had formulated its internationalisation activities with a view to an upcoming accreditation. The interviews were semi scripted and focused mainly on student competences in relation to the present and future demands of the labour market.

The national platforms formed the most important frame of reference for the programmes. The international aspects of the competences were virtually limited to knowledge of international rules and regulations. Students acquire this knowledge mainly through Dutch medium literature, since literature in English was virtually absent on the programmes' list of compulsory literature.

Intercultural aspects of skills and attitude were not made explicit. In the Law programme, the only international element was knowledge of European law. Between 30 to 40% of the Law students at HAN University have a non Dutch background, which is very high compared to other programmes at HAN. The professional field is changing in the sense that graduates will increasingly work in SME, in legal offices and in

social organisations. In spite of this shift in professional practice, it was considered that the present communication techniques would be sufficient. As for the ‘imagining’ in Leask’s framework, this was certainly not much developed. Interviewees quoted specialists in saying that legally nothing would change in the next thirty years and that professional practice would not change. This would also imply that any Euregional activity across borders would be slow to develop. The Euregional aspect therefore ranked fairly low on the agendas of the HAN programmes. Interviewees were quick to point out that they were in fact doing more than was required by the national framework, on whose agendas intercultural and international competences rank low.

The influence of incoming student mobility, as a tool for IaH, on the home students in the five programmes was non-existent. This is logical for the Dutch medium programmes, but the Finance and Control programme, delivered in English could take international students. That this has not happened until now is because the exchange students at the Faculty are kept separate from the home students and taught in groups from which the Dutch element is entirely missing. This practice will be addressed in the new policy plan. The influence of international students is therefore limited to that of degree seeking students, among which German and Chinese students are overrepresented.

Lecturers in the Finance and Control programme have been selected because of their experience in the field and not because of their didactic skills. These lecturers also teach in the Dutch medium programme and it was expected that this alone would have the effect of internationalising the Dutch medium programme. It is expected that repositioning both programme and lecturers in the Arnhem Business School, would have a negative effect on the Dutch medium programme, but the interviewees could not demonstrate any positive effect that the internationally oriented lecturers would have had on the programme until now.

The internal audit resulted in a set of recommendations to the institute’s management.

## Assessing the process at HAN University

Out of the 65 bachelor programmes at HAN University, 13 have been involved in the process until now: 2 from Social Sciences (out of a total of 6), 7 from Business and Economics (out of a total of 19), 3 from Sports and Sports Management and 1 from Health Studies (out of a total of 10). A further 15 programmes have made preparations to do so, but it should be noted that 13 of these are programmes in secondary teacher education, each representing a school subject.

As becomes apparent from the overview above, not all programmes have made the same degree of progress. A first question is if this can be explained on the basis of the nature of the disciplines. At a comprehensive UAS like HAN, a variety of reactions to internationalisation of the curriculum will exist, linked to the nature of disciplines. Becher and

Trowler (2001) distinguish four categories in the nature of disciplines: 'pure hard', 'pure soft', 'hard applied' and 'soft applied'. At a UAS, only the latter two apply.

The two programmes in Social Sciences ('soft applied') have made most progress and seem to have the largest support from academic staff. That the programmes in education (also 'soft applied') have not been at the forefront of the implementation process may be explained by the nature of the programmes. They are not research focused but purely applied in the sense that they educate teachers for the Dutch labour market and that there is as yet no international labour market for teachers. In fact teachers would not be licensed to teach abroad. Another complication is the wish that all 13 programmes in secondary education and the programme in primary education would embark on the process together. In addition, the latter is delivered on two locations. In the ensuing process that the distinction between 'soft' and 'hard' will also be relevant within the range of teacher education programmes.

All the other programmes involved in the process would fall in the category 'hard applied'. Although Becher classes Law as 'soft applied', the characteristics of teaching in this programme is linear, based on factual knowledge, with an emphasis on competences and applying theoretical knowledge to professional situations. This would therefore make it a programme in the 'hard applied' category (Lindblom-Ylännea et al., 2006, p. 287).

Although it is too early to draw conclusions, it may be observed that the implementation process in all these programmes has encountered difficulties and has in some cases faltered. It is surely too simple to suggest that the nature of disciplines alone would explain this and there may be other relevant factors at work here (see also Green & Mertova, 2011).

Three factors seem to be instrumental for the progress of the implementation process at HAN University. The first is the motivation and involvement of members of the programme team. This may be connected to personal experiences, such as having studied or worked abroad.

The second is management and facilitation. This factor is connected to how managers drive the process and facilitate it. It should be noted that in some cases the involvement of staff members led to results being achieved even when management did not drive the process and facilities were minimal.

The skills needed to internationalise education is another determining factor. The Global Survey combines this with foreign language skills, but it seems useful here to distinguish the two. The two programmes in Social Sciences worked with an external coach all the way through to the completion of the blueprint, whereas the other programmes did only involve a coach at the start of the process.

An element that is absent in the Leask framework but one that has had quite a significant role at HAN University is the aspect of foreign languages, predominantly English, but also German in relation to the euregional policy. Foreign language proficiency looms large in the conceptualisation or unpacking process and also of the imagination process. This becomes apparent in the question what the role of English medium literature would be. In the Dutch situation, this is twofold. First it serves to keep maintain the level of English that students (mostly B1 in CEFL) have when they enter the university and to extend it with professional terminology. This is not an aim in itself but a tool to enable students to access international sources of knowledge in the original language. The second aspect is that foreign language proficiency enables students to gain knowledge of different perspectives and paradigms. The question is also in which professional situations students would be required to apply English, now and in the future, and how the curriculum should prepare them for those situations.

## Analysis of the development process on the basis of the framework

**The question raised here is to what extent the HAN process model corresponds to the framework and process model developed by Leask.**

### *The Leask framework*

Leask's first parameter for curriculum development refers to the requirements of professional practice and citizenship. HAN University is a UAS, where the programmes are based on professional profiles and on competence descriptions outlining knowledge, skills and attitude. The competence descriptions for the programmes in most cases do not include intercultural and international aspects. When they are present, this is mostly as knowledge items, as the Body of Knowledge (or –in combination with skills- the Body of Knowledge and Skills (BOKS). Gregersen-Hermans (2012) mentions the sequence of steps that should be taken to include intercultural learning into a programme of studies and the definition of competences is identified as a key step in the process.

Advisory boards with representatives from the professional field are compulsory by Dutch law for all programmes at a UAS. These boards are expected to ensure a close connection between the professional field and the programmes that educate students for the field. The advisory boards had only in a few cases been consulted as to which competences would be required. In these cases where this had taken place, the terminology had been inadequately 'unpacked' so that it may be questioned what the value of the feedback from the advisory board actually was. In some cases, questions have been raised as to the composition of the boards and their expertise in the international and intercultural field. An alternative or additional approach may be to systematically

collect feedback from both students and internship organisations on the specific competences needed in professional situations and use the process as a reflection instrument for students as well.

As for citizenship competences, it is hardly surprising that the programmes in Social Studies have been more open to these than the other programmes, although citizenship competences have been rather more implicitly than explicitly present in the programmes, as the 0 assessments showed.

The second parameter, assessment of student learning, was included in the process from the start. In the matrices developed for the two programmes in Social Studies, they were included from the start, allowing for an overview from student's competences, via international aspects to modules across to assessment.

The third parameter, systematic development across the program in all students, was acknowledged from the start by the design of learning pathways. In this sense, the policy at HAN to design a learning pathways for internationalisation (HAN, 2012, p. 6) was in many ways practice already.

When reviewing and analysing the implementation process at HAN University, it becomes clear that “some disciplines are less open to recognising the cultural construction of knowledge” and therefore deal differently with “existing and emerging paradigms” surrounding the core of discipline based knowledge (Leask, 2012, p. 4-5). The five programmes in the Institute Financial Services and Law are examples of less open disciplines. The international element in these programmes is limited to knowledge of international regulations to the extent that they impact on the national.

### *Imagining*

Looking at Leask's cycle of five stages and applying that framework to the experiences at HAN University, the ‘imagine’ phase seems to be crucial since it defines the international dimension. It is in the ‘imagine’-phase that crucial questions will be asked.

The context of the programme is a point of discussion in this phase. In the case of HAN University, this means that the regional dimension is European and that at this point it needs to be determined how the programme is contributing to students acquire skills for Life Long Learning (LLL), which is both European and institutional policy. The LLL principle is too weak to drive the imagination process. At HAN University, there is an extra dimension in the context, which is the Euregional, which can be placed between the local and national dimensions. The Euregional dimension requires considerable power of imagination. For some disciplines, such as Nursing and Social Work, it was acknowledged that the regional cooperation across borders would intensify in the next twenty years and that this process was already in progress. Whereas in

the ‘hard applied’ programmes the border was still seen as absolute and professional practice was accordingly considered nationally static for a considerable period to come. The national platforms do not seem to drive the adaptation of the professional profile forward but seem more to have a ‘safety in numbers effect’ when it comes to evading the necessity of the international dimension.

Leask (2012, p. 5) mentions that most of the programme teams that she worked with have “enlisted the support of an external evaluator in the early stages”. This conforms to the practice at HAN University where an external coach has been instrumental in starting the process and steering the imagination process. Leask also mentions that the role of the facilitator is a critical success factor and this is certainly the experience at HAN University where those programmes that have stopped using external expertise

The aspect of foreign language proficiency all through the process is an extra dimension in a setting where English is not the first language. It is therefore an addition to Leask’s process model. The discussions involve English as a tool and not an aim, the role and extent of the use of English medium literature, professional tasks performed in English and determining levels of proficiency in relation to external standards (such as the Common European Framework of Reference for Languages) are prominent elements of the imagination phase at HAN University, or indeed at any UAS in The Netherlands (see also De Wit, 2011; De Wit & Beelen, 2012). An added point of discussion at HAN University is the role of German as a second foreign language in relation to the Euregion. A concrete aspect is how the presence of German students can benefit the home students at HAN University.

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