EQUiiP Recommendations

We (…) commit to developing policies that encourage and support higher education institutions to fulfil their social responsibility and contribute to a more cohesive and inclusive society through enhancing intercultural understanding, civic engagement and ethical awareness, as well as ensuring equitable access to higher education. Bologna Ministerial Communiqué (Paris, 2018).

Meeting the challenges outlined in the most recent Bologna Communiqué and elsewhere (e.g. the United Nations' Sustainable Development Goals), higher education institutions (HEIs) must be able to prepare students to become graduates who

- ✓ are proficient in their academic disciplines or professions and
- ✓ are able and motivated to act as globally responsible citizens in intercultural contexts and across different cultures;
- ✓ have developed critical and creative mind-sets and are able to design novel solutions to emerging societal challenges.

This does not happen unless HEIs have the appropriate policies, strategies, and institutional measures in place to ensure that lecturers are capable of supporting all students in this inclusive learning process. This further implies that academic staff who fulfil educational developer roles (or elements thereof) must be appropriately prepared to take on this task.

The EQUiiP project has developed resources for such educational developers and other academic staff involved in designing and teaching inclusive international programmes. These resources are available on an online platform free of charge at www.equiip.eu.

Moreover, the EQUiiP project has developed the following recommendations for HEI leadership, educational developers and other academic staff involved in designing, managing, and teaching inclusive international programmes. These recommendations further specify the strategic direction articulated in the Bologna Ministerial Communiqué:

We will promote and support institutional, national and European initiatives for pedagogical training, continuous professional development of higher education teachers and explore ways for better recognition of high quality and innovative teaching in their career." Bologna Ministerial Communiqué (Paris, 2018).

Recommendations for higher education leaders who wish to further internationalise their institutions and to fulfil their social responsibility as expressed in the Bologna Communiqué (2018)

It is recommended that higher education leaders:

1. Recognise internationalisation of higher education as a strategic imperative and a driver for the quality of the education, research, and service mission of the HEI with the purpose of preparing graduates who are proficient in their academic disciplines and/or professions, and who can act as globally responsible citizens in intercultural contexts.

2. Recognise educational development pertaining to *Designing and teaching inclusive international programmes* as a core role in the HEI to ensure the quality and the intended outcomes of international programmes and of teaching and learning in the international classroom.

3. Provide evidence that teaching and learning activities are aligned with the intended internationalised learning outcomes, and that the associated student outcomes are achieved; this may be done in policies and practices for curriculum development, in quality assurance mechanisms, and in student evaluation management systems.

4. Enhance the quality of internationalised programmes by defining international educational developer roles at disciplinary and central levels, and by awarding these roles through academic and professional promotions.

5. Improve the academic credibility and visibility of the international educational developer roles by creating a frontrunner learning community of international educational developers that functions across faculties and departments, contributes to institutional educational research purposes, and shares best practices.

6. Include international educational developer competences as requirements in the international educational developer role profiles, and take these requirements into account in the annual performance appraisals.

7. Provide opportunities for continuous professional development (CPD) for international educational developers and allocate appropriate resources to this CPD, e.g. by workload allocation, funding, and mobility opportunities.

Recommendations for educational developers and other academic staff involved in designing, managing, and teaching inclusive international programmes

It is recommended that educational developers and other academic staff involved in designing, managing and teaching inclusive international programmes:

1. Purposefully and meaningfully reflect on their own practices to
   a. understand the added value of international education for all students and the implications of this both for the design and teaching of international programmes and for the students' learning in these programmes;
   b. understand the issues associated with teaching and learning in a second or third language and how this needs to be accounted for in the design and teaching of international programmes.
2. Participate in CPD to develop their own international educational developer competences and their own level of intercultural competence.
3. Support and utilise staff mobility in order to engage with peers and experience teaching and learning in other cultural contexts.
4. Engage in educational research pertaining to the added value of internationalisation of higher education and develop evidence-based educational practices.
5. Embed internationalisation as well as teaching and learning in the international classroom in the development of quality assurance and student feedback policies and practices.
6. Share knowledge, expertise and good practices with colleagues within their own scientific disciplines or professions, across the HEI and externally;
7. Coach colleagues and peers within and beyond their own HEIs on the development of international programmes and on teaching and learning in the international classroom.

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