



Programme handbook

Capacity building for internationalisation of higher education



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Introduction

The purpose of this handbook

The purposes of this handbook are to:

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



The context: Indian higher education

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

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

These, in turn, will need to:

- build capacity of university staff, including professional services and administrative staff as well as academic faculty
- increase student access to quality education and ensure diversity in the classroom and campuses, through an inclusive approach
- identify and disseminate learning and teach best practices, thereby enhance the global profile of Indian Higher Education Institutions (HEIs)

- engage with international research activities and new types of research partnerships
- identify how new digital technologies can support international higher education eco-systems.¹

The Indian National Education Policy, 2020 has a strong focus on internationalisation and the University Grants Commission (UGC) has appointed international officers in universities and HEIs across India.

Capacity-building approach

The delivery approach incorporated in this handbook follows the delivery model recommended in the Scoping Study which includes a mixture of face-to-face activity, to build rapport amongst a cohort of participants, in addition to online follow-up and support using a virtual learning environment.

Accompanying resources and training materials have been developed. They will facilitate internationalisation development after the in-person element of the programme. The approach advocated in this handbook is also informed by the Scoping Study such that the *time required to participate should neither be too little (which requires a low level of investment, therefore could be perceived as being of low value), nor too large (which could be off-putting to senior staff, in particular those with busy schedules)*.

To ensure engagement with the programme, vice-chancellors are invited to nominate selected staff to participate in the programme and be seen as programme champions.

State-based approach

The scoping study also recommended that pilot phases could specifically target the states of Maharashtra and Karnataka. The potential for establishing an alumni group of champions and future interventions for the Association of Indian Universities (AIU) and the Indian Network for Internationalisation of Higher Education (INIHE) network, was also highlighted. The pilot phase was successfully completed in December 2024 and January 2025 with excellent feedback from participants, recommending the programme's wider delivery.

The programme's aims and objectives

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

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

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

During the programme participants will:

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

Overall programme outcomes

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

Level 1: Personal benefits

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

Level 2: Professional benefits

- The acquisition of a range of approaches, tools, skills and knowledge appropriate for internationalisation development.
- An appreciation of how these approaches and techniques can support one's professional development but also the professional development of colleagues.

- A network of contacts with other internationalisation officers facing similar opportunities and challenges.
- Experience in addressing a specific internationalisation challenge and delivering a successful solution.

Level 3: Institutional benefits

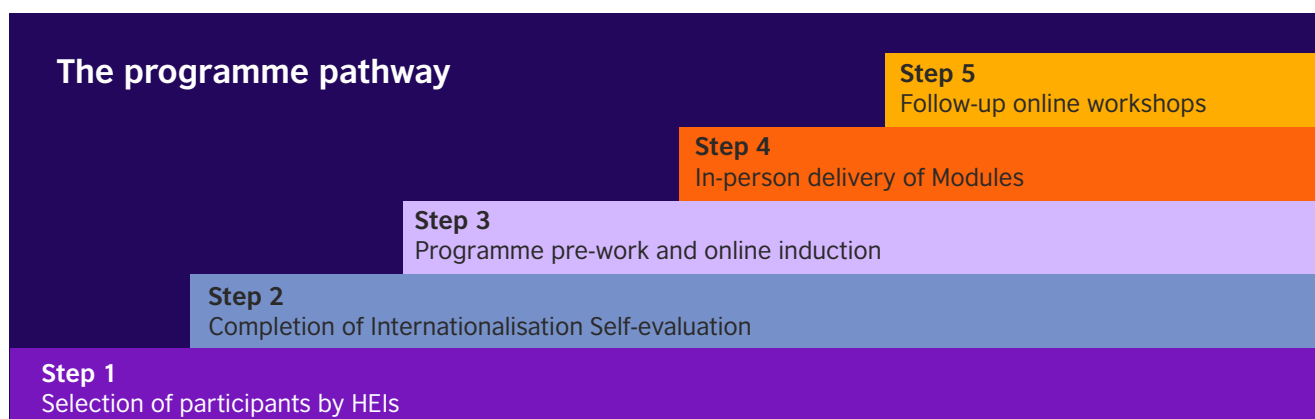
- Participants being able to grow as champions for internationalisation in their institutions and transforming professional practice.
- Developing confident and effective internationalisation officers to cascade their learning to others in their departments and wider institutions.
- Enabling universities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

Programme design and content

This **programme handbook** outlines the schedule and provides links to the online resources and activities that will be featured in this programme. Accompanying resources include:

- an **Internationalisation Roadmap**
- **Transnational Education Success Playbook**
- a **Reflective Action Planning** booklet to enable participants to review their learning and identify deliberate steps to take forward
- the development of an **International Officer Mentoring Scheme and Using Action Learning Sets** – This is a booklet that describes how to establish an international officer mentoring scheme and how the use of action learning sets could support such a scheme.
- an **International Officer Facilitator Toolkit** – This is a booklet that will contain all the development tools used in the programme as well as other tools that participants might find useful later. The toolkit will introduce each of the tools with examples and when and how to use them such as Stakeholder Analysis, Force field Analysis, The Futures Wheel, Fishbone Diagram, Responsibility Chart and so on.

The programme pathway



Step 1 – Selection of the participants

All participating HEIs have been invited to select two delegates to participate in the programme: one with an institutional strategic interest and one with an operational interest. The in-person element of the programme has been developed to support these two vital functions in advancing internationalisation initiatives.

Step 2 – Completion of the internationalisation self-evaluation

To participate in the programme, each selected participant is required to undertake a comprehensive self-evaluation of their institution's current level of internationalisation. This self-evaluation comprises:

- downloading the **International Self-Evaluation Document (ISED)**
- completing the **Internationalisation Self-Evaluation Gap Analysis**.
- Completing the online survey - **Internationalisation Self-Evaluation Summary**- This will be a summary of the findings from the participant's responses in their gap analysis.

Step 3 - Programme pre-work

The most important pre-work for institutions and participants is completing the internationalisation self-evaluation document. There is also a collection of additional booklets that participants should become familiar with, and which they will be able to download during the online induction session. This includes an internationalisation roadmap, and a transnational education success playbook.

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

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

A note on internationalisation

'**Internationalisation**' is now established as an integral element of most universities across the globe. For many years, universities worldwide have welcomed an increasing number of international students, research partners and academic colleagues. Through the programme, effort will be made to share best practices, governance framework and optimal models of internationalisation practiced by the UK universities.

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

This framework has five driving principles:

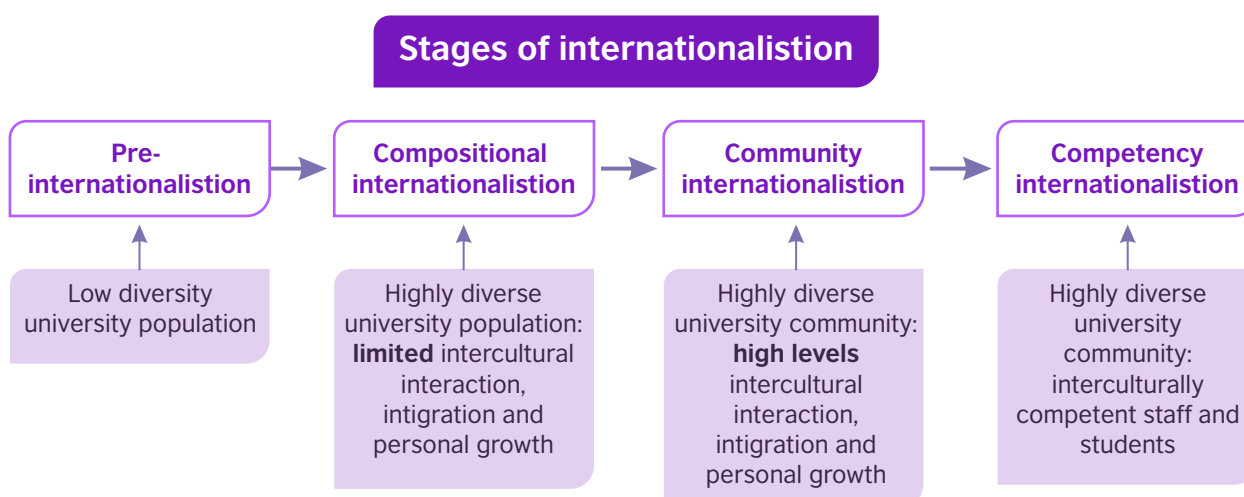
- interconnectivity – connecting with and impacting on global developments and communities
- inclusivity – having regard for the plurality, impact and benefit of cultural, individual and linguistic diversities
- collaboration – using collegial approaches and transcending national and international boundaries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

Its areas of focus comprise:

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

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

Figure 1. Stages of internationalisation



The Warwick approach however, as with the Advance-HE framework, acknowledges structural considerations but also considers staff and student experiences of internationalisation. There is also a consideration of the composition of international students; the composition of international staff; incoming and outgoing student mobility; international student support and international joint projects.

These are only two of the many approaches to 'internationalisation' taken by universities. A vitally important first step for any institution seeking to enhance their internationalisation strategies, policies and practices is to identify their shared understanding of what 'internationalisation' means. At the same time, it is very important to identify what strengths and needs an institution might have in relation to internationalisation.²



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

Participation and engagement

This programme has been designed to optimise one's participation, engagement, and practical collaborative learning. One of the most important resources of the programme is the collective knowledge, enquiry and expertise offered by participants, as Indian HEI representatives, and they will be given the opportunity to network, discuss, debate and compare priorities throughout.

Participants will also be invited to share, where relevant and in confidence, outline documents and action plans in relation to Internationalisation, so that they can compare their approaches and ambitions. They will consistently work at 'Breakout Tables' or 'Breakout Rooms' to discuss challenges and pool their ideas, with the aim of forming and consolidating relationships for future networking and collaboration.

To help define delivery and engagement,

We promise that:

Programme facilitators will provide:

- expert, international knowledge of Internationalisation strategy and operation
- a strong understanding of, and respect for, the Indian context of HE policy and regulation
- case studies and expert presentations of international office development
- exemplars of international office staffing structures and leadership
- up to date scholarship, reports and policy on global higher education and internationalisation.

And expect that:

Participants will provide:

- a commitment to sharing the ambitions, challenges and ideas relevant to Internationalisation at their HEI
- a respect for the diverse contexts and priorities across Indian and international HEIs
- a collegiate openness to discuss, debate and collaborate across all learning themes
- the openness to share – in outline – their developing plans and models for international office and officer development
- an appetite for co-producing and contributing select module resources (e.g., readings and case-studies they are aware of, and collaborative learning outputs)

Pre-work, post-work and action planning

1. **After each day of the programme**, participants will be invited to prepare some work for the following day. For example, sketching out a strategy roadmap, or looking at a range of leadership models in advance of the next day's discussion. Key readings will also be pinpointed for them to consult. Post-session and post-module work will be a 'light touch', but it forms an especially important part of the programme, ensuring that all participants start each session prepared and informed for the learning activities. **Participants must ensure that they reserve 1-2 hours a day for these tasks**, outside of the workshop time.
2. **Throughout the programme**, participants will keep a record of ideas, decisions and planning outputs in their **Action Planning Booklet**. This key document preserves their outputs and intentions for use at their HEIs. It will be particularly important to have this open during the module sessions, so that participants can fill in the activity templates and preserve the thinking and discussion they have participated in. The most important outcome of the programme is that it has a measurable and structured impact on the institutional plans to develop their international office and officers. The action planning booklet will help enable this.
3. **At the close of the programme** participants will be guided in their next steps of institutional action planning and the 'train the trainer' resources that will allow them to apply the programme learning to their institutional context.

Module schedules

Module 1: Strategic Leadership*

Day 1	10.45-11.15	11.15-12.00	12.00 Break	12.15-13.15	13.15 Lunch	14.00-14.45	14.45 Comfort break	14.55-16.00
Pre-work								
1. Complete Self-Evaluation exercise 2. Access key readings 3. Confer in your HEI pair & prepare to introduce yourselves	Topic & Activity							
	Welcome and introductions: Programme & Module objectives Participant Introductions, HEI contexts	Indian HE policy and international context Key strategic challenges and priorities in HE policy and International Education Core Readings chosen to reflect 'Early Stage' participants		Developing, reviewing & refining internationalisation strategies 1. Current State 2. Linking Int. strategy to University mission and other strategies (research, education, civic etc.) 3. Future State		Re-framing the challenges to your global engagement strategy Turning problems into opportunities		influencing and managing in support of the strategy Understanding the thoughts and concerns of the University's leadership Closing remarks & Post-work for Day 2
	Facilitation & Engagement							
	Co-facilitator intro (15 minutes) Intros from HEI participant pairs (15 mins)	Co-facilitator Intro, referring to key readings and themes (15 mins) Breakout Discussion groups (20 mins) Facilitated feedback and whole room discussions (10mins)						Co-facilitator intro on influencing and managing upwards (15 mins) Paired/small group challenge task (25 mins) Whole cohort: Facilitated discussion (10 mins) * Directed tasks for Day 2

Day 2	10.00-10.30	10.30 - 11.45		12.00-13.15		14.00-15.00	15.00 Comfort break	15.10-16.00
Pre-work								
	Topic & Activity							
	Introduction to day 2 Reflections on strategy roadmaps exercise	International Student Markets and Recruitment Key strategic challenges in relation to student recruitment / experience and mobility e.g.: 1. Heightening inward mobility 2. Addressing student expectations 3. Internationalisation at Home (IaH) 4. Designing transitions		Leadership and Staffing Strategies for Internationalisation 1. Current state: Staff diversity and experience 2. Existing and planned leadership roles linked to Internationalisation 3. Future State: staffing recruitment and development needs		Building Strategic Partnerships Explore how you can develop and optimise relationships into more formal and profitable partnerships and agreements		Stakeholder Mapping: Building on your Strengths Mapping institutional national and international stakeholders and strategic contacts 1. Current relationships 2. Potential relationships 3. Key internal stakeholders Closing remarks
	Facilitation & Engagement							
	Co-facilitator intro (10 minutes) Roadmap Reflections Whole cohort, 20mins)					Facilitator Presentation and case-studies (10-15 mins) Whole cohort discussion of relationship and partnership development (with reference to Institutional case-studies) (30 mins)Plenary (15mins)		1. Co-Facilitator introduction (5 mins) 2. Groups create stakeholder maps noting current and potential stakeholders (30 mins) 3. Sharing of common themes / issues (25 mins) * Directed tasks

*Timings on Day 1 of the Strategic Leadership module may alter slightly due to inauguration ceremonies

Module 2: Operational Leadership

09:45	10-10.45	10.45-11:30	11:30-11:45	11:45 – 12:45	12:45 – 13:30	13:30-14:15	14:15 – 14:20	14:20 15:20	15:20 – 16:00
DAY 1									
Reporting time	Introductions: Module objectives (15 minutes) Key Operational Challenges: Common institutional challenges in developing your International office (30 minutes)	The Functions of an International office Reflecting on their work in Module 1, Participants explore the possible functions and workstreams of an International Office	Break	Developing Intercultural Awareness and Expertise 1. Academic Staff 2. Professional Staff 3. I.O. Staff Participants explore I.O. as 'staff development enabler' within HEI, as well as looking at expectations for each cohort, above	Lunch	Guest Speaker & Discussion: 'Developing our International office' Expert presentation on the evolution of an IO: operating model and functions (30 mins) Breakout Group Response (30 mins)	Comfort Break	Deep Dives 1: Participants choose from three I.O functions to explore a core activity: Int. Student Transitions Developing TNE Int. Alumni and Civic networks	Plenary Remarks and setting post-work

08:45	09:00-09:45	09:45-10:45	10:45	11:00-11:45	11:45 – 12:30	12.30 – 13:15	13.15 - 14.00	14:00	14.30-15.30
DAY 2									
Pre-work and reporting	Activity								
	Introductions to Day 2 Reflections on Leadership styles and requirements for Directing International Offices (pre-work)	In Focus: The 'International Officer' leadership role Participants work in Groups of 6 to co-author a 'job description and advert' that would capture an International Officer's remit and required expertise	Break	Deep Dive 2: Participants choose one of three International Office functions, to explore staff, resource and relationship needs: 1. International Research 2. International Staff Mobility & Opps 3. International HEI Networking and Reputation	Business Pitch: 'Building An International Office Fit for the Future' Reflecting on the Strategic and Operational priorities discussed, each HEI participant pair sketch a 'business plan' for I.O. development over 3 years: Opportunities Staffing Requirements Workstreams & Resourcing Strategic Partnerships Risks and KPIs	Lunch	Action Planning & Institutional Impact Discussion of return to HEIs & 'train the trainer' resources Next steps in I.O. action planning	Comfort Break	Plenary & Next steps
	Facilitation / Resource								

Facilitator profiles



Professor Mark O'Hara is a Principal Fellow of the Higher Education Academy and a Senior Consultant (Education) at Advance-HE. He has extensive experience with AHE's International Officers Training Programme in India as well as the International Learning Cohorts programme for the British Council. Mark has also acted as institutional lead for multi-national Erasmus+ projects on equality, diversity and inclusion and on student transitions in Higher Education (HE). He has over 30 years' experience in HE and is both a National Teaching Fellow and a winner of the UK's Collaborative Award for Teaching Excellence (CATE). Mark's previous roles included Associate PVC for Education, Associate Dean for Learning Teaching and Quality Enhancement and Head of Student Experience. Mark is well-versed in governance and academic quality assurance in HE as well as academic staff development and support relating to learning and teaching. His academic interests include student enablement and recognition, teaching enhancement, widening participation, internationalisation/ global engagement and more inclusive educational practices. Mark is currently Vice Chair of the European Association of Institutional Research (EAIR).



Somnath Nandy is a dynamic and results-driven Management Professional with more than 20 years of experience in the international HE sector. He has a proven track record of working with the British Council and spearheading the country operations of three British Universities (viz. Manchester Metropolitan University, Cardiff University, and Durham University) in India.

Currently, he works as an international HE expert, advising foreign institutions and companies on expanding their reach in the subcontinent through student recruitment activities, academic partnerships, and research collaborations. He is a Global Associate of Advance HE and was a co-facilitator of the International Officers Training Programme in Karnataka and Maharashtra.

His expertise lies in the areas of industry-academia collaborations, managing strategic partnerships, International Student Recruitment, and Business Development. He has contributed significantly to the development of sustainable partnerships between Indian and British universities in the region through student and faculty mobility, workshops, bidding for global partnership grants and alumni engagements. He had also successfully collaborated with industry bodies like ACMA and NITRA to organise skill-based workshops for Automobile and Textile industry professionals.

<https://www.linkedin.com/in/somnathnandy5>



Steve Outram is an experienced academic and organisational developer, HE consultant and researcher who has successfully worked with universities, colleges and government organisations across the UK and internationally for over 50 years. Before becoming an academic developer, he taught and researched in the fields of criminology and social policy, including leading a very successful Erasmus network comprising the universities of Staffordshire, Crete, Grenoble II, Antwerp, Bremen, Valencia and the Piraeus Business School.

He has been the Head of Department in two universities before joining the Higher Education Academy in 2004, where he led Change Services. He has supported transformational change in learning and teaching in the USA, Tunisia and Canada, including a very successful internal change programme at York University, Toronto and working with a number of Australian universities to enhance the recognition and reward of teaching and develop students as partners. He has overall, worked with over 300 HEIs in supporting their change initiatives.

His recent research and evaluation activities include:

- a baseline study of provision of e-teaching and learning in HE in Georgia, British Council and Georgia, Ministry of Education, 2021
- design of the research instrument for a pilot survey to support the Inter-American Organization for Higher Education (IOHE-OUI) project to inform the Institute of Management and University Leadership's (IGLU) development of presidents, vice-presidents and managers, through their programmes and seminars. Mexico and Quebec, 2020

His recent leadership development and TNE programmes include:

- UK University of Newcastle, Teaching Excellence Leadership programme
- UK Staffordshire University Research Leadership Development programme,
- UK British Academy, Research Leadership Development programme
- Peru – Designing a Transnational Education Roadmap for HEIs in Peru and UK, geared towards the creation of a joint/double Master's degree programme in inclusive STI management
- TNE Toolkit development, British Council, Philippines
- Leadership Development for Heads of Department, University of Limerick
- Leadership development for Principal Investigators, University of Hull, 2022 and 2023
- Leadership development for Principal Investigators, University College, London 2022 and 2023
- Design of Change Leadership programme for British Council & Ministry of Education, Ukraine, 2023
- Research and Scholarship Strategic Development for Colleges, 2022
- Internationalisation and Academic Partnership, British Council and Ministry of Education, Brunei, 2021
- Online Leadership Development for Taif University, Saudi Arabia, 2021
- Online Leadership Development for Kingdom University, Bahrain, 2021
- Leading Transformation in Learning and Teaching, In-person and Online, University of Nottingham, Ningbo, 2021
- In-person Leadership Development, Bahrain universities, 2020
- Programme Leader Development, University of Suffolk, 2020

He is a Global Associate of Advance HE and was a co-facilitator of the International Officers Training Programme in Karnataka and Maharashtra. He has published numerous articles on leading educational change and is a member of the editorial committee for the SEDA publication, *Educational Developments*.



Daniel Sheratte (International Partnerships Manager at Advance HE) brings a wealth of experience from his 15-year career in HE, specialising in the internationalisation of partnerships and student recruitment.

During his 11 years at Manchester Metropolitan University (MMU) Daniel delivered complex, high-impact projects across global contexts. He led and managed multi-stakeholder initiatives, advancing international student recruitment, strengthening institutional partnerships and enhancing student experience. He oversaw the strategic management of the Business School's international exchange programmes, maintaining and growing a network of 32 global partners and directed the development and delivery of summer schools and short courses.

At Advance HE, Daniel has contributed to capacity-building programmes through his leadership of international projects. His background in developing internationalisation strategies and managing academic programmes for international students has been instrumental in supporting internationalisation work with the British Council in Mexico, Peru and Brunei.

Daniel has played a pivotal role as co-consultant in the initial scoping phase for the India IOCB programme in 2023, overseeing programme design, and coordinating the delivery phase with the British Council India and multiple State Higher Education Councils.

Daniel's approach is rooted in strong stakeholder engagement – his global partnership development skills are instrumental in understanding international clients' objectives and orchestrating expert teams to deliver tailored, high-quality solutions that align with strategic goals.

Prior to his career in HE, Daniel spent 28 years leading businesses across the international hospitality, tourism, and leisure sectors, gaining extensive experience in international, multi-cultural operations and strategic leadership.



Guest Speaker

Prachi Hajela is a distinguished professional with over 17 years of expertise in international education. For the past decade, she has been at the helm of the Manchester Metropolitan University's country office as their Country Head, expertly managing its recruitment, marketing, partnerships, alumni, and corporate relations. Her academic credentials are, holding certifications in Neuroscience Marketing from IIM Ahmedabad and Strategic Marketing from IIM Calcutta with a Bachelor's degree in Business and Marketing

Some significant accomplishments and recognitions that mark Prachi's career; She was a featured speaker at the prestigious G20 Youth Summit, an event organised under the auspices of the Ministry of Youth and External Affairs. Her contributions to international education have been widely acknowledged, notably with her being honoured as one of the '100 Most Influential Women of India' in the International Education category by the Indian Bar Association in 2019. More recently in 2023, she received the esteemed IC3 Movement's International Education Leadership Impact Award, a testament to her influential role and substantial impact in the field of global education.

As a forward-thinking leader and an inspiration in her domain, Prachi continues to pave the way for advancements in international education and cross-border academic collaboration.

