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| RELATED POLICIES | IIE001: Quality Assurance and Enhancement Policy IIE002: Admissions Policy IIE005: Qualification Design and Programme Review Policy IIE006: Work-Integrated Learning Policy IIE007: Research and Postgraduate Studies Policy IIE008: Information Centre Policy IIE009: Assessment Strategy and Policy IIE010: Qualification Completion, Credit Accumulation and Transfer, Articulation, and Recognition of Prior Learning Policy IIE011: Student Records Policy IIE012: Graduation and Certification Policy IIE015: Student Conduct and Discipline Policy IIE016: Student Representation Policy IIE018: Academic and Research Conditions of Service Policy IIE019: Community Engagement and Citizenship Policy IIE022: Teaching and Learning Strategy IIE023: Intellectual Integrity Policy IIE026: Student Support and Professional Development Policy IIE029: Distance Education Policy IIE031: Governance Policy IIE032: Personal Information, Intellectual Integrity and Cyber Security Policy IIE033: Policy on the Integration of Artificial Intelligence (AI) in Teaching and Learning Practices | |
| RELATED PROCEDURES | PDIIIE030: The IIE Internationalisation Minimum Standards and Criteria Procedure | |

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¹ S66: 2024/09/11 Item 8.2.12

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TABLE OF CONTENTS

| | |
|---|----------|
| GLOSSARY AND ROLES | 3 |
| 1 PREAMBLE..... | 6 |
| 2 POLICY PURPOSE | 7 |
| 3 POLICY SCOPE | 7 |
| 4 RESPECT DIVERSITY AND INCLUSION | 8 |
| 5 INTERNATIONALISATION AT THE IIE | 8 |
| 5.1 Student Recruitment, Success and Support..... | 8 |
| 5.2 Teaching and Learning | 9 |
| 5.3 Research Collaborations..... | 9 |
| 5.4 Community Engagement..... | 10 |
| 5.5 Academic and Student Mobility and Exchange Programmes | 10 |
| 5.6 Programme Accreditation and Quality Assurance | 11 |

GLOSSARY AND ROLES

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| Co-badged qualification | “Co-badged qualification” means an accredited qualification that is awarded by a South African HEI where another HEI (or more than one other HEI) contributes a minor part of the curriculum in terms of a collaboration or partnership agreement, where the responsibility for the qualification rests with the awarding HEI but where the awarding HEI recognises the contribution of the partner(s) by reference to them on the certificates it awards to successful candidates. This reference will usually include the badge(s) of the partner(s) on the certificate (DHET; 2019) ² |
| Community Engagement³ | Refers to the initiatives and activities in the area of Learning and Teaching, and Research, undertaken by The Institute’s staff and students in partnership with the community, with the aim of developing knowledge and skills to address social, cultural, environmental, and economic needs. Community Engagement can take the form of community outreach, volunteering, service learning, community-based research, and participatory action research. The goal of community engagement is to promote equitable and sustainable change to create mutually beneficial partnerships that empower community members to transform their own communities. |
| Consecutive qualification | Consecutive qualification means a qualification awarded by an HEI where it grants credit and exemption for up to 50% of the work required for the qualification on the grounds of equivalent work done for a completed qualification conferred by the HEI or by another HEI recognised for the purpose, subject to the provisions of the HEQSF and any applicable law or regulation. |
| Cross-border education | Cross-border education refers to “the movement of people, knowledge, programmes, curricula, etc., across national or regional jurisdictional borders through cooperation projects, academic exchange projects and commercial initiatives” (Knight, 2006). ⁴ |
| Distance Education | Distance education may be considered as both a collection of methods and a mode of provision. As a collection of methods, distance education is concerned with finding ways to communicate and mediate the curriculum without necessarily requiring academics and students to be in the same place at the same time. As a mode of provision, distance education is concerned with the design of programmes that presuppose the |

² Department of Higher Education and Training [DHET] (South Africa) (2020). Policy Framework for Internationalisation of Higher Education. Government Gazette no. 43872.

³ S66: 2024/09/11 Item 8.2.12

⁴ Knight J. 2006. Crossborder education: An analytical framework for program and provider mobility. In J.C. Smart (Ed). Higher Education: Handbook of Theory and Research, vol 21. Dordrecht: Springer.

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| | spatial and/or temporal separation of academics and students for the majority, and possibly the whole, of the learning experience. ⁵ |
| Exchange Visa | An exchange visa is a temporary visa that allows a non-South African to participate in a programme administered or organised by a learning institution in South Africa in conjunction with a learning institution/organ of a foreign state. A confirmatory letter from the Department of Basic Education or the Department of Higher Education and Training is required, confirming that it is responsible for organising or administering the programme, outlining the activities and duration thereof, as well as confirming that it will take full responsibility for the student whilst they are in the country. Furthermore, the foreign state institution or learning institution must confirm in writing the particulars of the applicant and the applicant's enrolment with a learning institution. |
| Globalisation | The process in which HEIs develop and offer academic programmes and research that influence HE and the possibility of operating at an international scale. |
| Higher Education | Higher Education means all learning programmes leading to a qualification that meets the requirements of the HEQSF (DHET; 2020). |
| Intercultural | The planned process is to integrate intercultural and global dimensions into research, learning, and curricula to enhance the quality of education and research. This will include the curricula content, non-curricular activities, learning outcomes, assessment tasks, teaching methods and support services. |
| International | A planned process to integrate or infuse intercultural, international, and global dimensions into all aspects of research, teaching, and learning to enhance the quality of education and research. |
| International student | International student means an individual registered as a student in a public or private higher education institution in a country other than their country of citizenship or residence (permanent residents are South Africans (DHET; 2020). |
| Internationalisation of Higher Education (HE) | An intentional or steered process to incorporate intercultural, international and global dimensions into Higher Education (HE) to advance goals, functions, and delivery of HE and measurements reach processes enhance the quality and diversity of education and research. (DHET, 2017: 8) |
| Regional | In the context of internationalisation, the term regional is the establishment of political, economic, and socio-cultural communities that comprise a group of countries with a particular region, such as SADC. |

⁵ Policy for the Provision of Distance Education in South African Universities in the Context of an Integrated Post-School System (Government Gazette No. 37811, 7 July 2014).

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| SADC | The Southern African Development Community (SADC) is a Regional Economic Community comprising 16 Member States. (SADC, 2021) |
| SAQA | The South African Qualifications Authority (SAQA) is a statutory body regulated by the National Qualifications Framework Act No. 67 of 2008. SAQA is responsible for registering and part qualifications as the relevant Quality Council on the National Qualifications Framework recommended qualifications. Recognised international and other qualifications are evaluated for equivalence to South African qualifications by its Directorate: Foreign Qualifications Evaluation and Advisory Services. |
| Student | Student means any individual registered at an IIE higher education institution. |
| Student mobility⁶ | The movement of students across geographical borders to obtain a qualification, either in part or in full, in a country other than their own. |
| Student Visa | A special endorsement is added to a passport that governments issue to students who are being enrolled at registered educational institutions. The holder of a study visa may conduct part-time work for a period not exceeding 20 hours per week. |
| USAf | Universities South Africa, formerly known as Higher Education South Africa (HESA). |

⁶ S66: 2024/09/11 Item 8.2.12

1 PREAMBLE

- (1) The Independent Institute of Education's (The IIE's) strategic intent is to inspire individuals to be citizens of change in a complex world. The IIE is committed to transformation and excellence in learning and teaching, scholarship, and community engagement. The IIE embraces the internationalisation opportunities presented within Higher Education (HE) both domestically, regionally, and internationally. Internationalisation includes an intentionally steered process to incorporate intercultural, international dimensions into teaching and learning, research and community engagement that will enable graduates to engage and find solutions to local, regional, and global challenges within their communities and industries.
- (2) The IIE's Internationalisation Policy is informed by the South African Department of Higher Education and Training [DHET] (South Africa) (2020). Policy Framework for Internationalisation of Higher Education. Government Gazette no. 43872, which includes the following legislation, regulations, and white papers on the Internationalisation of Higher Education Institutions:
 - a) Constitution of the Republic of South Africa (1996).
 - b) Higher Education Act, 1997 (Act 101 of 1997) (HE Act) as amended.
 - c) National Advisory Council on Innovation Act, 1997 (Act 55 of 1997).
 - d) National Research Foundation Act (Act 23 of 1998).
 - e) Academy of Science of South Africa Act (Act. 67 of 2001).
 - f) Immigration Act (Act 13 of 2002) as amended.
 - g) Intellectual Property Rights from Publicly Financed Research and Development Act, 2008 (Act 51 of 2008).
 - h) National Qualifications Framework Act, 2008 (Act 67 of 2008) (NQF Act).
 - i) Technology Innovation Agency Act (Act 26 of 2008).
 - j) White Paper on Science and Technology. Preparing for the 21st Century (1996).
 - k) Education White Paper 3. A Programme for the Transformation of Higher Education (1997).
 - l) White Paper on International Migration (1999).
 - m) White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-School System (2013).
 - n) Higher Education Qualifications Sub-Framework (2013).
 - o) Immigration Regulations (2014).
 - p) Policy on Credit Accumulation and Transfer within the National Qualifications Framework (CAT) (2014).
 - q) White Paper on International Migration for South Africa (2017).
- (3) This Policy must be read with The PDIIIE030 Minimum Standards Procedure Document.

2 POLICY PURPOSE

- (1) The purpose of The IIE's Internationalisation Policy is to articulate The IIE's position and commitment towards the advancement of internationalisation in Higher Education, i.e., to:
 - a) Foster the diversity of thought and opinion that draws from global best practices and ensures that our education remains relevant.
 - b) Provide international exposure for The IIE through teaching and learning, research, and community engagement projects.
 - c) Enable international benchmarking against The IIE's teaching and learning, research, community engagement, administration, and operational approaches.
 - d) Strengthen The IIE's qualification offering through international accreditation and recognition.
- (2) The IIE's Internationalisation Policy aligns with global best practices to ensure the mobility of students, staff, and providers of higher education. It is an accepted and critical process advancing the core business of The IIE, both within South Africa, the Southern African Development Community (SADC), Africa and the Globe.
- (3) The Policy seeks to include the perspectives and interests of higher education institutions, regulators, statutory bodies, industry professional bodies, and consultative non-statutory structures.

3 POLICY SCOPE

- (1) The IIE Internationalisation Policy (IIE030) provides the principles and guidelines for The IIE's internationalisation efforts and practices, in line with the national framework for internationalisation of Higher Education.
- (2) The scope of The IIE's Internationalisation Policy is to:
 - a) Facilitate The IIE's internationalisation efforts, strategy, and project.
 - b) Reference to the rationale and principles set out in the 2019 DHET policy framework on the internationalisation of Higher Education.
 - c) Enhance measurable quality benefits standards by determining measurable indicators of internationalisation and its benefits for and impact on The IIE.
 - d) Capacitate graduates with industry-relevant competencies that encourage graduates to utilise these skills to enrich and benefit the South African economy. Internationalisation requires a multi-focused approach to the three core mandates of Higher Education, that is, teaching and learning, research, and community engagement, with reflection on The IIE's strategic intent.
 - e) Build and enhance international research collaboration.
 - f) Create awareness and establish an international footprint pertaining to the online distance education programmes available through the IIE's Brands for individuals outside of South African borders and international sites of delivery.

- g) Increase access to online distance education.
- h) Establish strategic agreements and partnerships with higher education institutions for the mutual recognition of qualifications.
- i) Advance student access within regions such as the Southern African Development Community (SADC) and other African regions; and
- j) Increase the inclusion of international, intercultural, and global dimensions in the curricula.

4 RESPECT DIVERSITY AND INCLUSION

- (1) The IIE is committed to ensuring that a culture of respect, diversity, and inclusion characterises its sites of delivery and communities within which it functions. The IIE has a zero-tolerance policy for any form of discrimination against students and staff and expects all employees (full and part-time), students, and service providers to treat everyone with the necessary dignity and respect.

5 INTERNATIONALISATION AT THE IIE

- (1) The IIE's Internationalisation Policy considers the following aspects to foster internationalisation.

5.1 Student Recruitment, Success and Support

- (1) The IIE is committed to increasing the recruitment of students from other countries to study with The IIE.
- (2) Programmes accredited by the CHE/HEQC and approved by the DHET for delivery in South Africa will be considered for cross-border delivery through an online mode of delivery.
- (3) The Distance Education Policy (IIE029) governs students studying through the distance mode of offering at the IIE.
- (4) Adequate and relevant academic student support is provided to all international students.
- (5) Tracking and reporting on student and graduate success, mobility, and employment using institutional trackers.

- (6) Provide adequate academic and administrative support to all students as noted in the:
- a) Work-Integrated Learning Policy (IIE006)
 - b) Research and Postgraduate Studies Policy (IIE007)
 - c) Information Centre Policy (IIE008)
 - d) Assessment Strategy and Policy (IIE009)
 - e) Student Records Policy (IIE011)
 - f) Graduation and Certification Policy (IIE012)
 - g) Student Conduct and Discipline Policy (IIE015)
 - h) Student Representation Policy (IIE016)
 - i) Community Engagement and Citizenship Policy (IIE019)
 - j) Teaching and Learning Strategy (IIE022)
 - k) Intellectual Integrity Policy (IIE023)
 - l) Student Support and Professional Development Policy (IIE026)
 - m) Distance Education Policy (IIE029)
 - n) Processing of Personal Information Intellectual Integrity and Cyber Security Policy (IIE032)
 - o) Policy on the Integration of Artificial Intelligence (AI) in Teaching and Learning Practices (IIE033)

5.2 Teaching and Learning

- (1) Align the quality of teaching and learning practices with international best practice standards.
- (2) Prepare graduates with skills and competencies that will enable them to engage with the international community in a knowledgeable, culturally sensitive and respectful manner.
- (3) Engage with partner institutions in offering academic credits on aligned undergraduate and postgraduate coursework programmes.
- (4) The IIE's Teaching and Learning Strategy (IIE022) informs the philosophical framework and approach towards implementing the Constructivist-based Teaching and Learning Principles

5.3 Research Collaborations

- (1) Promote and participate in the establishment of national, regional and international research collaboration projects that will enable The IIE researchers to contribute to the development of new knowledge within their respective fields of disciplines with scholars from all over the globe.
- (2) The IIE's Independent Journal of Teaching and Learning (IJTL) is accredited by the DHET as an approved academic and scientific journal, with international members serving on the Editorial Board.

- (3) Enhance the citation ratings and international publications of the IJTL to grow its international reputation.
- (4) Increase the number of research outputs from staff publishing with international scholars.
- (5) Identify and source funding for transdisciplinary and cross-faculty research initiatives to strengthen the IIE's position on quality and impactful research outputs.
- (6) Establish a postdoctoral research programme that invites international postdoctoral candidates to visit the IIE and contribute towards the IIE's research and capacity development initiatives.

5.4 Community Engagement

- (1) Establish community engagement projects that enable international students to actively participate and contribute towards the IIE's community engagement projects.
- (2) Students and staff must be inducted and orientated before participating in community engagement projects.⁷

5.5 Academic and Student Mobility and Exchange Programmes

- (1) The IIE seeks to include international academics in its team to promote international networking and collaboration by identifying partnerships with international universities.
- (2) Provide and maintain professional, accessible and responsive student support services for all international students.
- (3) The IIE promotes opportunities that will enable academics to participate in international lecturing or supervision exchange programmes.
- (4) The IIE seeks to establish opportunities for students to participate in international university exchange programmes in which part of their programme can be completed at another university.
- (5) Continuously review and source new initiatives that promote student and academic mobility programmes.
- (6) Students and staff are ambassadors of The IIE when participating in any academic, sports, or cultural activities outside of The IIE. Students and staff are expected to conduct themselves with integrity, professionalism, and respect, upholding The IIE's values and enhancing its reputation in all external engagements.⁸

⁷ S66: 2024/09/11 Item 8.2.12

⁸ S66: 2024/09/11 Item 8.2.12

5.6 Programme Accreditation and Quality Assurance

- (1) The IIE is committed to developing relevant and globally informed curricula that connect to multiple knowledge paradigms. It emphasises research internationalisation and expands researchers' international networks, with a particular focus on the African continent, by reflecting the diversity of our community.
- (2) Develop academic programmes that include an international component for students to actively participate in international studies with international partner institutions.
- (3) The IIE has been internationally accredited by the British Accreditation Council (BAC) since 2017 and uses this accreditation to benchmark programme standards.
- (4) Additional international accreditation/provider endorsements will be pursued when it is deemed relevant by the IIE to do so.