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F R I E N D S

ERASMUS+ PROGRAMME, KEY ACTION 2 CAPACITY BUILDING IN HIGHER EDUCATION

Furthering International Relations Capacities and Intercultural Engagement to Nurture Campus Diversity and to Support Internationalisation at Home (FRIENDS)

INTERNATIONALISATION AT HOME INSTITUTIONAL INFORGRAPHIC REPORT

Royal Thimphu College

994

total number of full-time students
registered in academic year
2017/2018



www.rtc.bt

Up to 5%

of total enrollment was comprised
of international students in
academic year 2017/2018



Up to 5%

international students at the institution
spent between 3 and 12 months as part of
their home study programme during the
academic year 2017/2018



Internationalisation as Institutional Policy



The internationalisation and internationalisation at home (IaH) are not mentioned in Royal Thimphu College's mission/ strategic plan. The IaH is seen as very important in the university and there are English versions of all informative means (key institutional regulations, curricula, training materials) published on the institution's website



Top 3 main sources of funds for the implementation of the international activities

- 1 Funds generated from international student fees
- 2 Funds from other institutional international activities
- 3 General institutional budget



Top 3 most significant potential benefits of IaH

- 1 Enhanced international cooperation and capacity building
- 2 Enhanced internationalisation of the curriculum/internationalisation at home
- 3 Opportunity to benchmark/compare institutional performance within the context of international good practice

Institutionalisation Policy and Activities



Top 5 internalisation activities undertaken at the institution

1

Bi- or multilateral international student exchanges

2

International development and capacity building projects

3

Outgoing mobility opportunities / learning experiences for students (study abroad, international internships etc.)

4

Outgoing mobility opportunities for faculty/staff

5

Recruiting fee paying international undergraduate students

The institution **encourages** and **provides** actual support for engagement with local communities through the organization and facilitation of events and initiatives aimed at raising intercultural awareness and involving the local community.

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Internationalisation of the Curriculum



Top 5 possible ways to internationalise the curriculum

1

Involvement of our international faculty members in curriculum development

2

Programmes /courses with an international theme (e.g. International Relations, Development Studies, Global Health, etc.)

3

Integrating the experience/expertise of international students to enrich the learning experience

4

Professional development for faculty to enhance their ability to integrate international/intercultural dimensions into teaching

5

Activities that develop international perspectives of students (e.g. virtual mobility and global classrooms, international projects and internships at home, internationally focused research etc.)

The main responsibility for internationalisation of the curriculum lies at the **faculty/institute level**. On the other hand, the main responsibility for the extra-curricular activities for the IaH lies at the **international office** of the institution.



Top 5 extra curricular activities that are undertaken as part of internationalisation in institution

1

Housing that deliberately mixes international and home students

2

Buddy or mentor schemes to link international students with home student

3

Events that provide inter-cultural/international experiences on campus or in the local community

4

Allocating special resources (money/space/staff) for intercultural activities

5

Sharing of experiences by local staff and students coming back from international activities

Students training programmes on cultural diversity, intercultural awareness and interculturality offered by the institution

1

Orientation to college learning module for all students

2

Module on 'International Marketing' in the business programmes

3

Module on 'Cultural Diversity in Communication' in the mass communication programme

The institution has defined the following set of institution-wide learning outcomes such as fostering students' individual development to prepare them for successful careers in a rapidly changing world, to strengthen their capacity to be active and responsible members of their professions and communities and to create an institutional culture that helps individuals develop their distinctive capabilities while fostering commitment to the College and its mission.

Human Resources and Staff Development



21 - 50%

of full-time academic staff members
are international

The institution offers training on interculturality for teachers, researchers, and administrative staff, such as Erasmus+ Mobilities and Short term exchanges to the US and Japan.

50 - 70%

of academic and non-academic staff
members at the institution can speak
at least one foreign language



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The current infographic report represents a summary of the data collected by Royal Thimphu College through the means of a self-assessment tool. The Internationalisation at Home Self-Evaluation Tool in FRIENDS was designed as part of the consortium's efforts to outline the 12 Partner Country HEIs' internationalisation landscapes and to identify levels of integration of international and intercultural dimensions into their formal and informal curriculum. The questionnaire was prepared based on the IAU 5th Global Survey on Internationalisation of Higher Education and represents an adapted and shortened version of the global survey focusing predominantly on the issue of internationalisation at home.

For more information on the current infographic report, please contact Ms. Tshering Choden & Ms. Leki Dem Tamang at tsheringc@rtc.bt lekidtamang@rtc.bt or the FRIENDS project management team at friends@vumk.eu.

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