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# Higher Education Terminology (mostly from British Council, 2015)

	UK Terminology	In my language?
<b>Academic</b>	As well as its general meaning ('relating to education') the term also describes subjects which focus on theory, such as pure science and humanities, in contrast to more career-focused (vocational) courses. It also means a member of teaching / research staff working in a university. " I am an academic"	
<b>Academic year</b>	Usually runs from 1 <sup>st</sup> September to 31 <sup>st</sup> August	
<b>Accredited</b>	Describes institutions or courses that have been approved by an official body	
<b>Assessment</b>	The way in which students' knowledge is tested, e.g. via an exam, essay, practical test or viva. Assessment can be <b>formative</b> (does not count towards the final grade) or <b>summative</b> (usually at the end of a course)	
<b>Bachelor's degree</b>	A three- or four-year undergraduate course, where graduates may obtain a BA (Bachelor of Arts), BSc (Bachelor of Science) or BEng (Bachelor of Engineering)	
<b>Campus</b>	The land owned by a university or college on which all or most of its facilities are located	
<b>Curriculum</b>	The programme of study, e.g. " the physics curriculum"	
<b>Discipline</b>	A subject or group of subjects studied at university level e.g " my discipline area is the physical sciences"	
<b>Dissertation</b>	A long essay or report produced from your own research. It is often required at the end of a higher education course. Sometimes referred to as a "thesis" ,in USA for example.	
<b>e-learning</b>	Study using computers or the internet as the main method of delivery	
<b>Evaluation</b>	The way in which your programmes are assessed by your students, either formally (at the end of a unit) or in class	
<b>Graduate attributes</b>	The attributes that we would like our graduates to have achieved after they have been on one of our taught programmes ( e.g. international awareness; global knowledge of the subject area)	
<b>Higher education (HE)</b>	All education at university level, including both undergraduate and postgraduate qualifications	
<b>Humanities</b>	The group of subjects concerned with human thought and culture, such as philosophy, literature, archaeology, languages and art.	
<b>IELTS</b>	(International English Language Testing System) A test of English as a foreign language often requested by UK institutions.	

<b>Institution</b>	A general term used to describe an education provider, such as a university or college	
<b>Joint degree or joint honours</b>	A degree programme covering more than one subject, such as a bachelor's degree in English and History, or Philosophy and Politics. You can often choose how much time you would like to spend on each subject.	
<b>Lecture</b>	A formal university lesson, usually with a presentation	
<b>Master's degree</b>	A higher education degree undertaken after the completion of a bachelor's degree. Some courses lead directly to a master's degree ( e.g. M.Eng; M.Plan)	
<b>Postgraduate</b>	Courses of study taken after completing an undergraduate degree.	
<b>Programme</b>	A programme of study that typically lasts 3-4 years (undergraduate) or 1-2 years ( masters) or 3-7 years ( doctoral study)	
<b>Research degree</b>	At postgraduate level, a research degree is a programme of original study, where you gather and analyse information to draw your own conclusions (e.g. MRes)	
<b>Sandwich course</b>	A programme of study that is split by work experience. A <b>sandwich year</b> (during which you work in a professional environment) usually follows two years of academic study, and is followed by another.	
<b>Semester</b>	There are usually two semesters in an academic year, September to January, and February to June. A semester may run over two terms (see below, "term")	
<b>Seminar</b>	A class at university or college in which a small group of students is encouraged to engage in a discussion or debate, often after a lecture on the same subject.	
<b>Senate</b>	The most senior committee at a university. Some universities have a "Senate House" where senior staff are based.	
<b>Social media</b>	Media for fast and effective social communication, such as Twitter, FaceBook etc	
<b>STEM subjects</b>	<b>S</b> cience, <b>t</b> echnology, <b>e</b> ngineering and <b>m</b> athematics	
<b>Students' Union</b>	An independent body that represents and campaigns for student welfare within your university, and organises a variety of clubs and societies	
<b>Taught programme</b>	The element of study that is formally taught by staff, as opposed to students' own research activities	
<b>Term</b>	A full academic year in most European countries is usually divided into three terms – autumn term, spring term and summer term	
<b>Thesis</b>	A long dissertation, produced at doctoral level. Typically 75,000-100,000 words. Sometimes	

	referred to as a “dissertation” ,in USA for example.	
<b>Undergraduate</b>	Describes courses taken by students in the process of studying for their first degree, at higher education level. Students at this level are also described as undergraduates	
<b>Units</b>	Short periods of study on a specific subject, which combine form a complete course. May also be called “modules” or “short courses”. A unit is usually 10,15, 20 or 30 credits.	
<b>University College</b>	An institution that offers courses at higher education level, which may or may not award its own degrees	
<b>Virtual learning environment (VLE)</b>	A web based learning environment where resources, readings and activities can be shared with students, such as WEBCt or Moodle or BlackBoard	
<b>Vocational</b>	A general term used to describe any practical, work-related training or course, such as engineering or nursing	
<b>Webinar</b>	A virtual seminar, often run on a university’s virtual learning environment	
<b>Work placement</b>	A formal period of work experience. Work placements are generally organised by your university, as a structured part of the course. This work may be paid	
<b>Additional words and phrases?</b>		
<p>The ECTS User Guide (2015) also has a useful glossary of key terms.</p>		

# 1. Introduction to Work Package 3

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The PICASA Project<sup>1</sup> is enabling us to undertake comprehensive programme revisions across a range of subject areas, and with colleagues from more than twenty universities. We recognise that we have a responsibility to ensure that our programmes need to equip all our graduates to function effectively in the modern world, and to prepare them for the complexities and challenges of life in the twenty first century. This needs to be available to all our graduates, whether they have a chance to travel to a university in another country, or whether they choose to stay in their own country for the duration of their degree programme (Hindrix & Vansteenhuyse, 2015; Middlemas & Peat, 2015).

We will be basing our work on programme revisions around Knight's widely accepted definition of the internationalization of higher education as the process of integrating an international / intercultural dimension into the teaching, research and service functions of the institution (Knight, 2008).

Internationalising your curriculum and your programme structures will not happen overnight, it will be a lengthy and time consuming process. Yet programme design and revision are creative activities, and will result in innovative and beneficial ideas for the way that programmes are delivered in your institution. This booklet will introduce you to some of the key ideas involved in programme design and revision, and enable you to undertake a full revision of a programme at your own institution. Through this process, the curriculum content, the programme structure and individual components of the programme will be reviewed, including typical assessment methods and the means by which students are engaged with your curriculum ( QAA, 2013, p. 5).

Why do we need to “internationalize” our curricula? Why is “internationalization” so important for universities? Queen's University in Belfast, Ireland, describe why this is important at their institution:

Students who learn in an environment where diverse perspectives are fostered and appreciated become better critical thinkers, better communicators, better problem-solvers and better team players. Preparing students to view change as positive and to manage it effectively in a global context should therefore be a central aim of an internationalised curriculum. Students should be encouraged to develop the skills of enquiry and analysis, rather than learn a set of facts about globalisation; to think reflectively and critically to determine how knowledge is globally linked, regardless of how local its uses may be. The curriculum should be inclusive and culturally responsive. It should help students to understand the global context of their studies and to operate effectively in international professional environments. (QUB, 2015)

In addition to this, a graduate with an international awareness of his / her chosen profession is arguably much more employable than a graduate who does not have this awareness. Young people who have an awareness of cultural differences and can demonstrate an ability to build relationships with a diverse range of customers / patients / colleagues are seen to have a significant advantage in the job market. (CILT / The National Centre for Languages, 2013)

We will be referring to **Workpackage 3** (WP3) throughout this process. Workpackage 3 consists of 6 elements

3.1.1 Identification of 2 academic programmes per HEI to revise in line with internationalization principles (Identified in 2014)

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<sup>1</sup> PICASA – *Promotion of Internationalization in Eastern Neighbourhood Countries through Cultural and Structural Change*

- 3.1.2 Revision of the identified academic programmes (2015-2016)
- 3.1.3 Workshop for revision of academic programmes (Yerevan, November 2015)
- 3.2.1 Embedding internationalization approaches into scholarly collaboration and research (ongoing)
- 3.3.1 Internal evaluation of the internationalization approaches against MINT (summer / autumn 2016)
- 3.4.1 In-house workshops for disseminating internationalization strategies ( 2016, dates to be confirmed)

This document will provide you and your programme teams with some ideas and resources that will enable you to undertake a comprehensive revision of your two chosen programmes. The team from the University of Roehampton will support you as you work through this process, and offer you advice and encouragement on your journey.

Resources will be available on the PICASA DropBox and also on Roehampton's own PICASA website at:

<http://www.roehampton.ac.uk/Services/Learning-and-Teaching/Research/PICASA/>

In particular, we will be looking at these aspects of programme design

- Existing structure of the programme (hours taught / length of units )
- Session / lecture design (typical length, typical format, opportunities for change)
- Opportunities for "internationalization at home" (Wachter, 2003)
- Current and future staff (academic, technical, library staff, IT and e-learning staff)
- Existing curriculum (content / subjects taught / dominant viewpoints)
- Links with external validation bodies, if any (e.g. for medicine / nursing / teacher education)
- Student participation (representation on your PICASA team)
- Programme evaluation systems (end of unit questionnaires. current systems, possible future systems)
- Programme learning outcomes and "international graduate attributes"
- Maximising the use of the internet and technology ( virtual internationalization)

## DISCUSSION

Which elements of your programme are you wishing to focus on?

Have you discussed the revisions with the whole programme team yet?

What new ideas are you planning to introduce in 2016-17?

What plans do you have for making your programme more internationally focused?

## 2. Quality Assurance and the process of programme revision

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We will be referring to national and EU frameworks of quality assurance as you undertake a full programme revision. Our discussions will start with the UK and the EU frameworks:

**QAA** (the UK's Quality Assurance Agency **UK**,

What are the key values of the QAA's Quality Code? (based on **EU recommendations**)

- Every student is treated fairly and with dignity, courtesy and respect.
- Every student has the opportunity to contribute to the shaping of their learning experience.
- Every student is properly and actively informed at appropriate times of matters relevant to their programmes of study.
- All policies and processes relating to study and programmes are clearly explained and transparent.
- Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider.
- All policies and processes are regularly and effectively monitored, reviewed and improved.
- Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities.
- All staff are supported, enabling them in turn to support students' learning experiences.

The QAA, , has seven indicators of good practice:

**Indicator 1:** Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme design, development and approval, to ensure processes are applied systematically and operated consistently.

**Indicator 2:** Higher education providers make clear the criteria against which programme proposals are assessed in the programme approval process.

**Indicator 3:** Higher education providers define processes, roles and responsibilities for programme design, development and approval and communicate them to those involved.

**Indicator 4:** Higher education providers evaluate their processes for programme design, development and approval and take action to improve them where necessary.

**Indicator 5:** Higher education providers make use of reference points and expertise from outside the programme in programme design and in their processes for programme development and approval.

**Indicator 6:** Higher education providers involve students in programme design and in processes for programme development and approval.

**Indicator 7:** Higher education providers enable staff and other participants to contribute effectively to programme design, development and approval by putting in place appropriate arrangements for their support and development.



The UK code is fully in line with European reference points, to ensure that the academic standards set for a programme are appropriate. Relevant reference points include the national frameworks for higher education qualifications and credit, other guidance on qualifications, Subject Benchmark Statements<sup>2</sup> and the requirements of professional, statutory and regulatory bodies.

The **ENQA Quality Code** covers higher education in all EU countries, and gives each country a starting point for its own guidelines. ENQA expects that institutions will ensure that the design and monitoring of programmes of study will review these issues:

- the development and publication of explicit intended **learning outcomes**
- careful attention to **curriculum and programme design** and content
- specific needs of **different modes of delivery** (e.g. full time, part-time, distance learning, e-learning) and types of higher education (e.g. academic, vocational, professional)
- availability of appropriate **learning resources**
- formal programme **approval procedures** by a body other than that teaching the programme
- monitoring of the progress and **achievements of students**
- regular **periodic reviews** of programmes (including **external panel members**)
- **regular feedback** from employers, labour market representatives and other relevant organisations
- **participation of students** in quality assurance activities

DISCUSSION:

What does your country's national agency (or your own university) say about the quality assurance of taught programmes?

Are you aware of any quality assurance indicators in your institution / your country that might also help you to reflect on the programme revision process?

Is there any specific advice available to you on the process of programme revision?

How can you make use of this advice as you revise your programme and work towards making it more internationally focused?

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<sup>2</sup> The QAA's subject benchmark statements give a general overview of the curriculum for each subject area.

### 3. Internationalising your programmes

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What do we mean by an internationalized curriculum? There are many understandings of this, but you may like to consider if any of these descriptions will be useful for your own programme revisions:

- Curricula with international or global content in some or all of the units
- Curricula leading to joint or double degrees in collaboration with international institutions
- Curricula that add a comparative international dimension to traditional content
- Curricula with components offered by local teaching staff at partner institutions (including exchange and study abroad programmes)
- Curricula leading to internationally recognized professional qualifications ( e.g. language skills; IT proficiency)
- Interdisciplinary regional studies programmes covering more than one country ( e.g. Erasmus)
- Curricula which explicitly address cross-cultural communication issues / training in intercultural skills

*(Suggestions from York St John University, 2007)*

We would like you to consider your curriculum from various viewpoints:

- The **whole institution** (new policies and strategies for internationalization?)
- **Committee members** (to revalidate your revised programme? To disseminate your ideas?)
- The **academic staff** (skills needed, support required?)
- **Technical / support / research staff** (will additional software support be required for new initiatives?)
- Your **students** (what are they hoping to gain from studying their discipline from a more internationalized point of view?) and your **PhD students**
- The **external stakeholders** (who will you need to work with to ensure that your suggested revisions are acceptable?)
- Your PICASA colleagues ( to share ideas and to keep us updated on your progress)

**DISCUSSION:** Have you made contact already with the above groups? Who will your main contacts be for the revision process?

- The whole institution
- Committee members
- The academic staff / technical and support staff
- The students and PhD students
- The external stakeholders
- Your PICASA colleagues

## 4. International graduate attributes (IGAs)

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We believe that all universities should be able to demonstrate that their students will have the opportunity to develop an awareness and understanding of international and global issues. We will be referring to “international graduate attributes” (IGAs) during the WP3 programme revision process (Killick & Dean, 2013).

We will be doing this through discussion on your **curriculum content**, your programme’s **learning outcomes (or aims)** and through reviewing your approaches to the **teaching and learning** of international issues. We will be encouraging you to incorporate international / global and intercultural perspectives wherever possible, to introduce your students to a wide range of different perspectives and understandings of your discipline. In particular, we will be encouraging you to scrutinise the current perspectives of the dominant cultures and “ways of knowing” in your own institution.

### Examples of graduate attributes

In the UK, some universities are thinking about **graduate attributes**, and embedding this information into all their curriculum documentation and programme specifications. Here are some examples.

Keele University<sup>3</sup> in England is working towards every one of their graduates having:

1. *An appreciation of the **social, environmental and global implications** of his/her studies and other activities, including recognition of any ethical implications*
2. ***An open and questioning approach to ideas**, demonstrating curiosity, independence of thought and the ability to appreciate a range of international perspectives*
3. *The ability to **creatively to solve problems with diverse groups**, using a range of different approaches and techniques*
4. *The ability to **communicate clearly and effectively** in written or verbal forms for different purposes, in a foreign language*
5. *The **flexibility to thrive** in rapidly changing and uncertain external environments and to update his/her skills and knowledge as circumstances require*

Or, you might like to consider these ideas from Glyndwr University<sup>4</sup> in Wales. They would like their graduates to have:

1. ***An international and future-oriented perspective** with an insight into, and concern for, the global and sustainability implications of their subject area and their personal actions, and an ability to adapt to different international and cultural contexts*
2. ***A well-structured and detailed knowledge** of their subject, and associated skills and attitudes, informed by an **understanding of how knowledge in their subject is developed** and its current limits*
3. ***A professional** with professional attitudes and behaviours in working environments*

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<sup>3</sup> Keele’s original text has been revised for this booklet

<sup>4</sup> Glyndwr’s has also been slightly revised

4. **An independent thinker** with the self-confidence in their personal abilities, based on self-knowledge, to be able to develop, hold and communicate an independent view
5. **A lifelong learner** with the curiosity and ability to develop intellectually and as a whole person in any employment, academic or social context, and to respond positively to innovation and change

Leask (2007) identifies the attributes one might expect of graduates who “demonstrate international perspectives as professionals and citizens”. They will, she suggests:

- Display an ability to **think globally** and consider issues from a variety of perspectives
- Demonstrate an awareness of their own culture and its perspectives and **other cultures** and their perspectives
- Appreciate the relation between their field of study locally and **professional traditions** elsewhere
- Recognise **intercultural issues** relevant to their own professional practice
- Appreciate the importance of **multicultural diversity** to professional practice and citizenship
- Appreciate the complex and interacting factors that contribute to **notions of culture** and cultural relationships
- Value the **diversity** of languages and cultures
- Appreciate and demonstrate the capacity to apply **international standards** and practices within the discipline or professional area ( e.g. for engineering students or nurses)
- Demonstrate **awareness of the implications** of local decisions and actions for international communities and of international decisions and actions for local communities.

## DISCUSSION

Does your programme have any learning outcomes relating to internationalization that could also be shared with your whole university?

Would the idea of “international graduate attributes” work at your university? If so, who could be involved in writing them?

Could your university have some whole-institution “international graduate attributes” that could be readily incorporated into the design and validation of new programmes?

How could your senior committees incorporate some of these ideas into the programme validation process?

## 5. Equality, inclusivity and accessibility

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The UK's Quality Code "promotes an **inclusive approach** by embedding consideration of **equality and diversity** matters throughout. Promoting equality involves treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the **varied requirements of learners**, for example, because of a declared disability, specific cultural background, location or age, and aims to ensure that all students have **equal access** to educational opportunities. Higher education providers, staff and students all have a role in and responsibility for **promoting equality**". All universities in the UK have to have an "Equality and Diversity Statement" that is publically available to staff, students and external bodies.

**DISCUSSION:** What does your university say about equal opportunities for all the students?

Do disabled / economically disadvantaged / mature students have the chance to study abroad?

Does anything need to change? Whose responsibility is this?

## 6. Internationalising the curriculum

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The following suggestions may be helpful as you start to revise your chosen programme (Leask, in Carroll & Ryan, 2005). You could use them as a checklist if you wish, or as a series of suggested ways in which internationalization of the curriculum can be considered and delivered. The precise ways in which programmes address these matters is for you, your colleagues and your students to determine as you work towards a revalidation.

### Outcomes

QUESTION: "What international perspectives (knowledge, skills and attributes) should graduates in this course, at this level, in this professional area develop?"

Outcomes might typically include references to knowledge of the international dimension of the subject, skills specifically preparing graduates to work in a globalised environment, attitudes which recognise and value cultural differences.

### Content

QUESTION: "What international content and/or contact will students need in order to develop these international perspectives?"

At the programme level, it is important that the content addresses the three elements of international experience, language skills and intercultural understanding:

## International Experience

Students could be given the opportunity to work across different cultures through:

- the opportunity to study the subject in a foreign country to give credits towards their degree, through a one-semester or one-year exchange or a short course integrated into the degree
- the opportunity for international experience, eg. work placement/internship abroad, volunteering, short study visits
- working with or alongside overseas students, at your university or through connecting with students in a foreign country
- integrating the programme with an overseas university through a joint or double degree
- participating in “virtual internationalization” activities using social media or your university’s VLE

## Language skills

Students should be encouraged to gain foreign language skills, for example through:

- inclusion of foreign language modules as an integral element in the programme, with credits counting towards the final degree. Where students have a choice of modules in the programme, you can provide a foreign language as one of these choices
- supporting the development of a discipline-specific dual language glossary (see our example on p.2)
- offer foreign languages as credit bearing additional modules, which will appear on their final degree certificate (see Bacilieri, 2014)

## Intercultural understanding

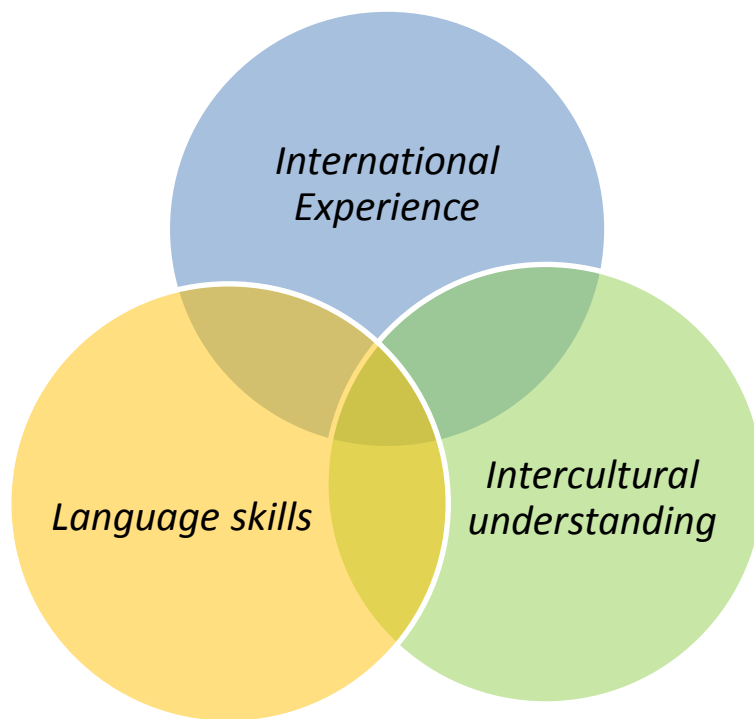
Through the content of different modules, the programme can make students aware of cultural differences, foster diverse perspectives and help them understand the global context of their studies. Examples of what might be included are:

- case studies and examples from different countries and cultures
- real or simulated instances of cross-cultural negotiation and communication
- specific reference to intercultural issues in professional practice
- comparative contemporary international and local content
- accounts of the historical and/or cultural background to current international practices
- investigation of professional practices and traditions in other cultures

- exploration of how knowledge may be construed differently from culture to culture in the discipline area.

*(from Leask, 2005: 124)*

Have a look at the diagram below. How balanced is your programme? Is anything missing? Is each circle equally important, or is one more important than the other two?



Internationalising the curriculum ( after Leask, 2005)

How can I enhance internationalization at my university by :

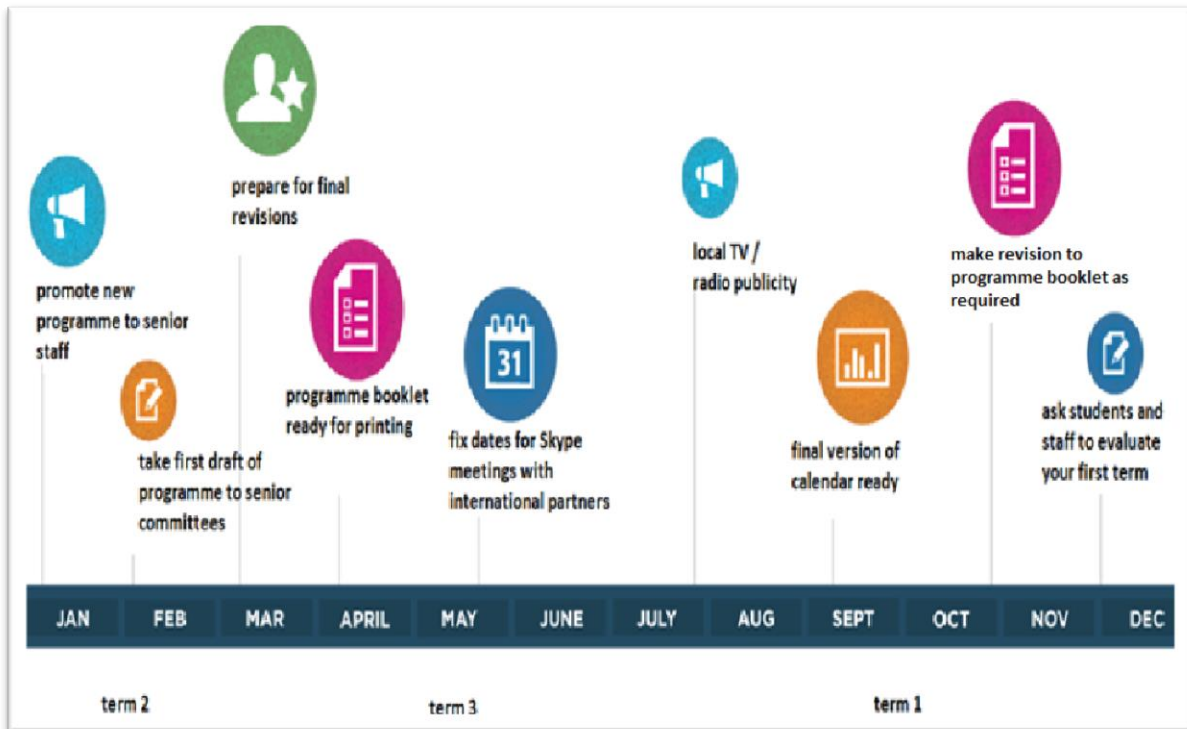
Developing staff and students' **language skills**?

Offering more opportunities for **intercultural understanding**

Making sure that all students have an **international experience**, even when they do not travel to a foreign country.

## 7. Revising your programme

Every taught programme is made up of certain elements, and we will be reviewing each element individually as we work on Work Package 3. We will be looking at the structure of the whole programme over 3-4 years as well as lessons, lectures and seminars. We will be using a practical, visual approach to help you do this. This diagram gives you an idea:



You will need to consider the following questions with your teaching team during the revision process. We would also like you to involve your students and support staff ( e.g. your librarian or e-learning technician) in this process.

### Learning environment

QUESTION “What learning activities and tasks will assist learners to develop international perspectives and prepare for the assessment?”

Typical activities might include:

- integrating the experience of students when abroad into the curriculum of all students on the programme (the multiplier effect), either during their stay ( via Skype, for example) or when they return.
- linking student groups at your university with those in other countries (how can you do this?)
- encouraging students to explore and analyse the cultural assumptions of their subject area
- working in groups with fellow students from diverse backgrounds and cultures on tasks which specifically need this diverse input ( perhaps via Skype, FaceBook or your Virtual Learning Environment?)



What changes will you need to make to your learning environment?

How will you involve your students in thinking about your learning environment?

## Assessment

*QUESTION: "What assessment task(s) could students complete to demonstrate achievement of these international perspectives?"*

Leask (p. 125) suggests that, "students could undertake reflective writing tasks focusing on international or intercultural matters or explicitly outlining any cultural aspects of thinking processes used in the discipline". Other assessment formats, written or oral would also be appropriate to assess students' ability to

- analyse the cultural construction of knowledge and cross-cultural practices
- compare and contrast approaches to \_\_\_\_\_ (choose a topic) in different nations and their implications for professional practice in the discipline
- examine ways in which particular cultural interpretations of social, scientific or technological applications of knowledge may include or exclude, advantage or disadvantage people from different cultural groups
- analyse issues, methodologies and possible solutions associated with current areas of debate within the discipline from a range of cultural perspectives
- explore cultural and regional differences in values and assumptions affecting the discipline and how these might impact on the actions of individuals
- explore comparative professional practices and their relationship to cultural values (Leask, 2005)

In addition, assessment practices can encourage internationalization through group and individual projects which specifically address the international dimension of the subject, requiring students to reflect on their own culture and to engage with that of others. For example, nursing students in Armenia and Belgium could compare their experiences of dealing with elderly patients, through a weekly ten minute Skype seminar. Engineering students from Ukraine might organise a webinar with engineering students from Italy on a topical issue (e.g. the Chinese steel industry and its impact on European production).

What changes will you be making to your assessments?

Can you introduce or re-design some informal / formative assessments to support the internationalization process?

## Resources

QUESTION: “What resources (including people, online tools etc) are available to achieve the above?”

Your library and online resources may need to be reviewed. This could focus on the provision of case studies from different countries and cultures, international textbooks and online journals, and information for use in research assignments with an international or intercultural component. More use might need to be made of international sources such as journals and conference proceedings, in order to address issues such as professional practice, social justice, human rights or environmental issues.

Do you need to buy any additional resources? Can you give some examples?

Can you make better use of freely available resources? Can you give some examples?

Are you making good use of the internet for lectures / conferences from international speakers?

## Teaching and support staff

QUESTION: “How will you ensure that your staff are well prepared for teaching on a more internationalized programme?”

Programmes should demonstrate that they have a strategy (their own or that of the whole Faculty) to develop staff with a range of possible international experiences and perspectives. Such strategies could include

- ensuring that all new staff participate in a staff induction session on internationalization
- teaching by international staff, e.g. through staff exchange programmes, by staff with specific international expertise, through guest lectures, PhD students who can teach some classes, etc.
- staff and PhD students bringing international research into the teaching and content of programmes or units
- staff teaching values of openness, tolerance and culturally inclusive behaviour
- staffing profile reflecting diversity (of academic backgrounds, of religion, of ethnicity)
- staff engaging in staff development, research or conferences on internationalization (online or in person)
- staff working with international students and students returning from international exchange as a resource to influence teaching and learning on a programme or unit

Will you be organising any staff training on internationalization?

What would you like to include in the training?

Who would you like to attend?

Can you organise some training for your PhD students so that they can play a role in lectures / demonstrations etc?

Can you work with any other universities from the PICASA project to share resources and ideas? Which ones?

## 8. Final thoughts

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This booklet gives you an overview of some of the issues we will be covering as we work together on Work Package 3. Please let us know if you have any additional resources or websites that you would like to share with the other PICASA teams, and we will ensure that they are shared on our PICASA DropBox and website.

There will also be a resources booklet available at the November 2015 PICASA Conference, which will give you further guidance on internationalizing your programmes.



University of Roehampton, London

October 2015

## 9. References and resources

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