Title: Report of the Thematic Review on Internationalisation

Date: 17th January 2012

Author: Professor Julian Park, Chair, on behalf of the Review Group

Recommendations:

At the University level

1. Planning Support to regularly record the achievement of cohorts by country of residence at the time of application and that this should become one of the key Teaching and Learning Key Performance Indicators. This should be recorded on the Planning Support website at School level, where cohort sizes are large enough to make such data meaningful. Data to be collected by the Sub-Committee on Management Information and Monitoring (MAiM) for report to University Board for Teaching and Learning (UBTL), the International Project Board (IPB) and Reading International Office (RIO).

2. Consider establishing an "Engage in Global/International" website *for staff* to act as a repository for advice and tools for academics and Schools. This could be developed by Centre for the Development of Teaching and Learning (CDoTL) and used alongside seminars and workshops and "school engagements" similar to those currently being undertaken for assessment and feedback; DELT would monitor progress.

3. That each "Centre or Unit" responsible for the processes outlined in the Quality Assurance Agency (QAA) Guidance *International students studying in the UK: Guidance for UK higher education providers* refer to the document to regularly review and enhance provision in their corresponding areas.

4. The Sub-Committees on Student Development and Student Support reword their first term of reference to emphasise the potential different needs of the student population. We recommend that the first term of reference of both Sub-Committees is prefaced by the wording "Recognising the diversity of our students…"

5. The University works closely with Reading University Students' Union (RUSU) (as necessary) to ensure the continuation of the range of multicultural student-led events facilitated by RUSU and to develop and prioritise new initiatives such as Taylors' students on the Reading Experience and Development (RED) project, the Buddy Project, the Conversation Club and the Advanced RED award. The further development of these should be encouraged and monitored via the Sub-Committee for Student Development.

6. The University and RUSU explore the possibility of recruiting a permanent RUSU staff member to help take forward and ensure continuity of new initiatives and to

encourage the involvement and engagement of *ALL* with the University's global agenda.

7. That RUSU compile as a paper the final output from the survey of students outlined in Appendix 7 and present this to UBTL and the International Strategy Board for consideration.

8. The Pro-Vice-Chancellor (PVC) International is kept informed of funding opportunities and that he provides a strategic oversight of which opportunities are worth pursuing and by which Groups.

At the Programme level

9. Schools are asked to reflect via annual programme reports on the achievements of students by country of residence at the time of application, where cohorts are diverse enough in character to make such data meaningful.

10. The University should investigate the market for an Undergraduate degree in International Development. This being so, the Schools of Agriculture, Policy and Development (SAPD)/Human and Environmental Sciences (SHES)/Politics, Economics and International Relations (SPEIR) are well-placed to further explore the possibility of a cross-School undergraduate programme in this area. It is also recommended that there be an overarching marketing initiative for existing postgraduate programmes in this area.

11. That the University reviews whether current structures are flexible enough to allow sufficient opportunities for those students wishing to study abroad.

12. Schools, in collaboration with FDTLs and the PVC International continue to explore and deliver new international partnerships and the active development of global programmes via collaboration with key teaching staff and exchange students in partner institutions;

13. International Study and Language Centre (ISLC) to provide a paper for UBTL on the potential expansion of in-sessional English provision for overseas students.

At the Modular level

14. The module description proforma is amended so as to provide information on the global context (if any) of the learning within a given module.

15. The development of cross-cutting modules with international/global themes should continue and students be made aware of these modules. Schools should ensure that, wherever possible, there is capacity for modules within the curricula of their programmes.

16. The module evaluation and periodic review processes, where appropriate, include questions related to global aspects of programmes and modules in line with the global strategy.

Thematic Review of Internationalisation

Background

At its meeting held on 16th June 2010, the University Board for Teaching and Learning (UBTL) agreed that a Thematic Review of Internationalisation take place during the course of the 2011-12 academic year. The selection of internationalisation as the focus of the Thematic Review was consistent with the University's current global strategy, with the aim of developing 'what can be termed a global (rather than merely international) university. This is one in which teaching, research and enterprise are conceived, planned and delivered with explicit relevance to global needs and issues.' (Internationalisation of the University of Reading, A Briefing Note, August 2010).

The Review would focus exclusively on key teaching and learning issues as previously defined by the University's globalisation strategy: the globalised curriculum and the student experience, from first contact, through admissions to employment and beyond.

Membership

Professor Julian Park, Faculty Director of Teaching and Learning (Life Sciences)

 (*Chair*)

Ms Laura Brown, Quality Support *(Secretary)*

Professor Steven Mithen, Pro-Vice-Chancellor (International and External Engagement)

Ms Sarah Morey, Centre for the Development of Teaching and Learning

Ms Clare Nukui, International Foundation Programme

Academic representatives:

* Mr Ross Reynolds (FSci)

* Dr Emily West (FAHSS - AH)

* Dr David Jukes (FLS)

* Dr Marina Della Giusta (FAHSS - SS)

* Professor Adrian Bell (HBS)

Student representatives:

* Mr Alex Slater, Vice-President (Academic Affairs), Reading University Students' Union

* Ms Stephanie Johnson, Vice-President (Welfare and Representation), Reading University Students' Union

Terms of Reference

Theme 1: Achievement
a. To quantify the performance of different cohorts (UK, European, non-European) at University in relation to key teaching and learning benchmarks both within and beyond the University
b. To utilise this analysis and the University's Globalisation Strategy, to outline the implications for teaching and learning processes and student support
c. To propose key recommendations for action/change

Theme 2: Student opportunity
a. To identify the opportunities for globalising the student experience at the institutional, programme and modular level
b. To examine and document good practice in relation to the above both within and beyond the University
c. To propose key recommendations for action/change

Note: There is some overlap between the two themes and considerable overlap of the sub-themes. The report deals with Themes 1 and 2 separately, but does not distinguish the sub themes. Recommendations are incorporated throughout the report but presented in full at the start and end of the report.

Mode of operation
The Group held four meetings between September and December 2011. Separate meetings were also held by the Chair and Secretary, in order to gain further information on existing global practices around the University, with: Vicky Clarke, RED Award Project Officer; members of staff from the pre-sessional course in the International Study and Languages Centre; RUSU's Immigration Advice team manager; members of the Student Services team and International Office.

Information was also gathered from: School Directors of Teaching and Learning; students (via Course Representatives); the RISIS office, the International Study and Language Centre; the Planning Support Office; CDoTL; external data from previous project work, national student survey data, the Guardian and HESA; HR; the RED Award Project; the Director of Student Learning and Teaching Services.
Papers, minutes and background reading are available on a closed Blackboard Group. Contact the Chair if you require access to the full set of documents.

Theme1: Achievement
   a. **To quantify the performance of different cohorts (UK, European, non-European) at University in relation to key teaching and learning benchmarks both within and beyond the University**
   b. **To utilise this analysis and the University's Globalisation Strategy, to outline the implications for teaching and learning processes and student support**

Overall UG and PG achievement disaggregated by domicile

Having received data collated by the Planning Support Office which provided breakdowns of degrees awarded to full time undergraduate and postgraduate students

over the last three years, disaggregated by cohort as Home UK, Home EU, Home Other and Overseas, the Group noted the general trend that overseas students did not appear to have performed as well as Home UK and Home EU students. Although the overall pass rate of overseas students was similar to home students, a smaller proportion gained 2is and First degrees. This correlates with the national trend identified in HESA data on UG student achievement 2009-10, which demonstrated the lower percentage of international students gaining Firsts and 2i awards. See end of Appendix 1.

It was also the case that a lower percentage of overseas PG students attained a Distinction or Merit than Home UK and Home EU students. Home EU students also gained less 2is, Firsts and Distinctions/Merits than Home UK students. See Appendix 1 for relevant figures.

UG and PG achievement data disaggregated by domicile in Food, Law and Henley Business School subjects

The achievement data was further disaggregated into achievement by domicile in Law, Food and Henley Business School subjects. The Food and Law data largely confirmed the overall internal and national trend noted above.

Henley Business School subjects, however, differed from this norm; an anomaly was particularly apparent in the data on achievement disaggregated from ICMA PGT programmes, in which overseas and Home EU students clearly outperformed the Home UK students. This appeared generally to be the case for Henley Business School subjects, with the exception of Real Estate and Planning. Home EU students were often the highest achievers, albeit in relatively small numbers. This was identified as being due to high achieving Erasmus students coming into courses at Part 2 and staying on for their third year. Chinese students were noted as performing particularly well in PG maths-based programmes.

UG and PG achievement data disaggregated by domicile and assessment method

The Group received data indicating achievement of both UG and PG 2010 cohorts in Law, Food and Henley Business School subjects, disaggregated by numbers of credits assessed by examination. It was recognised that the nature of the data meant some caution needed to be exercised in relation to its interpretation. Nevertheless the data did not appear to contain any clear trends demonstrating that overseas students with more examined credits performed any worse than home students.

Data on achievement in modules with assessment by coursework and examinations was presented to the Group from PGT modules in ICMA and Food subjects with large numbers of overseas students.

Food
No clear difference was apparent in the data between the way the students obtained marks in coursework versus examinations based on their nationalities. One exception (Module FB3N2A) was evident where it appeared that Chinese students were generally performing better in coursework than in examinations whereas UK students were the opposite (performing better in examinations than coursework).

ICMA

The data from ICMA also evidenced little variation across the modules by domicile.

ISLC and English Language ability

An overview of tracking data previously prepared by the International Foundation Programme (see Appendix 2), which monitored the achievement of overseas students who completed the IFP, confirmed the overall trends identified above in terms of IFP students achieving a greater proportion of 2ii degrees.

National data on student achievement

Data on student achievement by domicile on a national scale is not abundant. Key findings gathered from previous external research on internationalisation and the HESA UG achievement data from 2009-10 (Appendix 1) reiterated the trends from the data outlined above, that in the national picture, overseas undergraduate students achieved less Firsts and 2is than Home students.

A 2005 paper by Morrison et al, 'Researching the performance of international students in the UK' demonstrated that some common assumptions did not appear to hold true in the results of some studies, such as the assumption that overseas students with English as a first language would perform as well as Home UK students. It appeared that aside from language issues other factors were affecting the achievement of such students, such as prior mode of study and familiarity with the UK education system.

The Group also looked at competitor data in relation to language entry scores and this illustrated that the University's expectations are similar to many of our competitors. (see Appendix 4)

Implications of the above findings:

1. Care is needed to ensure students from outside the UK are reaching threshold qualification equivalence;
2. Caution is to be exercised when considering dropping our English level entry standards any further, as this would put us out of line with some of our competitors and may further disadvantage students where English is not a first language;
3. Students must be clearly informed of the wide range of support offered as they transition into Higher Education at Reading (this is dealt with in more detail in the sections below).

Summary in relation to theme 1

The Thematic Review relates in particular to aspects 3.3 and 3.4 in the global strategy: 'our globalised curriculum' and 'the student experience from first contact, through admissions to employment and beyond', respectively. These areas clearly span both parts of the terms of reference: achievement and opportunity.

The above analysis suggests that there is an opportunity for the University to be more responsive to the needs of all our students to move towards a position where domicile does not influence achievement, as defined in the global strategy point 3.4. It must be noted at this point that the University is not out of line with national trends. On this basis the Group noted the importance of monitoring trends in achievement by domicile. It is therefore **recommended that Planning Support regularly record the achievement of cohorts by country of residence at the time of application and that this should become one of the key Teaching and Learning Key Performance Indicators.** This should be recorded on the Planning Support website at School level, where cohort sizes are large enough to make such data meaningful. Data to be collected by the Sub-Committee on Management Information and Monitoring (MAiM) for report to UBTL, the International Project Board (IPB) and Reading International Office (RIO).

Once these data are readily available on the PS website the Group **recommend that Schools are asked to reflect via annual programme reports on the achievements of students by country of residence at the time of application,** but only in Schools where cohorts are diverse enough in character to make such analysis meaningful.

One of the areas the Group felt needed further analysis was in relation to the English Language capabilities, and thus support, for students coming into the University where English was not their first Language. The University offers excellent pre-sessional opportunities. Data collated by Planning Support on achievement in relation to IELTS and pre-sessional attendance illustrated that those students who directly entered the University generally out-performed those who had undertaken pre-sessional English programmes. (see Appendix 3) This is not altogether surprising and may suggest the importance of *embedded* higher-level English skills in relation to achievement in studies conducted solely in that language. Further analysis of the achievement of those pre-sessional students entering after receiving a "0.5 point discount" suggests that overall performance is not noticeably different to those entering with no discount.

This said the Group believed that overseas students entering with strong English language skills are likely to achieve higher results at both UG and PG level. It was noted that some programmes, for instance Food and Nutritional Sciences offer in-sessional English training, which is seen as highly beneficial by both students and staff. The Group believed that there was the potential to expand this in-sessional English training and **recommends that ISLC provide a paper for UBTL on the potential expansion of in-sessional English provision for overseas students.**

Theme 2 Student Opportunity
   a. **To identify the opportunities for globalising the student experience at the institutional, programme and modular level**
   b. **To examine and document good practice in relation to the above both within and beyond the University**

In order to achieve this the Group undertook a range of activities including: an examination of activities at other Universities; a survey of SDTLS; a survey of students; the completion of a global curricula matrix, and discussions with key interested parties at the University.

1. Key lessons from internationalisation at other UK universities

A paper was prepared prior to the start of the Thematic Review drawing together examples of good practice from other Universities (see Appendix 5). The Group discussed key examples of current practice at other universities which had previously been illustrated in 'The "Global University": Examples of Current Practice' paper. It was recognised that Reading was already undertaking some of the activities outlined or these had been discussed elsewhere in the review. The Group noted:

1) The University of Sheffield's 'Think Global' team had a pervasive influence across the University. It was noted that the Reading's International Office and PVC International and External Engagement were cornerstones to the University's internationalisation strategy, but in respect to RIO this influence was primarily associated with admissions. Given the strong international expertise of this team it would be beneficial if they were engaged and integrated into other international activities that take place on campus once the students arrive.

2) Monash University's Bachelor of Arts (Global) was highlighted as a University-wide programme that raises the profile of the global culture at that University. It was noted that Reading has considerable expertise in International Development and that three Schools were considering the possibility of an undergraduate programme in this area (SAPD, SHES and SPEIR). It was noted that a wide-range of programmes already exist that have a broad theme around International Development.

3) The internationalising assessment initiative at Oxford Brookes was highlighted as an area of interest. It was noted that Schools were currently undertaking assessment engagements with CDoTL and that this unit had recently completed an "Engage in Assessment" website: It was clear from discussions in the Group (plus see below) that CDoTL have an important role in taking the Global strategy forward.

2. Consultation with SDTLS

A consultation was undertaken with SDTLs. The questions posed were:

- A maximum of two paragraphs outlining their understanding of a 'globalised curricula' in the context of their discipline;
- A maximum of two paragraphs outlining whether, on the basis of the above, their programmes offer sufficiently global curricula;
- Outline up to three elements of good practice that they would identify across the areas of provision in their Schools.

All SDTLs responded and this led to the production of a summary document which was returned to SDTLs (see Appendix 6). This highlighted a range of good practice and some areas for further development:

- The potential for the inclusion of more 'inherently' global disciplines, programmes and modules;
- The possibility for the consideration of diverse cultural approaches and materials, with critical investigation of biased/imbalanced pedagogical perspectives as a routine aspect of curriculum development and review; explicit reflection on, and discussion of, the cultural origins and implications of disciplines, particularly where cultural biases are invisible, normalised or implicit, and where the local and the global present conflict or challenges;
- The facilitation of mixed cultural group work as standard where possible or appropriate;
- The implementation of study abroad and international field visit opportunities in curricula where appropriate;
- The potential for increased international partnerships and active development of global programmes/modules via collaboration with key teaching staff and exchange students in partner institutions;
- The possibility of increased recruitment of staff with international expertise which feeds into programme development and teaching;
- The need for closer work between Schools, RIO and SEECC to recruit and support international students from pre-arrival through to graduate employment

The Group noted that much of this good practice could be shared via an Engage in Internationalisation website and that some aspects highlighted were already being developed more widely across the University. In particular the Group were very supportive of the cross-cutting modules being developed by Dr. Woodman.

3. Examples of Current Initiatives

Discussions with colleagues outlined the following initiatives which are either in development, or undergoing consideration:

Connect Project

The Connect Project is an existing project coordinated by the RED Award Project Officer (Vicky Clarke), in collaboration with RUSU to further integrate international and home students by providing alcohol-free social events. A games night was organised in October, hosted in Café Mondial, and attracted 55 students, 11 of whom where home students, followed by a similarly attended quiz night on the 29th November.

The events are to be maintained during term time as a continuation of the provision offered during the Welcome Week. The Connect Project is supported by the International Student Advisor, RUSU and the International Office, and is promoted through a variety of mediums, such as mailing lists and posters within RUSU. They are marketed as events to meet people from around the world, rather than being specifically targeted at international students and billed as 'international' events. The non-alcoholic aspect is emphasised, however, to encourage international students to attend. The project received initial funding from by HEFCE and Unlimited, a social entrepreneurship charity. Current work is being undertaken to evaluate the impact of the project, to support the case for acquiring internal funding in future.

Cultural day trips

These events organised by RUSU have received surprisingly limited take up from international students. It was noted however that day trips were run with greater success elsewhere in the University, such as weekly visits offered by Student Services in the Carrington Building and trips organised by student societies.

The Group agreed that it would be useful for there to be a centrally coordinated calendar of such events, perhaps within a 'one-stop shop' where international students go for support throughout their time at university, rather than receiving pre-arrival support from the International Office and then being referred to various other places thereafter.

Whilst the International Office could potentially expand its remit to provide on-going student support rather than focusing more exclusively on recruitment, a central international student hub could also be housed within Student Services, possibly as part of the International Student Adviser role.

4. Student survey

In order to gauge the student point of view on internationalisation of the curricula and campus culture, the VP Academic Affairs and VP Welfare and Representation collected student feedback on global practices in Schools via a survey distributed via Course Reps (see Appendix 7).

200 responses were received. Key themes arising from the free text question in which students were asked to comment on what internationalisation meant to them were: the ability to study different cultures; meeting, studying with, and being taught by people from around the world; international study and post-study work opportunities.

Some international students felt that internationalisation depended on home students being willing to integrate with them, and reported not feeling welcome. Whilst the majority of students felt that the University had a global focus, a majority also felt that their programme did not.

It was agreed that the study should continue beyond the Thematic Review's remit in order to carry out more in-depth analysis on the basis of approximately 400 responses, if possible.

5. Proposals from the Global curricula formal matrix

The Group were asked to consider mechanisms that could be implemented at Reading in relation to teaching and learning which further develop the global aspirations of the University. These were presented in a matrix based on "ease of implementations" and "resource implications", see Appendix 8. Once the matrix had been compiled the Group discussed the suggestions raised and made the following observations:

- Module evaluation forms to be changed to include questions related to the global nature of the curricula;
- Supporting international students' transitions into HE: existing resources could be packaged together for both staff and students, marketed effectively and further developed;
- Key practice to be further developed: Pre-arrival support such as the 'Get Prepared' ISLC website had received positive feedback and tutor email contact; peer mentoring; student language exchange classes;
- Global Exchange Café: an existing café on campus could be redeveloped with a global theme and become a central venue for international food;
- Multicultural student-led events facilitated by RUSU;
- Revisit the role of the international student adviser and explore the potential for spearheading multicultural events etc;
- Continue to develop, and at a faster rate, the cross-cutting modules with

international themes initiated by Dr. Woodman;

- Where appropriate module curricula to allow explicit opportunities for students to 'bring' international knowledge;

- Develop Engage in Internationalisation resource as a focus for resources and to complement existing "Engage" resources;

- Explore further the possibility of UG programmes in International Development;

- Greater flexibility in programmes to offer opportunities for study abroad and overseas placements for all students who would like to undertake such activities.

6.   The role of CDoTL in the Global Strategy

The Group noted that CDoTL have had, and will continue to play, a key role in taking forward teaching and learning initiatives at the University of Reading. The Group welcomed a paper from the Acting Director of CDoTL (see Appendix 9) which suggested how that unit could engage with the global aspirations of the University. Potential activities outlined by CDoTL included:
- raise staff awareness about issues relating to, and benefits of, a University which is international at all levels;
- develop staff understanding about internationalisation of the curriculum;
- provide a forum for staff to discuss internationalisation – concerns, ideas, opportunities;
- include the student voice in these events;
- share good practice – e.g. case studies;
- inform the content of an online resource for staff.

It was suggested that this could be achieved via:

- the development of an Engage in Internationalisation web resource;
- a series of seminars and workshops based around aspects of the global curricula;
- the identification offive key curricula areas across the University, in which to undertake developmental engagement.

The Group noted that the 'Engage in Internationalisation' model proposed by CDoTL would be an effective vehicle for exposing and promulgating the global strategy, whilst continuing to develop and monitor its progress. The 'Engage in…' was an existing model already working well in other areas such as feedback and assessment. It was noted that fora for staff which included the student voice, and staff-student debates were welcomed as useful ways to bring students into the centre of discussions.

It was agreed that a CDoTL 'Engage in Internationalisation' project would be an effective method for driving the Review's further recommendations forward. However it was noted that resource for the 'Engage in Internationalisation' project would need to be obtained; the institution-wide call from the HEA in January for bids for internationalisation project grants and the University's Internationalisation Initiative Funds were raised as possibilities.

7. Potential new projects being proposed

Discussions with colleagues outlined the following initiatives which are either in development, or undergoing consideration:

Taylors' Students on the RED project

Malaysian students on the LLB Law programme run in collaboration with Taylors' University College, Malaysia have recently expressed interest in participating in the RED scheme using experience gained at their home university. Whilst at present it is acceptable for students to gain relevant work or voluntary experience within their home universities, the training and completion must be carried out at the University. This issue requires further consideration in light of the branch campus developments.

Buddy Project

The Buddy Project is currently being devised by RUSU and is due to be launched in time for the next academic year. Home students are to be recruited as buddies for international students and will receive full training to provide mentoring, both pre- and post-arrival.

The long term aim is to be able to offer peer mentoring to all new international students, and for information on the scheme to be included in pre-arrival information. Significant training would be needed to provide such a large scale project successfully, with a varied volunteer base. In the long term a part time dedicated member of staff could be required to facilitate the project on an on-going basis.

Conversation Club

The RED Award Project Officer and the International Study and Language Centre (ISLC) are collaborating to develop and expand the existing Conversation Club currently offered as a twice weekly option to ISLC students. Whilst interest from international students outside the ISLC is high, the difficulty so far has been recruiting sufficient numbers of home student volunteers to facilitate the conversations. The RED scheme hopes to therefore develop the role into a more formally recognised volunteering opportunity with comprehensive training.

If the volunteering models for the Conversation Club and/or Buddy Project were to fail, however, the possibility of paying home students for these services could provide an alternative recruitment method.

Advanced RED award

Plans to implement an advanced version of the RED award are currently limited to developing more challenging assessment methods for the existing activities, rather than developing the responsibilities and depth of experience of the activities themselves, due to lack of resources.

8.   Summary in relation to theme 2

The Group spent time reflecting on the data and information collected as part of the second term of reference. It was agreed that the Thematic Review needed to make recommendations that were going to make a difference in the short to medium and that were realistically achievable given resourcing and practical constraints.

At University Level

The Group agreed that a variety of good practice already existed at the University of Reading that needed to be brought together, promoted and celebrated, to showcase and further build on successes. Similarly there is evidence of good practice at other Universities and in the literature which can be drawn upon. It was noted that the existing "engage" brand could act as a vehicle for achieving this within the University, but could also act as a showcase externally for the work the University of Reading was undertaking in this area. The Group therefore **recommends consideration of establishing an "Engage in Global/International" website** *for staff* **to act as a repository for advice and tools for academics and Schools.** This would be developed by CDoTL and used alongside seminars and workshops and "school engagements" similar to those currently being undertaken for assessment and feedback; DELT would monitor progress.

From the student perspective the Group again noted that a range of good practice was already in place across the University with a variety of materials, opportunities and resources being available. The International student page provides an important vehicle for disseminating information to both potential and current students and brings together a wealth of important information. It is essential that the pages are kept up to date and cover the full breath of resources and opportunities available.

The Group noted that considerable investment had taken place within RIO to increase the recruitment of International students. However, it is essential that each international student we recruit has a high quality learning experience and enjoys their time at Reading and in the UK. They are our future ambassadors. It is essential that there is effective communication between Schools, Admissions, RIO, SEECC, Study Advice, the ISLC and other student services to recruit, support and develop **all** students from pre-arrival through to graduate employment. To this end, *International students studying in the UK: Guidance for UK higher education providers*, www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/International-students-studying-in-the-UK.aspx, published by the QAA in January 2012 provides guidance on reviewing provision for international studying in key areas, from pre-arrival marketing and recruitment, admissions, enrolment, academic induction, teaching and learning, employability and graduation. The Group therefore **recommends that each "Centre or Unit" responsible for the processes outlined in the QAA Guidance refer to the document to regularly review and enhance provision in their corresponding areas.**

The Group was not necessarily in favour of differentiating International students as in some way "special" but noted that during the current phase of potentially rapid expansion in International student numbers it was important that the University

continues to be aware of, and to be responsive to the development and support needs of this particular cohort of our students. The Group therefore **recommends that the Sub-Committees on Student Development and Student Support reword their first term of reference to emphasis the potential different needs of the student population. We recommend that the first term of reference of both Sub-Committees is prefaced by the wording "Recognising the diversity of our students…"**

The Group recognised the considerable efforts being employed by RUSU to provide a range of support and opportunities for International students. The University is working closely with RUSU to ensure the continuation of the range of multicultural student-led events facilitated by RUSU and to develop, and prioritise, new initiatives such as Taylors' students on the RED project, the Buddy Project, the Conversation Club and the Advanced RED award. These are important initiatives **and the Group recommends that the further development of these should be encouraged and monitored via the Sub-Committee for Student Development.**

In relation to some of the existing initiatives and potential new activities being taken forward by the current VP Welfare and Representation Sabbatical Officer the Group noted that the cyclical nature of this post means that it can be difficult to ensure the continuation of some existing activities and the development of new ones. It was also noted that the period when many incoming International students may interact with RUSU can fall during or shortly after the time of Sabbatical Officer "hand over". To ensure greater continuity and to provide impetus to new internationally focussed initiatives the Group **recommends that the University and RUSU explore the possibility of recruiting a permanent RUSU staff member to help take forward and ensure continuity of new initiatives and to encourage the involvement and engagement of *ALL* with the University's global agenda.**

The Group were grateful for the excellent work and support of the Students Union during the Thematic Review and in particular for compiling and running a short survey with students. We have not reported in detail here the outcomes of that survey as it is still on-going, but the Group **recommends that when the survey is complete and analysed that RUSU present a short paper to UBTL and the International Strategy Board on the outcomes.** The Group noted that the importance of the International agenda to UK HEIs has led to several calls for project funding in this area, often related to learning and teaching, for instance from the HEA. Other more generic calls require consideration in the light of the University's Global Strategy. Such funding opportunities are often funnelled through CDoTL or brought to the attention of the PVC Teaching and Learning or the FDTLs. The Group **recommends that the PVC International is kept informed of these opportunities and that he provides a strategic oversight of which opportunities are worth pursuing and by which Groups.**

At the Programme level

The Group noted that the University has considerable academic expertise in relation to international development, and that this dispersed across the University. A number of Schools already offer Postgraduate programmes or undertake research in this area. Many of these Schools have an international reputation in this area. There have been discussions over a number of years about the possibility of a new undergraduate programme in International Development. More recently a number of Schools have been discussing this possibility more seriously, and indeed it is referred to in some the School operating plans. The Group **recommends that the University investigate the market for an Undergraduate degree in International Development; this being so, SAPD/SHES/SPEIR are well-placed to further explore the possibility of a cross-School undergraduate programme in this area. It is also recommended that there be an overarching marketing initiative for existing postgraduate programmes in this area.**

The Group noted a range of opportunities that already exist for University of Reading students to study abroad. Such study is common in Languages and other more specialist provision exists in other parts of the University (i.e. Meteorology). The University also maintains and promotes study abroad through EU programmes such as Erasmus. Such study abroad and exchanges are an essential part of a "Global University" and need to be expanded. The Group therefore **recommends that the University reviews whether current structures are flexible enough to allow sufficient opportunities for those students wishing to study abroad.**

The University has a well-established tradition of linking with Universities across the globe for research and teaching purposes. Several major new initiatives such as the overseas campus in Malaysia are being developed. There are existing teaching links where students undertake study in their home country before progressing onto programmes at Reading (Taylors, Henan, NUIST). Overall these relationships are working very well and are aligned with the University's Global Aspirations. Therefore the Group **recommends that Schools, in collaboration with FDTLs and the PVC International continue to explore and deliver new international partnerships and the active development of global programmes via collaboration with key teaching staff and exchange students in partner institutions;**

At the Modular level

The Group noted that many existing modules have a global dimension but that this is not always apparent to students, particularly at the time when they are choosing modules. In some cases staff do not fully articulate the global context of their modules. With these issues in mind the Group **recommends that the module description proforma is amended so as to provide information on the global context (if any) of the learning within a given module.**

The cross-cutting modules that are already in existence, and those being developed often have a global context. The Group strongly supported the continued development of these modules and **recommended that the development of cross-cutting modules with international/global themes should continue; students to be made aware of these**

modules. Schools should ensure that, wherever possible, there is capacity for modules within the curricula of their programmes.

The Group noted that it is not possible, or indeed appropriate, for all modules and programmes to have a global context. However, given that much of the University's provision can be, or is, interpreted in a global context that this should be reflected in the teaching review process (where appropriate). The Group therefore **recommends that the module evaluation and periodic review processes, where appropriate, include questions related to global aspects of programmes and modules in line with the global strategy.**

Acknowledgements

The Chair would like to thank the Thematic Review team and those who took time to contribute both data and discussion. Particular thanks go to the review secretary, Laura Brown, who has ensured that work has been undertaken in a timely fashion, not least the compilation of this final report.

Appendix 1

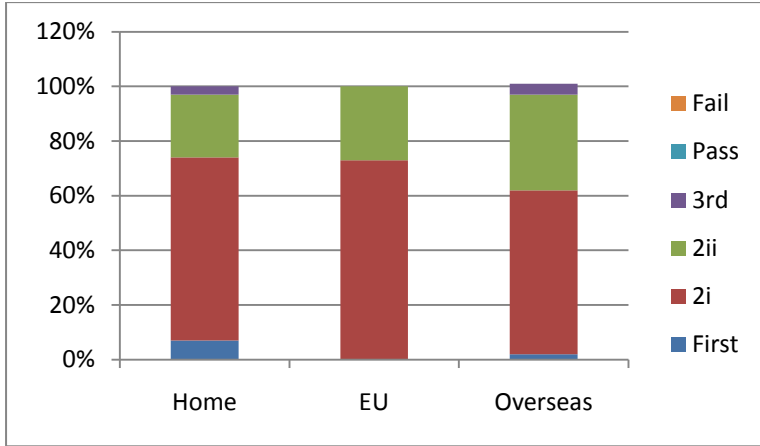## Overall UG and PG achievement disaggregated by domicile
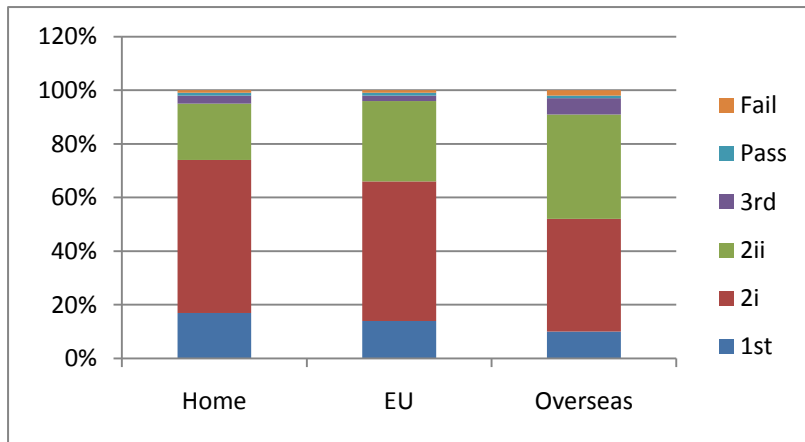
FT Undergraduate Class of Award Achieved 2010
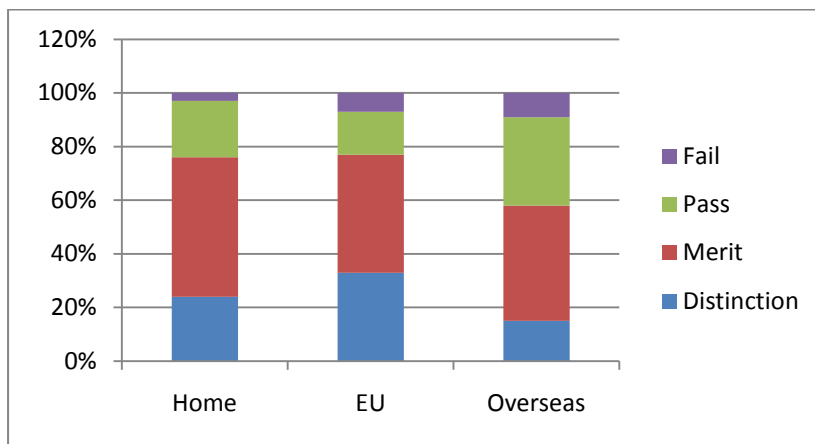
FT Postgraduate Class of Award Achieved 2009

UG and PG achievement data disaggregated by domicile in Food, Law and Henley Business School subjects

Law

FT Undergraduate Class of Award Achieved 2010
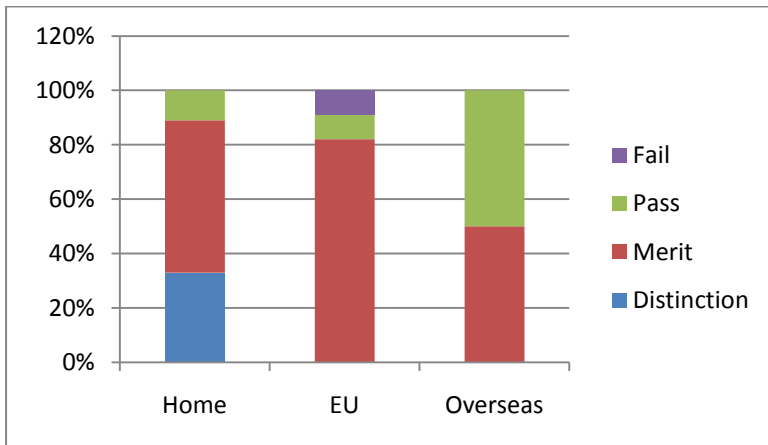
FT Postgraduate Class of Award Achieved 2009

Food

FT Undergraduate Class of Award Achieved 2010

FT Postgraduate Class of Award Achieved 2009

ICMA

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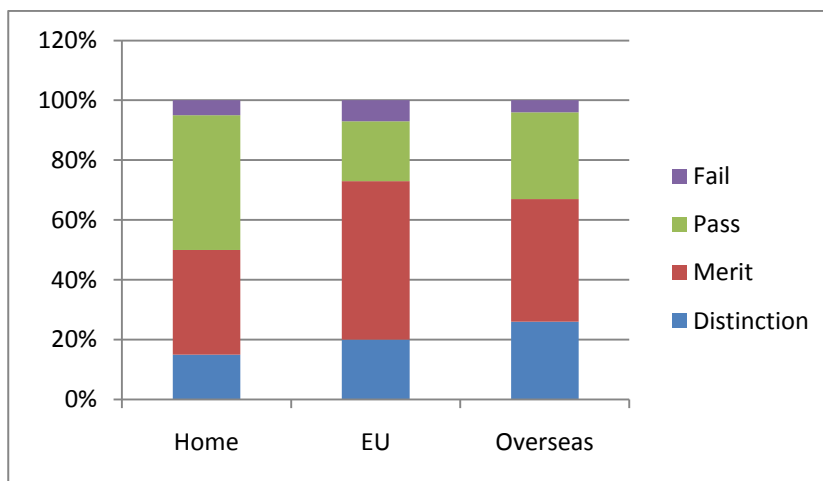
FT Postgraduate Class of Award Achieved 2009

HESA and University of Reading Data on UG Student Achievement by Domicile 2009-10
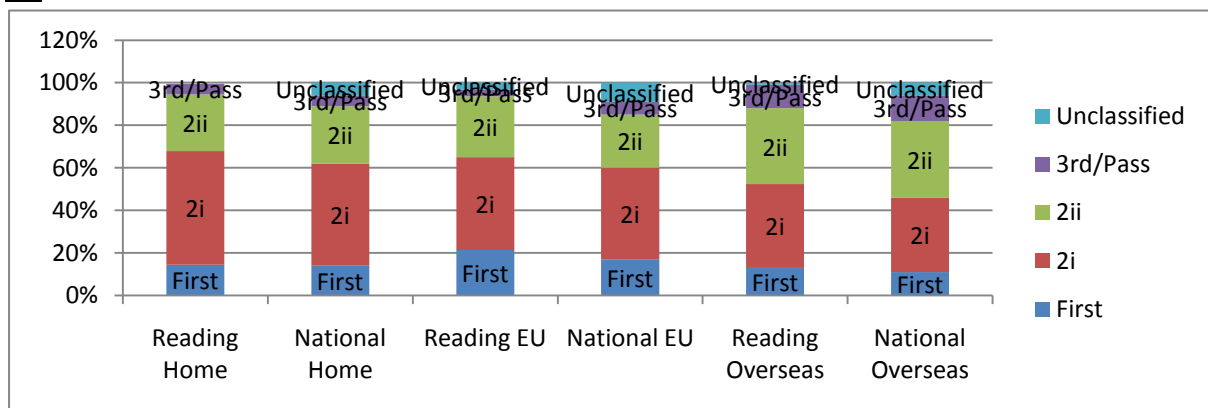
Appendix 2
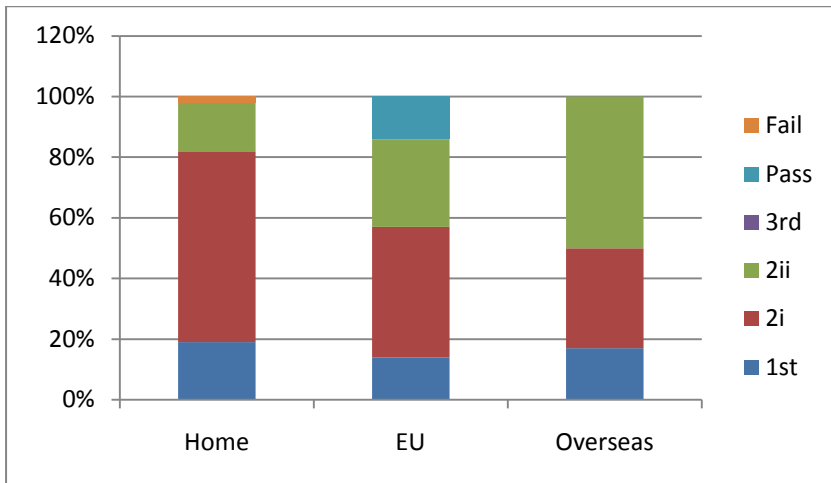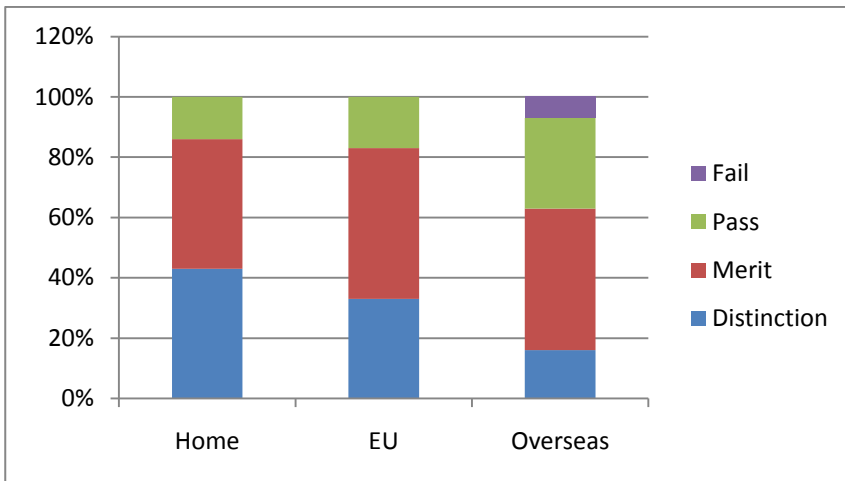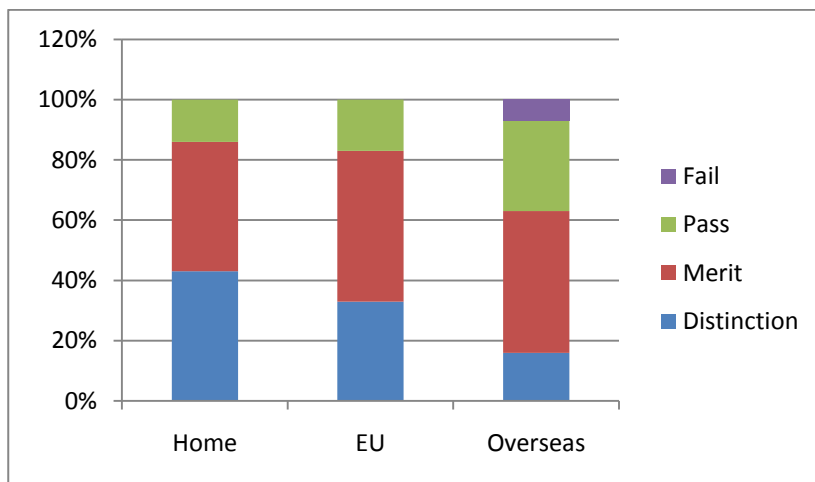
ISLC and English Language ability

International Foundation Programme

IFP Student Tracking

Do we make a difference?

1) Tracking Project 2004-2007

- 3 year study
- Tracking 3 consecutive IFP cohorts through to graduation at UoR
- Feedback gathered from both students and staff
- Objectives:
    - Evaluate programme – Enhance quality of provision
    - Create a profile of 'typical' IFP undergraduate - Compare profile with direct-entry students

Findings :

"It is generally felt by all personal tutors that direct entry IFP students show a good awareness of the University systems, and seem more settled with academic environment here than direct-entry overseas students" (ICMA)

- Familiarization with teaching and assessment methods
- Development of key academic skills required for undergraduate study
- IFP students advantaged by relevant subject knowledge gained on IFP modules taught by departments.
- IFP pastoral support provides sound foundation for coping with transition

2) On-going IFP Tracking

- Do IFP students complete at similar award levels?
- Do IFP students perform equally or better than

  (a) home students

  (b) other overseas students

at the end of their first year of undergraduate study?

Do IFP students complete at similar award levels?

	Home		Overseas		IFP		Aggregated view	
	Number	*Percent.*	*Number*	*Percent.*	*Number*	*Percent.*	*Number*	*Percent*
First	156	12%	14	9%	3	4%	173	11%
2.1	828	62%	67	44%	28	35%	923	59%
2.2	325	24%	57	37%	37	47%	419	27%
Third	28	2%	13	8%	8	10%	49	3%
Pass	5	0%	1	1%	2	3%	8	1%
Fail/DNS	3	0%	1	1%	1	1%	5	0%
Total	1345	100%	153	100%	79	100%	1577	100%

Fig. 1 - Awards conferred within each category, Graduation 2007, 2008, 2009

Analysis:

Over the 3 year period across sample (13) key degree programmes:

- Only 3 of the 79 IFP students were awarded a First. a higher rate of firsts awarded in both other categories.

- The HOME and OVERSEAS Groups gained mostly 2.1s (62% and 44% respectively)

- The IFP Group gained mostly 2.2s (47% of the Group)

Part 1 Progression
Results over 4 years (2005/06, 2006/07, 2007/08, 2008/09)

The following table shows a breakdown of the Part 1 results over 4 years across the same sample of 13 degree programmes.

- The Home student Group accounts for the highest proportion of 1st Attempt passes (80%); however the IFP Group performs respectably with 67% passing at 1st attempt, 9% more than the Overseas Group.

- Overseas and IFP students together show a higher proportion of students Not Qualifying or Failing at 2nd attempt than Home students. The data shows these students accept a lesser award, transfer, or re-enter onto a new course.

	Home		Overseas		IFP	
	Number	*%*	*Number*	*%*	*Number*	*%*
Passed 1st attempt	1648	80%	111	58%	105	67%
Passed 2nd attempt	286	14%	44	23%	30	19%
Passed 3rd attempt	1	0%	1	1%	0	0%
NQ at 1st attempt	4	0%	3	2%	0	0%
NQ at 2nd attempt	39	2%	14	7%	12	8%
NQ at 3rd attempt	2	0%	0	0%	1	1%
Failed at 1st attempt	27	1%	1	1%	0	0%
Failed at 2nd attempt	49	2%	16	8%	6	4%
Failed at 3rd attempt	0	0%	1	1%	0	0%
DNS	11	1%	1	1%	2	1%
Total	2067	100%	192	100%	156	100%

Part 1 results
- all degrees

Appendix 3

FT & PT Undergraduate Awards by English for Academic Purposes Attendance

FT & PT Postgraduate Taught Awards gained by those with an Overseas Country of Domicile, having attended an English for Academic Purposes course

Legend:
- FAILED
- FAILED; ELIGIBLE FOR CERTIFICATE
- FAILED; ELIGIBLE FOR DIPLOMA
- FAILED; ELIGIBLE FOR DIPLOMA WITH MERIT
- FAILED; ELIGIBLE FOR DIPLOMA WITH DISTINCTION
- PASSED
- PASSED WITH MERIT
- PASSED WITH DISTINCTION

FT & PT Postgraduate Taught Awards gained by those with an Overseas Country of Domicile , with or without a pre-entry English Quailification (IELTS / TOEFL)

Appendix 4

English Language Entry Requirements at Comparable Institutions Summary

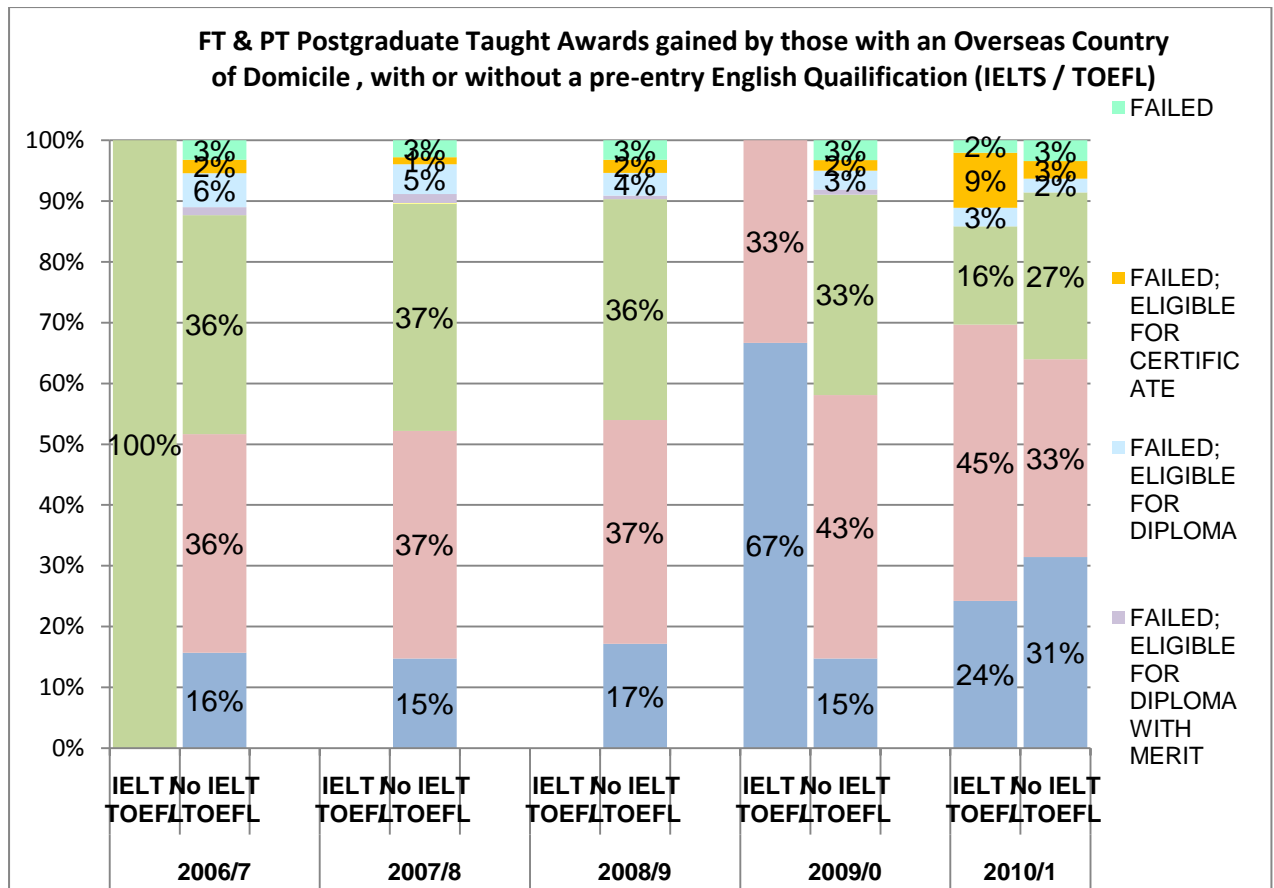| Institution	UG English Language entry requirement e.g.s (IELTS)	PG English language entry requirement e.g.s (IELTS)
University of York	**Medicine:** IELTS of 7.5 and not less than 7 in all units **Politics, Economics and Philosophy:** IELTS 6.5 including 6.5 in writing **Physics:** IELTS 6.0	**English:** 7.0 **Maths:** 6.5 **Environment**: 6.0
University of Bath	**Biology:** 6.5 **Politics with International Relations:** 6.5 **Mathematical Sciences:** 6.0	**Health Psychology:** 7.0 **International Politics:** 6.5 **Economics and Finance:** 7.0
Royal Holloway	**Biological Science:** 6.5 **English Literature:** 7.0 with 7.0 in writing **Maths:** 6.5 overall, with no subscore lower than 5.5	**Biological Science**: 6.5 **English Literature**: 7.0 with 7.0 in writing **Maths:** 6.5 overall, with no subscore lower than 5.5
University of Warwick	**Faculty of Arts subjects:** 6.5 **Faculty of Science subjects:** 6.0 **Faculty of Social Science:** 7.0 **Warwick Business School:** 7.0	**Marketing and Strategy:** 8.0 **English:** 7.5 **Maths:** 6.5

University of Sheffield	**Biology:** 6.5 **English Literature:** 6.5 **Maths:** 6.0	**Human Nutrition:** 7 **English Literature:** 7.5 **Maths**: 6.5
University of Bristol	**Veterinary Science:** 7.0 **English:** 7.5 in all parts **Maths:** 6.5	**Biomedical Sciences Research:** 7.0 **English Literature:** 7.0 **Mathematical Sciences:** 6.0
University of Birmingham	**Engineering and Science (Except medical, psychology and sport sciences):** 6.0 **English and Humanities subjects:** 6.0 **Law:** 7.0 **Medicine:** 7.0	Same as UG
University of Liverpool	**Faculties of Humanities and Social Sciences:** 6.5 **Biological Sciences:** 6.0 **Faculty of Science and Engineering:** 6.0 (exdcept Medicine, 7.0)	**Humanities:** 6.5 **Faculty of Science:** 6.5 (except medicine, 7.0) **Engineering:** 6.0
King's College London	**Arts and Humanities subjects:** 7.0 **Mathematics**: 7.0 **Natural Sciences:** 6.5	**Natural and Mathematical Sciences:** 6.5 **Arts and Humanities subjects:** 7.0 **Biomedical and Health Sciences:** 7.0

		32
University of Exeter	**Biological Sciences:** 6.5 **English:** 7.0 **Maths:** 6.5	**Biological Systems Engineering:** 6.5 **English:** 7.0 **Maths:** 6.5
University of East Anglia	**Biological Science**: 6.0 **English Literature:** 6.5 **Maths:** 6.0	**Ecology and Conservation:** 6.5 **MA Culture and Modernity:** 7.0 **Maths**: 6.5

Appendix 5

The 'Global University': Examples of Current Practice

Whilst notions surrounding the 'globalisation' of higher education remain contested and open to definition, popular practice in this area often focuses around international student recruitment drives, collaborating on joint programmes with overseas partners, opening branch campuses and increasing the range of study abroad options available to home students.

A parallel strand to the globalisation theme, however, is the notion of integrating a global perspective 'at home' by deeply embedding an intercultural approach to teaching and learning, campus culture and personal development for all students, whether domestic or international. A global university thereby broadens to become more than a matter of import/export, by seeking to establish global flows of knowledge and experience as main arteries running through the entire institutional ethos.

The following research has been carried out in order to identify key areas in which a global approach is currently embedded in practice by other Higher Education institutions. The study focuses around three focal points:

- The establishment and growth of a diverse and global institutional culture
- The integration of global perspectives into curricula;
- Opportunities for staff development and training related to globalisation

The starting point for this research was provided by consulting key publications on internationalisation in Higher Education to gather information on which institutions are prominent in the above key areas. Having established key players in the field, specific details on current practice was then gained from the institutions' websites.

Ensuring a Diverse and Global Culture

As noted by Volet and Ang (1998) 'Cultural diversity on university campuses creates ideal social forums for inter-cultural learning, yet, one of the most disturbing aspects of the internationalisation of Higher Education in Australia is the lack of interactions between local and international students from Asian backgrounds' (Volet and Ang, 1998, p.5). This is, of course, not solely an issue for Australian institutions and Asian students. Any student can experience social isolation, culture shock or separatism whilst at university, regardless of origin.

It is also important, as Mills et al (2010) point out, not to homogenise students within the misleading dichotomies of 'domestic' and 'international': "A moment's thought helps one realise that a wealthy Kenyan-American who has studied at Harvard and travelled extensively experiences UK university life very differently from a Ugandan postgraduate on a scholarship with no prior international experience." (Mills et al, 2010, p.1) The same could be said for a first generation student from a rural English village.

What methods are therefore being deployed by institutions to actively engage with, and further encourage intercultural exchanges within a richly diverse student body?

University of Edinburgh

The University of Edinburgh takes a student-led approach to globalising the campus culture, via the Edinburgh University Students' Association (EUSA) 'EUSA Global' initiative which aims to provide "a holistic learning and living experience that meets the needs and expectations of all students." (http://www.ed.ac.uk/about/edinburgh-global/news-events/news/220311-eusaglobal.)

In particular it focuses on promoting integration between home and international students, and creating opportunities for intercultural fusion to take place at such events as

- 'Colours of Malaysia' carnival, showcasing authentic Malaysian dishes, traditional games, handicrafts, souvenirs and dance
- 24-hour foreign language film competition
- Global Horizons cultural festival, a week-long cultural festival highlighting and celebrating the diversity of the international student population
- free language classes
- peer proof reading network

University of Leeds

The University of Leeds fosters a 'global community' supported by a range of opportunities for students from varied cultural backgrounds to socialise and learn from each other, such as:

- the Global Café, providing world music and dance evenings etc;
- Global Community day trips to places of interest in the UK for mixed nationality Groups;
- Intercultural Ambassador Activities, in which student volunteers who are trained to create projects to encourage multicultural exchange such as the I-Fiesta Global Village, the Global Football Tournament and the Global Perspectives Creative writing workshop;
- 'Give-it-a-go' sessions providing opportunities for new experiences such as African drumming and Ashtanga yoga.
- The Leeds for Life programme also provides opportunities for students to develop extra-curricular skills, with an area devoted to the intercultural awareness. http://www.leeds.ac.uk/international/eventscurrentstudents.htm

Other provisions at the University of Leeds to ensure that students actively engage in a global campus culture include: the establishment of research centres specifically targeting international collaborative research; opportunities for students to provide feedback at student fora on international experiences; introduction and awareness of a multicultural calendar e.g. festivals, holidays, food prohibitions; provision of language services for students for whom English is an additional language.

University of Sheffield

The University of Sheffield has established 'thinkglobal', a team dedicated to 'Promoting the international dimension and preparing the Sheffield graduate for life in a globalised

world.' In order to actively involve students in leading the creation of a globalised campus culture, thinkglobal provides funding for student societies to put on events with a global focus during Ethical and Environmental Week, Peace Week and World Week.

Thinkglobal has also implemented an 'Intercultural Awareness with a Language' 10 credit extracurricular unit, available to all students with no second language. The Sheffield Graduate Awards encourage cross-cultural projects, with former examples including a refugee reading scheme and coordinating student overseas exchanges http://www.shef.ac.uk/lets/projects/internat

Carnegie Mellon University, USA

Having recently been awarded the 2010 Senator Paul Simon Award for Comprehensive Internationalization, Carnegie Mellon University provides some strong examples of infusing campus culture with a sense of global community. One particularly unique example of this is the Global Studies House, a

> "…special living-learning community for incoming first-year students dedicated to developing global perspectives. Programming in the house will engage residents in experiences and dialogue with the goal of fostering a global community consciousness … Using examples and blending perspectives from popular culture, historical contexts, current practices and groundbreaking research, we will work to create a foundation for global exploration." (http://www.housing.cmu.edu/buildings/themehousing/globalstudies/)

Here a globalised pedagogy blends seamlessly with student life by extending intercultural experiences beyond the classroom, into the residential-social infrastructure of the student community.

Global Curricula

According to the OECD definition, internationalised curricula is "curricula with an international orientation in content, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, and designed for domestic students as well as foreign students." (Back et al, 1196, p.1). This definition leaves much open to interpretation in practice and it remains in question whether the entire curricula ought be 'suffused' with global perspectives or if individual modules focusing on global themes could be available as a cross-cutting option. For some programmes it could be argued that global contexts are irrelevant or inappropriate.

How could a curriculum be 'globalised' in practice? Would it be a matter of adding case studies from overseas countries, introducing debate on existing material from a range of international perspectives, or interrogating the UK-centric nature of programmes in order to entirely rewrite them?

De Vita (2003) argues that the notion that "international graduates can be produced by a mere infusion of some international material into existing course syllabi builds on a reductionist and exclusively cognitive Western learning philosophy." (De Vita, 2003, p.388). Instead, a successfully internationalised curriculum "recognises the 'holistic' nature of internationalisation and facilitates the integration on an international perspective throughout the curriculum." (Whalley,1997, p.18). How, then, have HE institutions approached this issue?

University of Reading, School of Construction Management and Engineering

The School of Construction Management and Engineering is currently in the process of assessing the relevance of its current course material to the increasing number of international students, particularly for the Quantity Surveying course which last year had 60 overseas students. As a recent presentation by Dr Samuel Laryea, Lecturer in Construction Procurement, indicated, it is becoming ever more important to cater for the diverse interests and backgrounds of students on the course, who must be able to relate to the course material and apply it after graduation. Exclusive UK-centric course material and perspectives is not of ultimate relevance to such an audience.

Dr Laryea suggests in the short term that the programme curriculum needs to be revised to 'incorporate global issues and practice elsewhere in addition to national/UK issues and interest.' He also suggests that partnerships with multinational firms would be useful, in order to provide students with overseas placement opportunities. In the medium to long term, Dr Laryea emphasises the need for an atmosphere to be cultivated in which both staff and students are encouraged to 'Think globally, act locally' in relation to the School's work.

Monash University, Australia

Monash University identifies their key objective in internationalising the curriculum as 'to prepare students for a world characterised by diversity, change and uncertainty' (http://policy.monash.edu.au/policy-bank/academic/education/management/internationalisation-of-the-curriculum-policy.html). Monitoring, reviewing and revising takes place across six core areas:

- course goals and unit objectives;
- course and unit content;
- learning and teaching strategies;
- instructional materials;
- media and resources;
- assessment strategy;
- university support to assist implementation.

The review and revision of each of these areas seeks to incorporate "international and intercultural perspectives and inclusive pedagogy into its courses in order to prepare students to perform capably, ethically and sensitively in international and multicultural professional and social contexts."

Bachelor of Arts (Global)

The Bachelor of Arts (Global) programme is a key example of a course with a specialised global curriculum, containing units such as Global Studies, in which students "engage with the prospect of 'cultural difference' through an examination of the place of the individual in the global movement of people. We use case studies to explore a range of cross-cultural encounters connecting historical ideas with contemporary concepts of conflict and conquest, forced and voluntary diasporas, migration and asylum." http://monash.edu/pubs/handbooks/units/ATS2559.html

'Universal' subjects

However, in response to the question above as to whether globalised perspectives can be implemented across the board or if in some cases would be irrelevant, Monash concedes that "the development of an internationalised curriculum by a faculty is best planned and implemented across a course. Not every unit can be assumed to have international content; however, all units should allow for a variety of student backgrounds and understandings."

For 'universal' subjects, however, such as Mathematics, Physics and Biological Sciences a critical perspective which interrogates cultural assumptions is encouraged: "even in these areas it is appropriate to review cultural perceptions and develop culturally appropriate pedagogies, case studies and examples to assist learning." (http://policy.monash.edu.au/policy-bank/academic/education/management/internationalisation-of-the-curriculum-policy.html)

Oxford Brookes

The Centre for International Curriculum Inquiry and Networking (CICIN) at Oxford Brookes has developed an Internationalising the Curriculum resource kit http://www.brookes.ac.uk/services/ocsld/ioc/resourcekit.html.

The resource kit outlines how Brookes define internationalisation of the curriculum as three core areas of focus:

- global perspectives, especially in one's discipline area;

- cross-cultural capability;

- responsible citizenship.

Having established the parameters within which Brookes seeks to internationalise the curricula, specific methods for internationalising, mostly at modular level, are listed, focusing on:

- Internationalising course content

    Suggestions in this area include: case studies, projects and examples from a range of different cultures; explorations of how knowledge may be constructed differently from culture to culture in the discipline area; encouraging students to reflect critically on what they are learning in relation to their own cultural identity and its social construction.

- Internationalising learning and teaching activities

    Suggestions include: presentations or input from guest lecturers with international experience who address specific topics in the course; utilise electronic links and networks, such as email chat Groups, with students of the discipline in other countries; explore cultural and regional differences in values and assumptions affecting the discipline and how these might impact on the actions of individuals

- Internationalising assessment

    Suggestions include: tasks requiring students to compare local and international standards in the professional area/discipline; explain the relationship of assessment criteria to international standards; require students

> to present information to, and get feedback from, an 'international' or cross-cultural audience

- [Internationalisation online](#)

  Suggestions include: Online multicultural teams are set problem-solving tasks related to the professional area; an online seminar in which students report on research they have undertaken into contributions made to the professional area by different cultural Groups.

Case Studies

Case studies of existing internationalised modules are available on the CICIN website (http://www.brookes.ac.uk/services/ocsld/ioc/cases/index.html), providing examples such as:

- 'Use of Web CT for developing students' understanding of differences in international social work provision' in which final year social work degree students explored a particular political /legislative issue, comparing the UK and one other country of their choice.

- 'Global Perspectives in a Statistics Module': students were provided with a data file derived from data downloaded from the World Health Organisation, containing global data related to the Millennium Development Goals. The assignment asked students to formulate their own research question and to analyse and report the findings, using variables selected from the data provided.

- 'Internationalisation and Localisation of Computer Software': Computing students work in Groups of 3 or 4 to construct a piece of software that can be used in another culture.

Leeds Metropolitan

Similarly to Oxford Brookes, Leeds Metropolitan aims at incorporating 'cross-cultural capability and global perspectives' as attributes for all graduates, by fostering intercultural awareness, international perspectives within discipline areas and encouraging application of these principles in practice. This globalised approach is viewed as a cross-cutting element at programme level:

> "Rather than narrowly setting learning outcomes or trying to assess cross-cultural capability and global perspectives … we are seeking to arrive at an ethos across the institution and its programmes, and to support and evidence that ethos through practices, strategies, policies and actions. This, of course, requires us to continuously unearth and critically examine the values and ethics which underpin the way we work."
> (http://www.leedsmet.ac.uk/international/35698_NEW_GUIDELINES2_WEB.pdf)

This 'unearthing' and critical examining of underpinning values and ethics is assessed in terms of interrogating and reconstructing both knowledge and experience gained within programmes. Guidelines for curriculum review provide key questions, with examples of appropriate responses in practice, e.g.:

- **<u>Knowledge</u>**
  What level of use does the course make of materials from outside the

  'traditional' canon?

  How does the course make students aware of the global impacts of professions
  related to the subject area?

- **<u>Experience</u>**
  How does the course encourage students to be curious beyond their own cultural
  boundaries?

  How does the course respond positively to and encourage different learning

  cultures/needs?

A Curriculum Review Report Form, including questions and suggestions such as those
listed above is available for reviewing all programmes. It is emphasised that the form
should be used as guidelines to be approached as a developmental process, rather than
an audit checklist.

Staff training and development

"The most important issue relating to academic staff is how to get their commitment to
internationalisation in all its forms. In institutions where the objective is to have
internationalisation pervading every aspect of the university, this can be a challenge…"
(Fielden, Council for Industry and Higher Education, 2007, p.34). The commitment of
both academic and non-academic staff to a clear central strategy is essential for the
successful development of a global university. How have other institutions trained and
developed their staff to this end?

Bournemouth University

Staff Development Activities and Workshops

The Centre for Global Perspectives works actively to develop global awareness amongst
staff as well as students. Staff development activities and workshops address issues such
as:

- 'Supporting UK and Overseas students in a multi-cultural University'

- 'Global Perspectives in the Curriculum'

- national conferences exploring issues such as 'Graduates as Global Citizens'
  and 'Education for Sustainable Development', providing networking and
  dissemination opportunities for Vice-Chancellors, senior staff and policy
  makers

http://www.bournemouth.ac.uk/about/the_global_dimension/centre_for_global _perspectives/centre_for_global_perspectives.html.

Research into Staff Perspectives on internationalisation

Research into academic and non-academic staff perspectives on Global Perspectives has been undertaken in order to gain insight into what they perceived their own global awareness to be, and that of existing globalised components on courses. They were asked to:

- identify potential inhibitors to change;

- to rate the perceived relevance of global issues for their discipline

- indicate areas in which they wished to broaden their knowledge base and receive further development, for example, in the form of learning from case studies, increased opportunities for teaching/research abroad, attendance at international conferences.

Such consultation is used to inform how Bournemouth University structures and involves staff in its globalisation policy. (http://www.bournemouth.ac.uk/about/the_global_dimension/global_perspectives/pdfs/gl obalvision_strategy.pdf.)

University of Warwick

Global People is a team at the University of Warwick, providing resources "designed for those who are planning and running international projects and who feel a need for guidance in developing intercultural awareness and competence." (http://www2.warwick.ac.uk/fac/cross_fac/globalpeople/background/) The team stems from a project which developed e-learning materials with Chinese Higher Education Institutions and then continued to undertake research into intercultural collaborations. Core support is provided in the form of:

- Life Cycle Model, providing guidance on the whole life cycle of an intercultural project from the planning stage through to completion and dissemination activities.

- Competency Framework, outlining four key competency areas: knowledge and ideas; communication; relationships; personal qualities and dispositions

- The Global Student: providing guidance on the whole life cycle of an intercultural project from the planning stage through to completion and dissemination activities.

- Resource Bank: publications, research papers, Global People Toolbook.

Malmö University, Sweden

Malmö University, a frontrunner in developing the notion of 'Internationalisation at Home' emphasises the need for staff development programmes and corresponding infrastructure to implement and support internationalisation policy.

International Coordinators: Malmo University employ a devolved model of international coordinators, with 1-2 in every School to form a university-wide network which

collaborates via a monthly Committee in which information is shared, programmes are discussed and projects initiated.

Staff and staff-student dialogue: The importance of continuous dialogue, not only amongst staff but between staff and students is emphasised by Malmö as a rich source of inspiration of ensuring a dynamic intercultural ethos:

> "Learning and teaching is under constant debate in pedagogical forum, in media and staff rooms. The social climate between lecturers and students play a crucial role for the pedagogical achievements, as do there sources available for employing staff to keep the student to staff ratio on a good level. Active and critical students, students who exercise their rights to influence learning and teaching, students who dare to challenge faculty staff, and committed staff, which listen to the students needs, and are willing to have a dialogue with the students, are some key elements for developing learning and teaching."

Competence Development Programmes

The Human Resources Department at Malmö provides competence development programmes in strategic areas, e.g. Teaching in Higher Education, a compulsory programme for all new teaching staff, to explain Malmo's key policy and profile issues (of which internationalisation at home features prominently), and to provide a platform for the exchange of experience across Faculties and School.

Non-academic staff

Attention is also paid by Malmo University to the need not only to inculcate global awareness amongst academic staff but also in administration. International policy at Malmö includes specific action plans for each administrative unit, creating an "unbroken chain in the planning cycle." The need for non-academic staff to remain fully informed of the internationalisation strategy and policy is also emphasised.

Appendix 6

Digest of SDTL responses to understandings of global curricula and examples of good practice in Schools

In order to inform the Thematic Review of current understandings of global curricula and corresponding existing practice in Schools, School Directors of Teaching and Learning were asked to provide the following:

1. A maximum of two paragraphs outlining their understanding of a "globalised curricula" in the context of their discipline;

2. A maximum of two paragraphs outlining whether, on the basis of the above, their programmes offer sufficiently global curricula;

3. Outline up to three elements of good practice that they would identify across the areas of provision in their Schools.

The following provides a summary of responses to each of the three points above.

1. Understandings of a 'globalised curricula' in the context of specific disciplines

Many Schools reported that their disciplines inherently involved the study of global phenomena, such as Finance, Business, Meteorology, Biological Sciences, Modern Languages and Construction Management. In such cases it was felt that it was impossible to study these subjects in isolation from the embedded global context within which the discipline or industry functions. Global curricula was also therefore considered important in terms of equipping students with the necessary skills and knowledge for a globalised society and market place.

Conversely, in other programmes, the local nature of the discipline needed to be acknowledged and was in some cases seen to be in conflict with the global strategy. This was particularly pertinent in Real Estate and Planning, where the primarily domestic employer base, student cohort and locally mature markets made globalising the curricula a challenge.

In other cases, a globalised curriculum was understood to mean the fostering of collaborative partnerships to facilitate the recruitment of international students and/or create links by which home students could study abroad. This was of particular focus for Systems Engineering, Construction Management and Engineering, and Chemistry, Food and Pharmacy. International expertise and research areas were also felt to contribute strongly to globalised curricula in such areas as Typography, Archaeology, Geography and Environmental Sciences.

A common thread of understanding throughout School responses was that a globalised curriculum should challenge UK/Western-centric approaches by incorporating pedagogical methods, materials, case studies and perspectives from a global range of

cultures and contexts. Humanities provided key examples of this in terms of incorporating postcolonial perspectives in the History and Classics curricula.

2. Programmes offering sufficiently global curricula

Most Schools believed themselves to be offering a sufficiently global curriculum, in terms of: the disciplines being inherently global in any case; the incorporation of international case studies and teaching materials; opportunities for student exchanges to partner institutions; challenging Western pedagogy and perspectives; the development of globally-oriented programmes.

In some cases it was also believed that programmes promoted a global culture via a diversity of overseas students and the facilitation of mixed cultural Group work and discussion. However, it was noted that the diversity and number of overseas students on some programmes (i.e. ICMA PGT programmes), may lessen the opportunity for engaging more widely with students from UK/EU cultural backgrounds.

As mentioned above, some Schools highlighted the importance of maintaining a local perspective on their programmes. The Accounting Programme Area was careful to emphasise that a globalised curriculum should not privilege the global over the local but should recognise the importance of understanding the nature of both and the extent of tension between each, i.e. whilst they were enthusiastic about the aims of a more globalised curriculum, they would not wish a global curriculum strategy to drive the pedagogic nature of their programmes.

3. Outline up to three elements of good practice that you would identify across the areas of provision in your School, relating to the elements of the global strategy as outlined above.

Globalised practices	Examples of current good practice	Potential University-wide applications
Globally-oriented programmes	**Institute of Education's** MA Developing Education for Sustainable Global Futures – constructed on the premise that education is a global concept, taught through a blended learning approach with current cohorts in England and Kazakhstan.	Develop more programmes in other Schools with an entirely global focus
Globally-oriented modules	Modules in **Film, Theatre and Television** on Chinese Theatre, Polish, US, French and Japanese Cinema. Chinese Theatre module includes an annual study visit to Shanghai, studying Beijing Opera at the Shanghai Drama Academy.	More modules focused on the discipline in non-English cultures, with study visits built in
Use of global material in case studies/course	**Informatics PGT:** the curriculum and modules address global issues in the use of material and case	Incorporate case studies and course materials from a diverse range of cultures,

materials	studies such as the impact of globalisation in information management, technological advances for globalisation, awareness of different international standards and practices, and IT-enabled business strategies in globalised business environments.	consider the impact of globalisation on the discipline, include awareness of different international practices/knowledge bases
Incorporation of global perspectives despite inherently local subject matter	**Real Estate and Planning:** Much of the discipline is local in nature, with a primarily domestic employer base and student cohort; in discussions of property derivatives, for example, products only exist in a very small number of markets, predominantly in the UK and US. Discussions are therefore introduced which consider the challenges of launching such products into other markets, international/cross-border investment, challenges present in less transparent and mature markets.	Consider potential global impact of locally-based disciplines, or indeed the nature of the 'local' in a globalised society; question assumptions inherent in notions of the 'local' and potential for change. Possible to introduce such approaches to 'universal' subjects too?
Critical reflection on UK- and Western-centric approaches	**Psychology and Clinical Language Sciences:** Given the heavily Western-oriented nature of the key research databases, it is necessary to teach caution in the generality of findings in both disciplines. The nature of the discipline demands that we recognise cross-cultural differences which may influence the outcomes of many of the studies we report to our students: developmental dyslexia, for example, is less common in Turkey because of the more transparent orthography.	Highlight, and encourage critical reflection upon, Western pedagogy, approaches and materials. Explain and explore with students what such an approach means, requires and implies. Contrast with non-UK/Western cultural practices of the discipline
International guest speakers	**Business and Management PGT:** A series of speakers from business and commerce e.g. IBM, O2 Telephonia, entrepreneurs from local SMEs. Many of these companies are global enterprises or have links with overseas companies.	Incorporate regular slots for guest speakers from around the world

Opportunities for international field visits and study abroad	**Biological Sciences:** Opportunities for field trips to Malaysia, Spain and soon to Iceland. Students can do their final year project overseas through the Erasmus scheme. Currently developing links with institutions in the US for summer exchanges and joint teaching.	Introduce options to study abroad as part of non-languages degrees as standard
Regular review of globalised curriculum via international partnerships	**Construction Management and Engineering:** annual reviews with accreditation partners, where emerging issues are raised within a partnership environment. Emerging internationalisation issues of the professional institutions and the University are mutually addressed and developed.	Draw on international partnerships, contacts and networking opportunities in order to review and revise the global approach to the curricula; keep up to date with global developments relevant to the discipline; collaborate with international contacts to devise and incorporate global course material and pedagogical methods
Supporting international students from first contact to employment	**Agriculture, Policy and Development:** implemented a marketing and recruitment review in collaboration with RIO to: take an active approach to recruitment; improve first contact marketing and Blackboard materials; forge close links with alumni; develop an e-survey to improve the admissions experience; develop more fieldwork placement opportunities to raise perceptions of employability; increase personal contact with Programme Directors (pre-arrival contact, regular feedback meetings, personal tutor relationships); develop more scholarships	Work more actively with RIO and SEECC to actively recruit and support international students throughout the degree, from pre-arrival to graduate employability

Summary of key potential University-wide applications

Key potential University-wide applications on the basis of School responses could be:

1) The inclusion of more 'inherently' global disciplines, programmes and modules;

2) Consideration of diverse cultural approaches and materials, with critical investigation of biased/imbalanced pedagogical perspectives as a routine aspect of curriculum development and review; explicit reflection on, and discussion of, the cultural origins and implications of disciplines, particularly where cultural biases are invisible, normalised or implicit, and where the local and the global present conflict or challenges;

3) Facilitation of mixed cultural Group work as standard where possible or appropriate;

4) Implementation of study abroad and international field visit opportunities ;

5) Increased international partnerships and active development of global programmes/modules via collaboration with key teaching staff and exchange students in partner institutions;

6) Increased opportunities for international research; synthesis of research findings in the global arena with teaching methodologies and materials;

7) Increased recruitment of staff with international expertise which feeds into programme development and teaching;

8) Closer work between Schools, RIO and SEECC to recruit and support international students from pre-arrival through to graduate employability.

Appendix 7

Internationalisation Survey

The University is currently looking at 'Internationalisation': what it means in practice, what already happens to create a globalised curricula and campus culture here at Reading, and what we can do to develop these efforts further.

Of course in reality 'internationalisation' can mean many different things, such as:

- creating opportunities for international and home students to mix and share cultural backgrounds

- including case studies from around the world on programmes

- questioning cultural biases in teaching methodologies

- offering a range of multicultural events to appeal to a variety of backgrounds, etc ….

But what does it mean to you? We'd very much appreciate if you could let us know your views on these issues, by taking a couple of minutes to complete the short survey below:

Please fill in your:

School/Department:

Degree programme:

Year of study:

Country of origin:

What does 'internationalisation' mean to you in the context of your programme and general experience at University?

Please rank the extent to which you agree with the following statements, 1 = Strongly disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly agree

The University has a global focus:

1	2	3	4	5

My programme of study has a global focus:

1	2	3	4	5

The University offers me sufficient international opportunities:

1	2	3	4	5

RUSU offers me sufficient international opportunities:

1	2	3	4	5

We're interested in hearing your general ideas and comments on the theme of internationalisation at Reading, please use the space below to let us know any further thoughts:

Many thanks for your help with this

Survey results summary

What does 'internationalisation' mean to you in the context of your programme and general experience at University?

- Meeting people from different countries, teaching by people from different countries (Modern History and International Relations)
- Considering the cultures and politics of around the world, especially when studying sources from other countries (English Literature)
- The inclusion of a range of international perspectives in modules and topics. In terms of university, the integration of people from different nationalities (History)
- Looking at a range of cultures and being offered opportunities to mix with such cultures (English, film and theatre)
- It means learning and interacting with different cultures. Being tolerant and patient of different ways of working (Agriculture)
- Focus on the world as a whole, with no bias. Ensuring uni is a place for all. Meeting and learning about other people from other countries (Speech and Language Therapy)
- In terms of how marketing differs in different regions of the world and how it is effected by different cultures. In terms of general experience it's good to learn from others beliefs and values (Food and Economics and Marketing)
- As a postgraduate, I find that my fellow research students represent a diverse range of nationalities which is great and enriches my experience as a research student and professional. However, if the University wants to develop 'internationalisation' we need to consider perspectives not just demographics. I do think that the content of University programmes needs to be more reflexive about the assumptions we make - I often feel that content is underpinned by UK or EU based assumptions that would not hold true in developing or third world countries. Yes, Reading is a UK-based university that is its primary context, but the learning experience of all students (home and international) would be enriched by greater awareness and sensitivity to cultural difference. (Typography and Graphic Communication)

The University has a global focus:

- o   5= 9.7%
- o   4= 48.3%
- o   3= 30.4%
- o   2= 6.3%
- o   1= 1.1%

My programme of study has a global focus:

- o 5= 13.8%
- o 4= 31.0%
- o 3= 26.4%
- o 2= 21.8%
- o 1= 4.0%

The University offers me sufficient international opportunities:

- o 5= 10.9%
- o 4= 31.0%
- o 3= 34.5%
- o 2= 12.6%
- o 1= 5.7%

RUSU offers me sufficient international opportunities:

- o 5= 6.3%
- o 4= 23%
- o 3= 44.8%
- o 2= 16.7%
- o 1= 3.4%

We're interested in hearing your general ideas and comments on the theme of internationalisation at Reading; please use the space below to let us know any further thoughts:

- I think internationalisation is a big part of Reading Uni + RUSU gives lots of opportunities but it doesn't much apply to course I'm on (Film and Theatre)
- It is early days really to voice an opinion. Obviously it is important for the international students to have plenty of mentor/ advice facilities. When I lived in Sri Lanka, I would have an annual food fair whereby foreigners set up tables and sold food that was unique to their own country. Each table was obviously decorated in a patriotic fashion and it was a chance for every nationality to 'show off' a bit of their own culture. The event was always a lot of fun, and was therefore well represented and supported every year giving people the opportunity to bond with other nationalities. Just an idea (English Literature and Language)

LOW RESOURCE IMPLICATIONS

1

Tutors express at start the global context of their module

Well organised groupwork

Module curricula allows opportunity for students to 'bring' international knowedlge

Internationalised teaching sessions

International case-studies in teaching/curricula

More module flexibility in programmes

2

Peer mentoring/buddy system

More international context in programme reviews

Blackboard used as comprehensive support

More critical reflection in programmes from international perspective

Module evaluations to ask questions re. global nature

Cross-cutting modules

High impact international debates

DIFFICULT TO ACHIEVE

Modules grouped by theme on BB

RIO to arrange cultural events via regional officers

Expansion of IWLP

Language exchange networks

EASY TO ACHIEVE

5   4   3   2   1

Joint programmes with overseas providers

Overseas placements and study abroad

Adopt a more celebratory tone re. multi-culturalism

Diverse reading material

More pre-arrival support for international students

Multi-cultural festivals

Undergraduate programme in international development

Lectures videoed and made available internationally

4

IWLP offer broader cultural modules

App with facilities on campus translated into key languages

Global exchange/café in centre of campus

Develop 'Engage in Internationalisation' resource

5

HIGH RESOURCE IMPLICATIONS

Funded student ambassadors for MSc

Appendix 9

Note from CDoTL to the Thematic Review on Internationalisation

Following discussions, the Chair (Julian Park) and the Acting Director of CDoTL thought it appropriate to bring a paper to the review in relation to the potential for CDoTL to further "engage" staff with the Universities global strategy. This could be badged under a general theme of "Engage in Internationalisation" which would mirror other initiatives and resources at the University i.e. engage in research, engage in assessment, engage in feedback.

A key responsibility for CDoTL is to raise awareness of current teaching and learning issues and to keep in touch with staff about teaching and learning developments within Schools. This support for academic staff is ever more important in current times where lecturers now wear many hats and face increasing pressures. Key areas in which CDoTL could contribute include:

- raise staff awareness about issues relating to, and benefits of, a University which is international at all levels
- develop staff understanding about internationalisation of the curriculum
- provide a forum for staff to discuss internationalisation – concerns, ideas, opportunities
- include the student voice in these events
- share good practice – e.g. case studies
- inform the content of an online resource for staff

This would be done via:

- Development of an Engage in Internationalisation web resource
- Seminar and workshops based around aspects of global curricula
- Developmental engagements with 5 or so key curricula areas across the University.

It should be noted that this would either have to be prioritised in CDoTL over and above other on-going activities, or additional funding applied for to undertake such activities.