

## Working Internationally Guidance:

The University has expanded its activities internationally, both through Partnership arrangements and Branch Campus activities. Working internationally and maintaining working relationships across distances and time zones can be challenging. The University has produced the following guidance to help support working internationally:

Key Principles for developing and managing programme delivery across campuses and ensuring good communications, involves active engagement with colleagues and the opportunity for all to contribute to programme developments and management discussions.

Communication must happen regularly at all levels and senior members of staff should lead by example, involving colleagues at other campuses and Partners in discussions and the decision making processes.

1. Arranging meetings:
  - a. Different time zones can make arranging meetings more difficult. Whenever possible the burden of late/early calls should be shared amongst the members, alternating the timings of meetings when it is not possible to schedule within the standard working hours for both institutions. As stated above, active engagement is key and Schools will need to find a way to ensure proper representation at Boards and meetings
  - b. Be aware of national holidays for colleagues working in different countries and ensure meetings are arranged during normal 'working days' for all members. You may need to check what the standard working week is.
  - c. You should also consider the timings of meetings in regards to onwads reporting and the academic calendar. Ie: ensure all parties have the right information they need in good time for onwads reporting to other Committees or Agencies ie: BoS, SBTLs, MQA/QAA etc.
2. Terms of Reference:

Think about the ToR for equivalent meetings at different campuses, do they complement one another? Do they report to the right places? Do they follow the QME guidance?
3. Reporting:
  - a. Reports for Committees should be submitted consistently and timely. Deadlines for reports must be adhered to in order for the secretary to circulate papers in advance of meetings.
  - b. The types of reports and information required by both parties should be clear and consistent from the outset.
  - c. Ensure there are good communications around required reports and deadlines and how/when actions/information will be reported back.
  - d. If required, ensure the correct templates and coversheets have been used.
4. Module and Programme Management:
  - a. Module Convenors and Module leads and Programme Directors and Programme Leads will need to build up good lines of communication in order to liaise closely

on module and programme developments and coordinate programme activities.

- b. Programme and module management should be agile and decisions made timely in order for any changes to be implemented.
- c. Consideration needs to be given to how proposed changes to a module or programme might affect the delivery at another campus.

5. Sharing Practice

- a. Schools should ensure that good practice and feedback are shared amongst colleagues across campuses in both directions.
- b. Schools should ensure that mentoring and support is available across campuses to help facilitate this sharing of good practice.
- c. School training events and staff development initiatives should be made available across campuses and topics should target the needs of each group. School specific and School-led training is a valuable resource to add context to broader training activities.

6. Communication with colleagues overseas:

- a. Maintain regular<sup>1</sup> contact (formal and informal) with colleagues at Branch Campuses and with Partners, this will help to maintain relationships and trust.
- b. Comms should regularly occur at both module and programme level and at School/Dept management level and University level.
- c. Use a variety of communication tools, not just emails. Where possible arrange some face-to-face or Skype meetings to help build and maintain good relationships
- d. Keep dated records of meetings and conversations, particularly if decision or actions have been decided upon.

7. Emails

Expectations in regards to email responses can vary widely from person to person. Be aware of time zones and potential cultural differences in regards to the timings of email responses.

Be sure to set up an out of office is you are going to be out of contact for any significant length of time during a normal working week and during national holidays.

- 8. Seek advice from IT if technology is causing a problem with communicating, they may be able to suggest alternative arrangements if the problem is not fixable.
- 9. The University advocates as best practice that key staff visit respective institutions to meet colleagues they will be working with (including senior staff/management).
- 10. Establish a set of values (ground rules). A consistent approach to working with others at the same campus and across campuses.

11. Key principles:

Respect:

Treat one another as equals

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<sup>1</sup> The definition of regular will depend on your role and responsibilities. Staff at all levels should ensure that they have a good working relationship with their counterparts at another campus and that they are aware of changes and updates that affect their role and the delivery of programmes for which they are responsible.



## Working Internationally Guidance Checklist:

The University has expanded its activities internationally, both through Partnership arrangements and Branch Campus activities. Working internationally and maintaining working relationships across distances and time zones can be challenging. The University has produced the following checklist to help staff consider cross-campus issues and to help support working internationally:

Key Principles for developing and managing programme delivery across campuses and ensuring good communications, involves active engagement with colleagues and the opportunity for all to contribute to programme developments and management discussions. Communication must happen regularly at all levels and senior members of staff should lead by example, involving colleagues at other campuses and Partners in discussions and the decision making processes.

### **MEETINGS:**

Arranging meetings	
Have you considered the time zones for each institution and ensured the meeting is at a suitable time?  (Whenever possible the burden of late/early calls should be shared amongst the members, alternating the timings of meetings when it is not possible to schedule within the standard working hours for both institutions)	
Have you considered the standard working week of each institution and the dates of any National Holidays?	
Will the meeting be organised in time for onward reporting to other committees at each institution or external parties?	
Terms of Reference	
Think about the ToR for equivalent meetings at different campuses, do they complement one another? Do they report to the right places? Do they follow the QME guidance?	
Reporting	
Are the types of reports and information required by both parties clear and consistent? Are deadlines clear?	
Are committee reports being submitted by the required deadline?	

(If papers miss a deadline the secretary will be unable to circulate in advance of the meeting)	
Are the correct templates and coversheets being used? (these are available form the secretary)	
Is there clear information regarding how/when actions/information will be reported back?	
Is the required feedback on reports being received in a timely manner?	

**MODULE AND PROGRAMME MANAGEMENT:**

How will you ensure the Module and Programme Leads are kept up to date with programme changes and programme management activities? Will they attend BoS, or will communications occur through the Module Convenor or Programme Director. If the Latter, how will you ensure good communications are achieved and accurate information is passed on in a timely manner?	
Are programme and module changes made collaboratively? When making changes have you discussed these with colleagues at other campuses/partners delivering the same module and got their feedback? Have you considered how changes to a Module or Programme might affect delivery/operations/contextualisation at other locations?	
Do the Module Convenor and Programme Director speak regularly with the Module or Programme Lead in order to ensure coordinated activities and programme management?	

**SHARING PRACTICE:**

Do you have a process for sharing good practice and feedback across campuses? And is it effective?	
Do staff have the opportunity to access support and mentoring across campuses?	
Are staff training events (at University and School level) made available across campuses? Is there a specific aspect of training that would be valuable to colleagues at a Branch Campus that you could help support?	

**COMMUNICATIONS:**

Do you keep regular* contact (formal and informal) with colleagues at Branch Campuses and with Partners?	
Do comms happen regularly at both module and programme level and at School/Dept management level and University level	

Are a variety of communication tools used, not just emails? (Where possible arrange some face-to-face or Skype meetings to help build and maintain good relationships)	
Do you keep dated records of meetings and conversations, particularly if decision or actions have been decided upon?	
Do you set an out of office on your emails if you are going to be out of contact for any significant length of time during a normal working week and during national holidays?	
Have you met with or visited colleagues at other institutions? (The University advocates that key staff should visit respective institutions to meet colleagues they will be working with, including senior staff/management).	
If technology is causing a problem with communications, have you consulted with IT to fix the problem or to discuss alternative arrangements?	

\*'Regular' will depend upon the nature of the relationship. Staff at all levels should ensure that they have a good working relationship with their counterparts at another campus and that they are aware of changes and updates that affect their role and the delivery of programmes for which they are responsible.

Staff should consult the University's Values for Working Together and Professional Behaviours for further guidance:

[http://www.reading.ac.uk/internal/humanresources/WorkingatReading/humres-Values\\_and\\_Behaviours.aspx](http://www.reading.ac.uk/internal/humanresources/WorkingatReading/humres-Values_and_Behaviours.aspx)