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CURRICULUM INTERNATIONALISATION TOOLKIT

A guide for staff at the University of Kent



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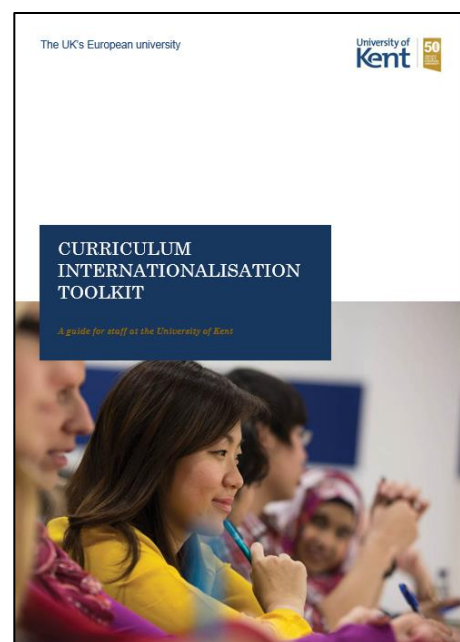
A guide for staff at the University of Kent

Overview

This document has been created to act as an initial guidance resource for University of Kent Staff who are interested or involved in curriculum internationalisation.

In addition to offering some advice regarding key aspects of curriculum internationalisation, the handbook also points towards external resources which provide a wide range of additional support materials for internationalising the curriculum.

Should colleagues wish to discuss any aspect of curriculum internationalisation in further depth, please contact the Dean for Internationalisation, Dr Anthony Manning at: deaninternational@kent.ac.uk



CURRICULUM INTERNATIONALISATION TOOLKIT

A guide for staff at the University of Kent

Curriculum Internationalisation Working Party (CIWP)
& Dean for Internationalisation

September 2016

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Curriculum Internationalisation- the strategic intent

Kent's Internationalisation Strategy recognises the importance of actively embedding and infusing international or globally-focused values into the development and realisation of all aspects of Kent's activities, including the key pillar of education within Kent's Institutional Plan.



This approach is linked to the definition of internationalisation in Higher Education as first described by Knight (2003), and updated by the European Parliament (2015), which emphasises *intentional* and *systematic* curriculum internationalisation.

The approval of the 2015-2020 version of Kent's (2015b) Internationalisation Strategy was achieved in November 2015 and was completed as part of a cross-institutional consultation process which was designed to attract feedback from staff across Kent's Faculties, Schools and Professional Service Departments (PSDs). The Internationalisation Strategy builds on the internationalisation targets as noted within Kent's (2015a) Institutional Plan.

One of the main targets from within the Internationalisation Strategy and the Institutional Plan which relates to curriculum internationalisation is as follows:

Ensure every degree programme, UG and PG, includes an internationalised element:

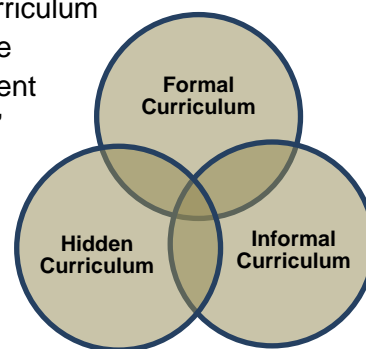
- All new, and 50% of existing modules to include an element of internationalization

Defining curriculum internationalisation

Leask (2009 p.209) acknowledges that 'Internationalisation of the curriculum is the incorporation of international, and /or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.'

Within this definition it is accepted that curriculum internationalisation can be considered in terms of:

- Formal curriculum, such as module, and programme content
- Informal curriculum, such as co-curricular activity
- Hidden curriculum, such as other institutional practices or conventions



Curriculum Internationalisation Working Party (CIWP)

Subsequent to the Internationalisation Strategy's approval, a Curriculum Internationalisation Working Party (CIWP) was drawn together with participation from Kent's three faculties and two PSDs. It should be noted that whilst initial activities of the CIWP have focused more on aspects of formal and informal curriculum The initial activities which were proposed and agreed with the CIWP are outlined below:

Figure 1 Proposed Activities of the CIWP

- Undertake a review of literature and existing sector good practice for curriculum internationalisation and available toolkits
- Identify models of existing good practice within Kent Schools and Faculties
- Devise/ define a process for internationalising learning outcomes for consideration at LTB and ultimately for addition to new module specifications
- Outline a framework for a Kent-focused curriculum internationalisation handbook/toolkit

Recent activities and actions of the CIWP

The first meeting of the CIWP was attended by eleven representatives from across Kent's faculties along with The Centre for English and World Languages (CEWL) and The Unit for Enhancement of Learning and Teaching (UEL). The meeting was Chaired by the Dean for Internationalisation.

The series of proposed activities for the group was reviewed and, in particular, a method of collecting good practice in existing curriculum internationalisation was discussed. Additionally, due to the cross-university implications of changing module specification templates, a suitable process for this was outlined, which crucially involved



discussion with the Faculty Support Office, QA and approval via Learning and Teaching Board (LTB).

Key actions which emerged from the first meeting of the CIWP are:

Figure 2 Actions from CIWP meeting 1

Action 1-	Members of the CIWP to familiarise themselves with supporting literature supplied
Action 2-	Anthony Manning (AM) to devise a structure for good practice case studies and a template email to circulate via schools
Action 3-	Members to collect good-practice case studies from schools in their faculty in advance of the next meeting
Action 4-	AM to seek examples of internationalised learning outcomes, within and beyond Kent
Action 5-	AM to speak with QA and Faculty Support Offices regarding channels of communication/approval and key points for interaction

The second meeting of the CIWP involved a review of the activity undertaken during and since the last meeting in November 2015 and moved on to discuss the many case studies of good practice which have been collected from across the University and Faculties. Many of these case studies have now been displayed on the new Kent Global Website (University of Kent 2015e) which has been designed to showcase academic examples of internationalisation including those associated with the curriculum. Extracts from this new site are available below:

Figure 3 Extracts from curriculum pages on www.kent/global

The screenshot displays a webpage titled "Curriculum Internationalisation" with a navigation menu and several content sections. The navigation menu includes "Activities & Methodology", "Assessment & Feedback", "Students", "Learning Outcomes", and "Programme Content".

Curriculum Internationalisation
 The University of Kent recognises that curriculum internationalisation is an essential component of internationalisation of HE and that the impact of curriculum internationalisation will be more profound if this involves internationalising learning outcomes, content, teaching and learning activities and assessment tasks. It is recognised that in order to be successful, the approach taken needs to go beyond isolated optional subjects, experiences and activities for a minority of students and students' learning. Importantly, the process needs to be undertaken in a planned, systematic and sustained way.

Kent's current Curriculum Internationalisation Working Party (CIWP) recognises that it is necessary to:

- keep abreast of literature and existing sector good practice for curriculum internationalisation and
- identify and share models of existing good practice within Schools and Faculties
- devise/define a mechanism for internationalising modules, programme specifications and intended learning outcomes
- outline a framework for a Kent-focused curriculum internationalisation training and support materials

The information below showcases a number of examples of curriculum internationalisation in practice:

Curriculum Internationalisation: Assessment & Feedback
 The case studies in this section outline examples of how assessment has been influenced by international practices or aspects of other academic cultures.

Assessments emulating international conference formats in SMSAS
 The assessment strategy for one module on the MSc in Actuarial Science in the School of Mathematics, Statistics and Actuarial Science (SMSAS) requires students to present in a format similar to that of many international conferences, and in front of an audience that includes international students and staff.

Topics have included challenging theories which have been developed in a range of countries (e.g. the Central Governor Model – South Africa).

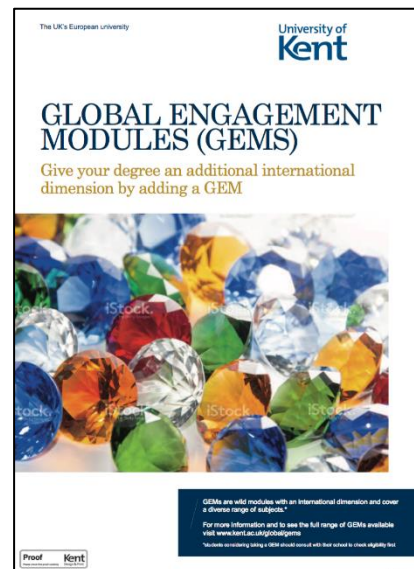
Talking Cultures
 Participants in CEWL's intercultural awareness course, talking cultures are required to keep a journal and asked to make cultural observations. As part of the formative assessment approach, at the end of the course, students have to give a presentation about their own culture.

Internationally positioned assessment at Kent's European Centres
 The strong emphasis on on-site study in Rome, allied with teaching and assessment, enables students to meet their tutors across the city in order to visit particular sites and monuments. Other visits are self-guided and then discussed afterwards in seminar or via online forums.

In addition to the case studies collected, the CIWP was presented with an overview of the Global Engagement Modules (GEMs) project. At this meeting it was decided that, in addition to the identification of case-studies from the staff perspective, it would be ideal to collect additional views from students and their experience of the curriculum.

In response to Action 4 from Meeting 1 in November 2015, the Chair presented the CIWP with a series of examples of how learning outcomes can be internationalised. This was achieved with reference to ECA (2015), KU Leuven (2015) and Leask (2015), in addition to outputs at Kent such as:

- CEWL's Higher Education Academic funded 'Talking Cultures' Project (University of Kent, 2012).
- The aims and objectives of Kent's Global Skills award for Post Graduate students (2015d).
- International Learning outcomes as expressed in general form by internationally focused centres at Kent such as The Global Europe Centre and the School of European Culture and Languages (SECL).
- Kent's new Global Engagement Modules (GEMs) (2015c) venture.



With regard to internationalised learning outcomes in action at other Universities, a number of examples were provided including exemplars from the University of Sheffield and Oxford Brookes University.

During the meeting, Anthony Manning also referenced having met with colleagues from the University's QA Office and representatives of the Faculty Office.

It was then suggested that a series of documents should be devised to support staff in devising internationalised learning outcomes and this could form part of a handbook or toolkit for future use across the University.



It was also agreed that a model for adapting the module templates, which are used by staff when modules are developed, should be created for initial approval by the CIWP before progressing to approval through LTB, in time for use in 2016/17.

A summary of key actions from meeting two of the CIWP is provided below:



Figure 4 Actions from CIWP meeting 2

Action 1-	Kent Global website to be populated with case study materials.
Action 2-	Global Engagement Module website and promotions to be launched.
Action 3-	Support document to be created for use by Kent staff when designing new modules with internationalised learning outcomes.
Action 4-	New section for use in new modules to be developed and trialled with CIWP colleagues, before seeking approval at LTB.

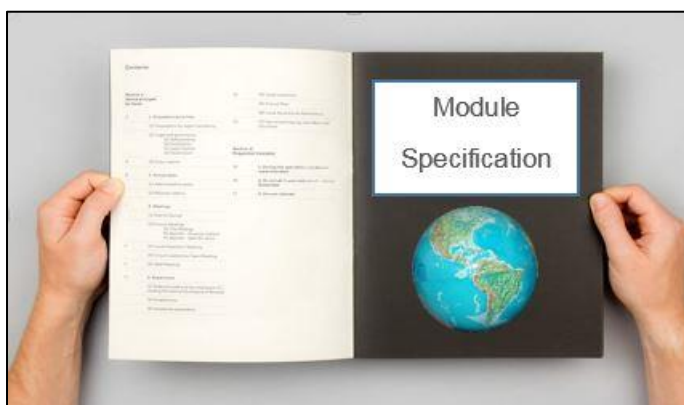
Internationalisation within Kent's module specifications 2016/17

The new internationalisation section within Kent's module specification template

New module templates are issued in September each year and are usually not changed during the academic year.

A proposed amendment to the existing module specification was accepted at LTB in June 2016.

This is as follows:



Please highlight aspects of the module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/ activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available in Autumn Term 2016. For further guidance contact Anthony Manning, or see www.kent.ac.uk/global

Completing the internationalisation section within the module template

In order for this new section to be flexible in its interpretation for each subject area but sufficiently meaningful for users of the specification, it should not be approached as a quest to find a single comment which can then be reused in the same way in all other modules thereafter.

Ideally internationalisation should be anchored through references to the elements of curriculum internationalisation, as mentioned in the specification rubric. An example below is provided from a SMSAS module:

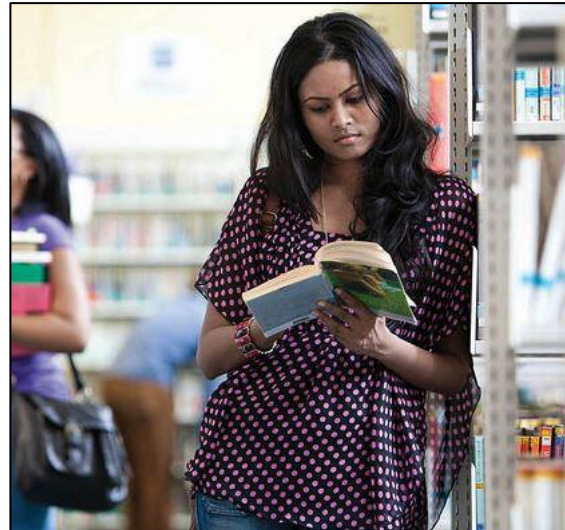
In many respects, Mathematics is an international language. With regard to the intended learning outcomes, in particular X, Y, Z, the target learning outcomes within this module are applicable worldwide as part of the universal principles of Mathematics and the building blocks of science. With regard to subject content, the material within the syllabus has been developed by our world-leading mathematicians of many nations including X, Y and Z for use within an international educational setting for students who will apply the theories of Maths in a wide range of international contexts. The reading list also has references to international research. Our international teaching team is also diverse and international with lectures on this module from X, Y and Z. Our support for students in SMSAS is also internationally attuned, given our international student body and our student mentor system.'

Additional tips for curriculum internationalisation

Intended Learning Outcomes (ILOs)

In order to embed internationalisation within your ILOs, identify some of the ILOs, either generic or subject specific, which will introduce students to international content, concepts, applications, examples or research.

In the ILOs for some subject areas this may be achieved through obvious skill building or learning contexts which involve the development of understandings or knowledge through reference to international regions or situations. In other subject areas, where such contexts are not as accessible, internationalisation may be found in ILOs linked to problem solving, analysis or application of theories or formulae. These can then be linked to international problems which are solved through the application of universal principles.



ILOs relating to learning from research and methodologies which may have developed from international researchers and communities of practice are likely to be relevant in all subject areas. In addition, learning from methodologies, approaches, discussions and potential applications of learning in the international classroom, may also be a common outcome of learning in a diverse and international university environment.

It may be of interest to some practitioners that The European Consortium for Accreditation's (ECA, 2015), supports curriculum internationalisation through its Certificate for Quality in Internationalisation (CeQuint), which includes a guide for designing international and intercultural learning outcomes. One key feature of this tool is its acknowledgement that internationalised assessment is not a one-size-fits-all approach and the learning outcomes need to be devised in accordance with their associated programme of study; this rules out the creation and use of generic 'boiler plated' internationalised learning outcomes.

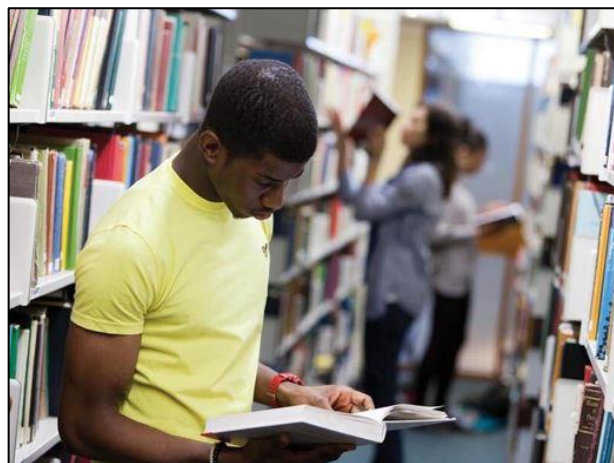
Additionally, the Katholieke Universiteit Leuven (KU Leuven 2015) has also developed a series of materials aimed at devising international competencies which can also inform the development of learning outcomes in curriculum development. When seeking to align curriculum internationalisation or ILOs, a useful article by Green (2012), provides an overview of the key features including global citizenship, as gleaned from a range of sources including Schattle (2007). These features are described in further detail below and may help when considering how international learning outcomes can be devised in certain modules:

- Global citizenship as a choice and a way of thinking.
- Global citizenship as self-awareness and awareness of others.
- Global citizenship as the practice of cultural empathy.
- Global citizenship as the cultivation of principled decision-making

- Global citizenship as participation in the social and political life of one's community

Subject content

Where possible, identify in the module specification, one or two key examples of how subject content addresses international issues. This might be achieved by identifying one or two topic areas or case studies which explore international contexts or origins of different, complementary or contrasting theories.



Alternatively, in the sciences, where the content itself draws on universal principles, this could be highlighted, with reference to the shared international relevance of such principles. In addition, where possible, some of the different origins of the research and the possible applications of principles could be emphasised.

In certain contexts, where analysis or calculation is required, consideration of international or non-western methods may be valuable and it may be possible to reference how the diversity of the student group or teaching staff have been harnessed as a way of adjusting the curriculum in line with student needs and academic expertise.

Assessment

Given that students from diverse education backgrounds are likely to have familiarity with different forms and modes of assessment, where possible, in order to respond to the needs and experiences of such a diverse group, it would be useful to reference the different aims and objectives of assessments. Additionally, where possible, and pedagogically appropriate, to have a varied pattern of assessments which measure knowledge acquisition and skill application in a range of different ways.



In some circumstances, internationalisation of assessment tasks could also be highlighted in the module specification through identifying:

- differentiation or localisation through elements of student-led topic selection in assessments.

- opportunities in assessment for comparing international or local examples linked to a particular subject areas.
- theories or skills being tested which are grounded in universal principles with broad international application.
- situations in assessment which encourage collaboration with students from different cultures for coursework or presentations.
- assessment criteria which relate to internationalisation or cross-cultural communication.
- opportunities for peer evaluation, with mixed nationality groups, of formative or summative assessments.

Teaching methods/activities

Given the diversity of Kent's staff, it is inevitable that this will lead to a broad range of methodologies and approaches to teaching. This could often be identified more explicitly in the module specification and during the course delivery, in order to highlight the varied range of international experiences and research backgrounds which contribute to Kent's teaching.

Additionally, some of the following approaches could be referenced, where relevant:



- Exploration of academic and professional practices common to different regions.
- Consideration of how particular cultural interpretations or applications of knowledge are linked to Humanities, Sciences or Social Sciences and how they may differ from region to region.
- Encouraging students to access, investigate and analyse information from a range of international sources.
- Contributions from visiting lectures or speakers and interaction with internationally recognised bodies or accreditation bodies.
- Field or project work with an international dimension.

Support Services

Given that students' learning is supported beyond the classroom, the provision of support through Academic Advisers with international experience can be a useful aspect of curriculum internationalisation. The provision of student support to both home and international students, which recognises the varying challenges of students from diverse backgrounds, could also be referenced more overtly in the internationalisation section of the module specification.

This could also include activity which encourages integration.

Curriculum internationalisation projects

Kent Global Passport

An online app for students to use to record the international skills which they have acquired during their time at Kent.

Think Kent

A series of short videos which showcase global thinkers in a manner which is accessible to the international world.

Global Engagement Modules

A series of internationally-focused modules and other learning opportunities which can add further international dimensions to existing Kent academic programmes.

Global Learning Online (GLO)

A venture which offers virtual collaborative opportunities to Kent students that they can work together with students from other institutions in different countries.

Global Twins

A venture which encourages Kent academics to build or revise an existing module so that it shares common or 'twin' elements with a module at another overseas institution. Students at both institutions will then have opportunities to collaborate during the running of the 'Global Twin Modules'



Training and Support Resources

Use the Curriculum Internationalisation Tool Kit (this document)

This document is designed to be a first port of call for colleagues wishing to familiarise themselves with curriculum internationalisation. It will develop over time and suggestions for enhancements are encouraged.



Attend a Learning & Teaching Network session

It is intended that at least two scheduled sessions will be delivered each year, with particular focus on topics linked to curriculum internationalisation. These sessions are intended to provide further insight into the field and to help answer any more specific questions that colleagues may have.

Listen to the Curriculum Internationalisation podcasts

These podcasts are a series of recorded discussions which are intended to provide additional detail linked to more specific aspects of curriculum internationalisation.

Review the Think Kent Video(s)

As well as providing a great snapshot of the diversity of Kent's research-led teaching, there is a video on the topic of curriculum internationalisation

Take an online course

10 places are available on this online course which requires 6 hours of study per week over a 6-week period. Places on this course will be provided to staff across Kent's Faculties in order offer more specific skill-building opportunities for colleagues interested in developing their skills in curriculum internationalisation.

Join the CIWP

The Curriculum Internationalisation Working Party (CIWP) is comprised of colleagues from across the University who jointly contribute to the actioning and championing of activity which seeks to move Kent forward in this important area of Internationalisation.

Meet or email the Dean for Internationalisation

Colleagues who would like to discuss matters in more detail with the Dean for Internationalisation are welcome to send an email message or to get in touch to set up a meeting. Please contact a.manning@kent.ac.uk or deaninternational@kent.ac.uk

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Thanks to the Curriculum Internationalisation Working Party for their ongoing to input into this document and other resources. Current members of the CIWP are as follows:

Anthony Manning (Chair)

Tracey Bello (Secretary)

Jane Carne

Lisa Dickson

Emily Guerry

Caroline Li

Carla Morris

Omar Nasim

Jeremy Scott

Trude Sunberg

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