Internationalisation, multiculturalism, a global outlook and employability

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Introduction

Leeds Metropolitan University's two internationalisation strategies to date (Leeds Metropolitan University, 2003, 2008) have articulated a comprehensive, University-wide approach in line with its strategic vision and values. Successful strategy implementation has resulted in a leading position in the field and, through publication and dissemination of the results, national and international recognition for some of our achievements. This article marks the journey so far and considers a number of factors involved in successes to date. It also indicates next steps for Leeds Metropolitan in embedding internationalisation within its latest strategic framework, with a view to placing it in a national and global context.

It has been demonstrated (Jones, 2010) that Leeds Metropolitan University is offering transformational learning through our students' experiences overseas, or what Knight terms 'internationalisation abroad' (Knight, 2006). Elsewhere in this special edition are excellent examples of this. In addition many International Reflections published on the University website (Jones, 2007) have been written by students who have described in their own words the impact of our mobility programmes. These include the following:

- International students studying abroad: "It was also highly rewarding to meet people from a wide variety of cultures within the group of international students there on exchange programmes. All in all it has been an invaluable experience" (Brejnholt, 2009)

- UK students studying abroad: "I was instantly engrossed by the indigenous culture … If the Erasmus scheme's sole goal was to promote a unified Europe it did just that" (Batt, 2009)

- International volunteering placements within the formal curriculum: "…instead of shock at such conditions I am struck by the air of contentment" (Cooke, 2009); "Being Asian I have never been mistaken as being a white woman however in Tamil Nadu the majority of the people thought I was a white Christian young lady … My experience taught me that I should not just assume that people will be aware of my ethnicity" (Buttar, 2009)

- International and UK students taking part in extra-curricular volunteering: "The creativity that I got to experience and develop with so many different people has really helped my career and personal development" (Hutton, 2009); "Knowing I can climb to the top of a mountain helped me realise that often fear blocks me from doing things I want to achieve" (Labirowska, 2009)

- International work placement: "Thinking back to the trouble we had given teachers in our school I entered my first class expecting the worst. Six months later and I'm still surprised by how genuine and respectful the students here are, not to mention just how fantastic their English is and how talented they are in their specialist subjects" (Smith, 2009).

We know that these programmes develop employability skills (Jones, 2010; Leggott and Stapleford, 2007). Yet a relatively small proportion of students take part. Given the clear benefits articulated not only in the literature but by the students themselves, there is a

need to extend these to all students through 'internationalisation at home' (see for example Crowther et al, 2000).

It has been argued that the ultimate purpose of internationalisation is to enhance the multicultural experience of education and through this the employability of graduates (Archer, 2005). Others subscribe to a more values-based objective, or the development of the 'Global Soul' (Bennett, 2008), as illustrated in this view from Iran:

> *"The concept of intercultural learning and dialogue lays the foundation for a shifting sense of one's place in the global arena, from the egocentric and individualist to the concept of integral global diversity, which privileges tolerance, solidarity and a mutual sense of understanding."*
> (Jassbi, 2004)

Whatever we think is the rationale for internationalisation, there are few who consider that it has little value in higher education. Rather, there appears to be a growing number arguing its pivotal role, albeit with different interpretations of what 'internationalisation' actually means such that, according to Caruana (2010), there is little common understanding of the term. It ranges from international rankings, student recruitment, partnerships, research and teaching collaborations, mobility programmes, and delivery in other languages, through curriculum internationalisation and the development of 'global perspectives' for all students and disciplines. The conceptualisation of internationalisation is related to university mission so this breadth of interpretations is hardly surprising.

As for its meaning at Leeds Metropolitan University, a broad notion of 'culture' has enabled internationalisation to be linked with multiculturalism, equality and diversity (Killick, 2006; Caruana & Ploner, 2010). It was noted above that only a minority of students in the UK or worldwide engage, as part of their programme of study, in work or academic placements, volunteering or other projects overseas. Yet the route to

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enhancing intercultural competence, one important objective of internationalisation, may be on our own doorsteps. The intercultural opportunities presented by student diversity and the wider multicultural society can offer equivalent benefits to overseas experiences for all students. This article will take such a broad interpretation as a starting point and will focus on efforts to 'internationalise' student experiences within the UK or to offer "virtual mobility for the static majority" (Birtwistle, personal communication, 2003).

Internationalisation for all

Knight (2011, p. 1) notes that internationalisation is "becoming a more important and complex process [but also] a more confused and misunderstood concept". Yet it seems widely accepted in institutions from Australia to Zimbabwe – just two of the countries where experts from Leeds Metropolitan have been invited to provide workshops and other consultancy activities – that internationalisation is fundamental to higher education today. Its key role within the curriculum of all students is widely articulated in the literature. Zimitat (2008, p. 136) argues that "even if domestic graduates never leave their own country, on graduation they will be forced to compete in international, or multi-national, work and discovery environments." Webb takes this further:

> *"As part of their preparation to live and work in a globalising world, graduates need increasingly well-developed lifelong learning skills and attitudes, including an international perspective. They need to interpret local problems within a wider and global framework and to judge the importance of global phenomena for their own lives and work. Internationalisation of the curriculum therefore incorporates a range of values, including openness, tolerance and culturally inclusive behaviour, which are necessary to ensure that cultural differences are heard and explored."*
> (Webb, 2005, p. 110)

It is evident then that a broad interpretation of internationalisation is needed, ensuring that all students have the opportunity to consider the global impact of their field of study

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and to understand how their discipline is framed within a global context. The notion of 'comprehensive internationalisation' has been gaining ground for some time in the USA and it was recently defined as:

> *"a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.*
>
> *Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it."*
> (Hudzik, 2011, p. 6)

While this is no easy task, such a holistic approach was the focus of efforts in the late 1990s and early 2000s, which led to the first internationalisation strategy at Leeds Metropolitan University (Leeds Metropolitan University, 2003); we have been seeking to implement it since then while publishing the results of our endeavours. In this respect Leeds Metropolitan has been in the vanguard of developments in the UK but there is no room for complacency as others are taking up the challenge with vigour. What next, then, for a university that has made progress in internationalisation but needs to articulate the way forward within a rapidly changing national and global context? How does internationalisation of the curriculum link to the multicultural local context and how can it genuinely be embedded across the institution? How can we make the most of what has been learned so far? Most importantly, how can this distinctive approach benefit our students (and indeed our staff) in both their personal and their professional life?

Leeds Metropolitan University's latest (2010) strategic plan envisages more international students being recruited to campuses in Leeds. While it is true that financial benefits will accrue from this, aligning internationalisation within the wider multicultural context means that international students have a crucial role "at the heart of the university as a source of cultural capital and intentional diversity, enriching the learning experience both for home students and for one another, expanding staff horizons, building a more powerful learning community and thus deepening the HE experience as a whole" (Brown & Jones, 2007, p. 2). Bone (2008) emphasises the importance of a multilateral approach to internationalisation as a framework to support international student recruitment, and Luker (2008, p. 12) asserts that seeking to enhance the international student experience merely to protect income streams will only work as an "integral part of a broader strategy for internationalisation that is not motivated by profit". If universities are to reap the benefits of internationalisation for staff and students we need to embrace internationalisation of the curriculum in its broadest sense, at home as well as abroad. At Leeds Metropolitan we can build on progress to date in two ways: first, as a stepping-stone to increasing international student numbers and providing a welcoming environment for them; second, as the foundation for the next phase of curriculum internationalisation and the incorporation of a global outlook as a key attribute for Leeds Metropolitan University graduates.

Internationalisation and multiculturalism

The conjunction between internationalisation and multiculturalism was a basic principle in the first internationalisation strategy (Leeds Metropolitan University, 2003), and a key success factor has been the view that "responding to the diversity of international students and responding to the diversity of home students are in fact not two agendas but one" (Jones & Killick, 2007, p. 110). A report for the Equality Challenge Unit reviewed the published information for 25 UK universities and noted that, of these, "only one institution, Leeds Metropolitan University, appears to have genuinely linked

internationalisation and E&D [Equality and Diversity], and appears to demonstrate an ethos that pervades the institution" (Eade & Peacock, 2009, p. 23). A follow-up report looked in more detail at six universities in the UK and Australia and argues that the 'at home' dimension of internationalisation is synonymous with Equality and Diversity (Caruana & Ploner, 2010).

Such a notion is finding increasing resonance across UK higher education with the acknowledgement that the intercultural competence required to operate effectively in global contexts is equally important for living in local, multicultural, and increasingly diverse communities. The Strategic Plan referred to above (Leeds Metropolitan University, 2010) makes limited reference to internationalisation per se but notes that: "As a diverse and inclusive university, we promote cultural awareness and respect for this diversity through our curriculum, the wider university experience and community engagement" (Leeds Metropolitan University, 2010, p. 8). Caruana and Ploner argue that such an approach suggests "a perception of maturity in achieving policy objectives …. In effect, internationalisation has been 'normalised' and is very much subsumed within a broader philosophy of diversity and inclusion" (Caruana & Ploner, 2010, p. 26).

A frequently-cited definition of internationalisation is "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education" (Knight, 2004). Notably, this clearly references 'intercultural', not only 'international' or 'global', and so assumes an expansive interpretation. The implication is that the opportunity to support students in developing an 'international outlook' (Montgomery, 2010) through 'internationalisation at home' is readily available to any university with a diverse student body.

A multicultural and/or international campus culture is a key element in assisting the internationalisation of domestic students and in building "bridges of tolerance and respect for other cultures" (Kramsch, 2002, p. 272, quoted in Leask, 2009). Yet merely co-locating students from different cultural backgrounds will not result in intercultural competence development by 'osmosis'. Several studies have found that universities are

failing to capitalise on the opportunities presented by international and intercultural diversity on campus (Harrison and Peacock, 2010b; Leask, 2009; Montgomery, 2010; Summers & Volet, 2008; Thom, 2010; Volet and Ang, 1998, among others). And yet it is likely that the link between internationalisation and multiculturalism is recognised by more staff than may be imagined, and an approach that builds on this has great potential for success:

> "… I don't actually think the concepts are connected, they are the same thing … The term 'diversity' in itself is part of what the concept of internationalisation entails … E&D [Equality and Diversity] should pervade all areas – international or not … serving multiple populations within the institution/within wider society … the issues are absolutely conceptually inseparable…"
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> [Response by a member of Leeds Metropolitan University staff to a question about the link between Internationalisation and Equality & Diversity]
>
> (Caruana & Ploner, 2010, p. 53)

Internationalisation at home can offer creative assessment, learning and teaching approaches for staff willing to engage seriously with the multicultural dimensions of our classrooms. It can facilitate the extension of comfort zones in a controlled manner by challenging cultural assumptions and extending knowledge and experience through the responses of fellow students (Jones & Caruana, 2010). Such activities can also be transformational, and Thom (2010, p. 156) argues that "transformations take place when respect for, and tolerance of, difference is embedded in institutional culture, and where individuals are properly supported when required to act and think outside their comfort zone". Leask (2010b) suggested some learning outcomes associated with an internationalised curriculum. These can also be related to a local multicultural context and do not require overseas experience:

- An understanding of the discipline locally and professional traditions in other countries and/or cultures

- How patterns of cultural dominance have influenced the development of discipline knowledge and practice

- The implications of local decisions or actions for the international community and vice versa

- Recognise and deal with intercultural issues in professional practice

- How culture influences their own and others' values and actions.

As internationalisation extends across the disciplines, and so reaches staff who may need more support in its implementation, emphasising the multicultural as well as the international context can offer a helpful starting point. Staff who have limited international experience themselves, or who have not worked with students from other countries, may be more familiar with diversity among the home student body. Moreover, it has been argued that "teaching with an awareness of cultural diversity is simply good teaching" (Prosser & Trigwell, 1998), a view reinforced by others (Carroll & Ryan, 2005; Jones & Brown, 2007). Fielden argues that the skills necessary "to operate effectively as a global citizen … also help achieve social cohesion in a multi-cultural society" (Fielden, 2007, p. 23). Inclusive curricula may also help to avoid Anglo-centric values and constructions of knowledge which can limit the accessibility of the learning context for students from diverse backgrounds, including those from other countries.

In summary, an expansive conceptualisation of multiculturalism can support internationalisation and needs to be considered a key element of strategy. Creative inter-cultural pedagogy should be exploited to offer a global outlook for the majority of students who are not internationally mobile. This can also facilitate a welcoming environment for international students, lead to the development of employability skills and add to the distinctiveness of the student experience. The latter will be of vital concern to the majority of UK universities with the introduction of higher tuition fees in

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2012, as they seek to position themselves to attract domestic as well as international students in an increasingly competitive environment.

Internationalisation and employability

The potential benefits of internationalisation in terms of personal growth and development are widely accepted, yet there is no doubt that, for many, the principal argument in its favour relates specifically to graduate outcomes and the employability skills developed through 'international' experiences whether these are at home or abroad.

Leggott and Stapleford (2007) demonstrate that international experiences enhance the employability skills of students and note that employers are seeking the kinds of communication, negotiation skills, self-sufficiency and self-efficacy skills that are developed through such experiences. Similar results from international volunteering programmes have been reported (Jones, 2010). Students who have taken part in mobility programmes such as study abroad, volunteering or international placements seem quick to recognise that they have something special to offer in a competitive jobs market, as these two quotations show:

"Since returning to the UK I have realised how lucky I was to have been given the opportunity to study in Australia and due to the small fraction of UK students who actually take part in exchange I hope that employers are more interested in me for having done something a little different."
(Adams, 2009)

"I would recommend studying abroad to anyone, it looks great on your CV and will give you confidence to live and work abroad in the future."

(Gammage, 2009)

A major survey of employers reinforces these views. In 2007 the International Employer Barometer first listed character and personality in the set of skills and capabilities which employers are seeking in graduates. Communication skills and teamwork are regularly cited as key attributes in similar studies of employers but the importance of integrity (83% of employers), confidence (80%) and personality (75%) were highlighted here alongside the more usual employability skills, while intellectual ability was simply taken for granted (i-Graduate, 2007). It may well be true that these skills and capabilities are developed through international mobility, but equally it may be the case that international mobility programmes appeal to students who already possess them. This reinforces the need for internationalisation of the curriculum for all students to benefit. Fielden et al (2007) agree that employers are looking for graduates with first-hand experience of living and working among other cultures and suggest that universities are showing an increasing desire to develop global citizens or offer global perspectives across the curriculum in order to address the needs of all students, not simply those who are willing (and able) to travel.

Byram, Alred and others (Alred et al, 2003, 2006; Byram, 1997, 2006) argue that one of the primary purposes of education is to promote "… a sense of interculturality, an intercultural competence, which is fundamental to education, perhaps always has been so, but is all the more significant in the contemporary world" (Alred et al, 2003, p. 6). The term used at Leeds Metropolitan University is 'cross-cultural capability' and the ALT Resource section of the website notes how this fits with enhanced employability as well as personal skills development:

> *"Cross Cultural Capability (CCC) seeks to encapsulate the values and the skills which enable us all to live and work effectively in a multicultural and globalising context. In setting objectives for CCC based course development and review … [Leeds Metropolitan] University is taking a bold and innovative step towards*

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grounding the student experience in an education context which is ethically based, will foster a respect for diversity, and will broaden the world-wide horizons of all our students. These are clear graduate attributes for the world in which they will have to live and work."

(Leeds Metropolitan University, no date)

This relationship between personal and professional skills, thus supporting employability, is also clear in Killick's definition of cross-cultural capability:

"the ability to communicate effectively across cultures, to see one's discipline and subsequent professional practice in cultural perspective, and to recognise the legitimacy of other cultural practices in both personal and professional life."

(Killick, personal communication, 2009)

If we truly internationalise our curricula to develop students' cross-cultural capability and global perspectives, this will not only enhance their employability but can also provide an inclusive learning environment for international students and those from diverse cultural backgrounds while recognising the cultural insights they can offer. We can use our multicultural classrooms purposefully to develop the intercultural skills which will be of benefit to all our students, "to produce graduates capable of solving problems in a variety of locations with cultural and environmental sensitivity" (Aulakh et al, 1997, p. 15).

Internationalisation, cross-cultural capability and global perspectives across the curriculum

A distinction is often drawn between the 'formal' and the 'informal' curriculum (e.g. Leask, 2009). Formal curriculum has been defined as "the sequenced programme of teaching and learning activities and experiences organised around defined content areas, topics and resources, the objectives of which are assessed in various ways" (Leask, 2009, p. 208). In addition to internationalising the formal curriculum, a wealth of transformational learning can be offered by the 'informal' curriculum: that element of the student experience that is provided by the university beyond the formal programme of study but not assessed within the course. The formal curriculum is largely associated with academic staff but professional support staff can make a significant contribution to internationalisation through the informal curriculum.

A crucial aim of the internationalised curriculum, whether formal or informal, is to develop students' cross-cultural capability, global perspectives, intercultural confidence (Fozdar & Volet, 2010), or intercultural competence which has been defined as:

> "a dynamic, ongoing, interactive self reflective learning process that transforms attitudes, skills and knowledge for effective and appropriate communication and interaction across cultures".
>
> (Freeman et al, 2009, p. 1)

But how is this to be achieved? Webb emphasises the importance of creative inclusion of international perspectives on any discipline:

> "Opening the curriculum to internationalisation is therefore firstly about opening teaching and learning to change, to finding innovative ways of changing and adapting, to contextualising local engagement within a wider frame of reference

and to understanding the local implications of global phenomena. In short, to act locally it is necessary to understand the global."

(Webb, 2005, p. 110)

In Australia, many universities consider the international dimension of the curriculum to be so important that it has been incorporated into the list of explicit graduate attributes which they expect their graduating students to have demonstrated. Graduate attributes are:

"the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future."

(Bowden et al, 2000)

It is common for lists of graduate attributes to include notions of global citizenship, multicultural perspectives and other dimensions of intercultural competence, as this example from the University of Sydney shows:

"Graduates of the University will be Global Citizens, who will aspire to contribute to society in a full and meaningful way through their roles as members of local, national and global communities."

(University of Sydney, no date)

The University of South Australia lists a range of indicators in its expectation that: "A graduate ... demonstrates international perspectives as a professional and as a citizen"

(UniSA, no date). These include:

1. Display an ability to think globally and consider issues from a variety of perspectives

2. Demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives

3. Recognise intercultural issues relevant to their professional practice

4. Appreciate the importance of multicultural diversity to professional practice and citizenship

5. Appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships

6. Value diversity of language and culture

7. Demonstrate awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities.

At Leeds Metropolitan University the *Cross-cultural Capability and Global Perspectives: Guidelines for Curriculum Review* (Killick, 2006) clearly articulated the attributes we seek to develop in our students. This strategic framework document was devised in order to outline what was meant by cross-cultural capability and global perspectives across the curriculum to assist individual discipline areas to review programmes, with the help of a series of enabling questions. As noted above it was linked to broader concepts of 'culture' and so integrated with widening participation, equality and diversity (Jones & Killick, 2007). By the end of 2008, all programmes were to have been reviewed against these guidelines. Such an approach, which provided a strategic framework while enabling subject specialists to determine appropriateness for their own courses, proved to be a helpful means of internationalising the formal curriculum in

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some subjects and faculties (see Leeds Met's ALT Resource web pages (Leeds Metropolitan University, n.d.) for examples of implementation in different subject disciplines). As might be expected, however, it was not adopted with the same enthusiasm in all areas and yet it offers a basis for the next phase. Curriculum discussions now underway across Leeds Metropolitan will see the introduction of a global outlook as one of three graduate attributes which are embedded in all programmes of study and the lessons we have learned will act as a firm foundation for this development.

It is important that the learning outcomes associated with an internationalised curriculum are not seen as something detached but rather that existing outcomes which are appropriate for the discipline should be given an international or intercultural context. It is also inadvisable to have free-standing internationalisation modules or units independent of those with a discipline focus. Internationalisation should be incorporated within the mainstream curriculum not through separate modules or separate learning outcomes.

> *"A major factor in successful curriculum development for employability and internationalisation is a commitment to embedding them both into the mainstream curriculum as opposed to providing sessions on a 'bolt-on' basis, whenever possible. Only this way does it become accepted and respected by both staff and students. 'Bolt-ons' tend to be seen as 'add-ons' and remain that way."*
>
> (Leggott & Stapleford 2007, p. 128)

Appropriate pedagogy is also critical. "Internationalising curricula is not just about content, it also requires changes in pedagogy to encourage students to develop critical skills to understand forces shaping their discipline and challenge accepted viewpoints" (Zimitat, 2008, p. 143), while Aulakh et al suggest that:

"internationalisation includes teachers and students learning from each other, meeting the needs of overseas, offshore [i.e. those studying on programmes overseas] and local students, creating interdependence between students, viewing our professional practice from diverse perspectives, using culturally inclusive teaching practices, accessing teaching and learning resources which reflect diversity, and offering high quality courses which are internationally relevant."

(Aulakh et al, 1997, p. 15)

Leask maintains that "simply requiring home and international students to work together in groups on tasks, without adequate preparation or support, will not lead to meaningful and valued interaction between the two groups" (Leask, 2009, p. 211). Shanton Chang from the University of Melbourne, a Visiting Fellow in our Centre for Academic Practice and Research in Internationalisation (CAPRI), uses his first lecture with a new class to set up multicultural groups and asks them to articulate their own 'ground rules'. For example, if one of the group members fails to participate effectively how should others in the group respond and how should the marks for assignment tasks be shared out? This often leads to discussions about why students from different ethnic or national backgrounds may be more or less dominant in groupwork and enables each contribution to be valued in its own way rather than allowing 'white Australian' students to dominate discussion while complaining about lack of participation by others in the group (Chang, 2010). This is a relatively simple yet effective approach to raising in class an issue which, left unaddressed, can result in home students feeling their marks are jeopardised by working with international students (Harrison & Peacock, 2010a; Summers & Volet, 2008). It can also be the first step towards preparing students effectively for cross-cultural groupwork, which has been demonstrated to correlate positively with the development of intercultural perspectives (Zimitat, 2008). Fozdar and Volet argue that "students must develop intercultural confidence – competence is not enough – students must feel confident in their ability to negotiate across cultural diversity" (Fozdar & Volet, 2010, p. 4).

While internationalisation of the formal curriculum is fundamental, it should not be forgotten that internationalising the informal curriculum can also contribute to the development of a global outlook and offer transformational learning opportunities. Initiatives such as international volunteering offer chances for home and international students to integrate in meaningful contexts by engaging them in the pursuit of a common goal. Jones (2010) analyses the transformational learning of individual students who have taken part in international volunteering. Given the positive results, the challenge is to enable more students to experience these benefits. Leeds Metropolitan University has responded by seeking to incorporate more volunteering into the curriculum as a form of 'service learning', a term widely used in the United States for such experiential learning and defined as:

> *"a method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an … institution of higher education … and with the community; and helps foster civic responsibility; and that is integrated into and enhances the academic curriculum of the students …; and provides structured time for the students or participants to reflect on the service experience."*

(US Gov, 1999, p. 10)

It is also seeking to widen participation in international volunteering by targeting funding at students in greatest need of financial support, as evaluated by the Student Loans Company. The results have been encouraging and Table 1 indicates that 59% of students taking part in 2010 were in categories which indicated they were of limited financial means as illustrated by their being classed as either unable to pay tuition fees at all, or pay only part fees.

Designation	Number of volunteers in this category in 2010
Student pays full university tuition fees	34%
Student pays part fee	24%
Student pays no university tuition fees	35%
[second time volunteers]	8%

Table 1: Number of students taking part in international volunteering in 2010 according to personal financial means, as assessed by the Student Loans Company

Initial research by the author with academic and professional support staff who have volunteered internationally also shows there is significant impact on staff who take part. Staff return with renewed enthusiasm for their job, greater respect for students and with ideas to promote global perspectives in their work. Their customer service orientation is also enhanced. Many seek to incorporate volunteering opportunities into their formal curriculum; others say that they engage more effectively with students from other countries and cultures. Almost all report greater engagement with the wider University and with informal curricular or extra-curricular activities. We are now seeking to replicate that transformational learning experience in the home context, for staff and students, by offering local intercultural volunteering in addition to international volunteering. Given the broad concept of 'culture' outlined earlier, this includes working with a range of faith communities, with refugee groups, a drug rehabilitation centre, a women's refuge and a home for severely disabled children.

Examples of informal curriculum elsewhere include the University of Warwick's One World Week (University of Warwick, n.d.), which is claimed to be the 'World's Largest Student Run International Event', offering a broad range of celebrations and events. Murdoch University in Australia runs a multicultural day twice per semester, with music,

food and various activities that celebrate the richness and diversity of a multicultural society. Brock University in Canada runs an annual photo competition celebrating 'My home', and the 'Business Mates' mentoring programme at the University of South Australia has been demonstrated to offer intercultural learning and significantly enhance student satisfaction (Leask, 2010a).

There have been many events on campus at Leeds Metropolitan to celebrate diverse countries and cultures such as film festivals, language and culture fiestas, Thanksgiving events and international sports tournaments. While they may have had their roots in internationalisation, some events have yielded important, yet unexpected, outcomes for staff and students from the UK. During the International Indian Film Academy awards weekend in Yorkshire, not only international students but also UK staff and students from South Asian backgrounds expressed delight in the value the University placed on recognising this important cultural event:

> *"On Saturday along with members of my family, I attended the honorary doctorate awards presented to my childhood Indian film heroes including the famous Mr Amitabh Bachchan. [This] was a truly proud moment, giving fellow Indian staff, students and alumni … a sense of belonging, demonstrating Leeds Met's commitment to becoming an international university crossing all boundaries."*
> (Bhogal, 2007)

In 2009, the annual celebration of St Patrick's Day was expanded into a full Celtic Festival, with similar impact (see Jones (2007) for analysis of the wider impact of International Reflections on the culture of internationalisation at Leeds Metropolitan University):

> *"As someone with both Irish and Welsh blood, the Leeds Met Celtic festival has … given me the opportunity to reflect about the two sides of my family who came*

to settle in London … and enabled me to paint a clearer picture of my own identity."

(Cotton, 2009)

A key point throughout the literature is the emphasis on greater understanding of self in the development of intercultural competence; for example Alred et al (2003, p. 109) talk of "the discovery of self through the discovery of otherness". The second of the two reflections above, in particular, indicates an emerging understanding of personal cultural identity which can form the basis for enhanced intercultural competence.

As a global outlook is introduced as a graduate attribute at Leeds Metropolitan, there will be even more opportunity to learn from the successes of such informal curriculum activities and introduce them into formal programmes of study. Yet this will require a great deal from those staff who deliver programmes. At Leeds Metropolitan, as in some other universities, initial staff development for internationalisation is provided within the Postgraduate Certificate of Higher Education for staff new to teaching. But it is important to extend staff development opportunities to ensure that colleagues across the University can respond to evolving student needs, as those with limited international experience themselves may feel daunted by the challenge of curriculum internationalisation unless they receive appropriate support. Through such development opportunities staff can be assisted both in ensuring a quality learning experience for increasing numbers of international students and in offering a global outlook on their discipline for international and home students alike. Leeds Metropolitan's Centre for Academic Practice and Research in Internationalisation (CAPRI, n.d.) is working with the Human Resources Division, the Centre for Learning and Teaching, and individual faculties and service areas to deliver a range of workshops and seminars to incorporate internationalisation into the curriculum and the broader work of the University. Members of CAPRI also work in the national and international sectors offering consultancy and workshops for universities undertaking similar endeavours.

Readers of this article may already have experience in internationalising their

curriculum. Yet however familiar we may be with the concept, it is always worth continuing to review practice by asking challenging questions such as:

1. Does the formal curriculum in programmes you deliver offer a global outlook on the field of study?

2. Does your programme specification or course rationale recognise the international or intercultural perspectives students in your discipline need in order to enhance their employability?

3. Is it clear how these perspectives are developed as students progress through different levels of the programme and is this reflected in the learning outcomes?

4. Do your assessment methods match these internationalised learning outcomes and is it clear how students can demonstrate they have achieved them?

5. Are your assessment, learning and teaching methods appropriate for students from other countries and different cultural or social backgrounds?

6. To what extent do your personal cultural context and values colour what or how you teach?

7. Are there any ways in which you, your Faculty, your students or our University can support internationalisation in your programme through the informal curriculum?

CAPRI has been established to bring together expertise and offer help, advice and ideas for addressing such questions and further embedding internationalisation at Leeds Metropolitan and across the sector

Fielden (2008, p. 25) notes that "the internationalisation of the curriculum is one of the

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most difficult elements of internationalisation to achieve … It requires the energy of champions at various levels of the university …The work of these champions then has to be co-ordinated and channelled towards the achievement of the overall internationalisation goals." However, embracing internationalisation as a powerful force for change can enrich the learning experience for home and international students, enhance employability skills and provide opportunities to develop global citizenship and cross-cultural capability for both personal development and the world of work. Critical to Leeds Metropolitan's success so far has been the engagement of colleagues throughout the institution and the creation of opportunities for experiences and debate which support internationalisation. Our University's distinctiveness is enhanced by internationalisation and anecdotal evidence from students tells us they are seeking us out for the international opportunities we offer. Internationalisation is also helping to develop more employable students who have blossomed as global citizens (Jones, 2010). Leeds Metropolitan University's strategy may be the catalyst, along with commitment and leadership by staff across the organisation, but firing imaginations and offering life-changing experiences can provide the momentum that will deliver enduring change for our students, ourselves and our University.

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