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Citation:

Appleton, J and Hirst, S and Leggott, D and Mwanje, Z and Stapleford, J (2008) Hands On Internationalisation. Leeds Met Press. ISBN 978-0-9555017-9-1

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Book (Published Version)

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Hands-on Internationalisation

Written by Leeds Metropolitan University International Teacher Fellows:
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1 INTRODUCTION

This little book sets out to provide an overview of internationalisation, illustrated through examples of ongoing work in one UK university: Leeds Metropolitan. It is not a blueprint for other institutions, but we hope that the use of our own examples against assertions about the components of a developed view of internationalisation will provide a useful map of the territory.

1.1 Ethos of internationalisation

Internationalisation is a process through which institutions seek to provide an education (and an environment) for all students which is appropriate to their needs as citizens in an increasingly interdependent/globalising world. Implementing this requires an institutional ethos which is evidenced not only through its curriculum, but through its entire operation – including the student body, staffing, international partnerships, affiliations, purchasing and environment policies, structures, vision, major strategies, and so forth.

Examples of such an ethos at Leeds Met are covered in more detail in the pages that follow, and would include seeking to be, within our Statement of Vision and Character, “a university with world-wide horizons where an international, multicultural ethos is pervasive throughout our scholarship, curriculum, volunteering and community engagement at home and overseas” (www.leedsmet.ac.uk/the_news/docs/visionandcharacter.pdf). This is supported directly at strategy level within the Assessment, Learning and Teaching Strategy (www.leedsmet.ac.uk/about/keydocuments/Version32AssesmentTeachingLearningStrategy1.pdf), and the Internationalisation Strategy ([www.leedsmet.ac.uk/international/Internationalisation_Strategy.\(1\).doc](http://www.leedsmet.ac.uk/international/Internationalisation_Strategy.(1).doc)). It is supported at curriculum level through the ongoing review of all our curricula against Guidelines on Cross-Cultural Capability and Global Perspectives (www.leedsmet.ac.uk/international/35698_NEW_GUIDELINES2_WEB.pdf). It is supported beyond the curriculum by:

- initiatives such as being a Fair Trade University, Global Citizen Awards, daily International Reflections (blogs), international celebrations, a visible commitment to sustainability
- festivals and events such as our annual season of world cinema screenings and our international photography competition
- language passes available to all staff and students



“A global university must now be characterised by its engagement with the processes of globalisation, its international networks and its internationalised curriculum.”

“The changing nature of the knowledge economy involves an intricate global-local relationship. It suggests that the nature of knowledge use and innovation demands a simultaneous engagement with local factors as well as global processes.”

Fazal Rizvi, Pro-Vice-Chancellor RMIT University (nd), *Internationalisation of Curriculum*: www.eotu.uiuc.edu/events/RIZVIPaperInternatRMIT.pdf

“The serious task of university international education is the re-creation of globalisation in the form of social practices that confront homogenisation

and build new forms of transcultural existence”.

Robin McTaggart, Pro-Vice-Chancellor, James Cook University (2003), *Internationalisation of the Curriculum*: www.jcu.edu.au/td/idc/groups/public/documents/staff_publications/jcuprd_016751.pdf

“A successfully internationalized curriculum provides students with the skills and knowledge to perform competently (professionally and socially) in an international environment.”

Tom Walley, Lin Langley, Linda Villarreal, Douglas College, Province of British Columbia Ministry of Education, Skills and Training, *Best Practice Guidelines for Internationalizing the Curriculum*: www.jcu.edu.au/td/idc/groups/public/documents/ebook/jcuprd_018292.pdf

- projects to effect intercultural links such as Leeds Met Family Friends and Leeds Met Student Links.

It is supported structurally through the ‘one stop shop’ of the International Faculty, through institution-wide exchange programmes, through pooling our knowledge and expertise in initiatives such as Leeds Met Africa or systems like the international travel proposal process. It is also supported by offering appropriate staff development opportunities, and by creating and supporting international volunteering activities for both staff and students.

1.2 Internationalisation in other contexts

While internationalisation is relatively new to UK higher education (HE), it has been more prominently debated and researched in many institutions in North America and Australia for some time. In all cases, student mobility has been an initial driver for this, with many institutions beginning the internationalisation process in response to the challenges brought by an increase in their international student population and/or developments in offshore delivery. The process is also driven by several of the ‘forces of

globalisation’ which have led to other sectors developing more international orientations and practices – most notably by access to information and insights into the lives of others through advances in information technology leading to a ‘flatter’ world (Friedman, 2005), and by greater global mobility, from holidaying to economic and social migration. It is also being driven by the consequences of globalisation – a greater need to understand diverse clients, employees and suppliers, global competition for jobs – and by problems requiring international co-operation on unprecedented scales – issues of global governance, global warming, terrorism, poverty and disease, for example.

Case studies from institutions in the USA who have gained awards through demonstrating excellence and/or innovation in internationalisation are published online by the Institute of International Education: www.iienetwork.org/?p=BestPractices. Leeds Met is currently the only UK institution to have been recognised in these awards, through an Honourable Mention in the 2007-08 category for Campus Internationalization.

1.3 Twenty key factors in internationalising higher education¹

Institutional

1. Vision

Clear articulation in the vision or mission of the institution; supportive and enabling senior management.

2. Values

An institutional ethos that values internationalisation, resulting in a culture of shared values, contacts and expertise and an understanding of the benefits for all of internationalisation; clarity in the institution's conceptualisation of internationalisation (e.g. an Internationalisation Strategy document) and how this impacts on all aspects of university life.

3. Policies and strategies

A mainstream or whole university approach to internationalisation: institutional policies and strategies that make explicit the relevance and importance of internationalisation, e.g. corporate plan; assessment, learning and teaching strategy; equality and diversity policy; research strategy etc.

4. Partnerships

Strong international partnerships to facilitate staff secondment, student exchange, research, development and benchmarking.

5. Visible internationalisation

Regular recognition and celebration of international developments, partnership links, events and global perspectives.

6. Management information

Effective management information to support internationalisation, including disaggregated data on students by nationality to enable analysis of source countries, success, career destinations, etc.

Staff

7. Breadth of activity

Opportunities for both academic and support staff to engage in international research, knowledge exchange and capacity-building.

8. International staff

Staff with international experience and regular international visiting lecturers.

9. Enthusiasts

Internationalisation champions identified and supported across the institution.

10. Support for international perspectives

Valuing and rewarding international perspectives in learning, teaching, assessment and research.

11. Staff development

Staff development opportunities to support internationalisation for academic and support staff, including language and cross-cultural capabilities.

¹This is an edited extract from Jones, E. & Brown, S. (eds) (2007) *Internationalising Higher Education*. London: Routledge.

Students

12. Communication

Effective marketing and communication with prospective and on-programme international students and with alumni.

13. Diversity

Critical mass of international students on campus across a range of courses and from diverse countries to support internationalisation, coupled with actions to support effective integration within and across national and cultural boundaries.

Curriculum – formal and extended

14. Internationalised curriculum

Flexible, integrated and discipline-focused internationalised curriculum, incorporating global perspectives, for easier curriculum access for international students and to develop international and intercultural perspectives of all students and staff.

15. Exchanges

Effective exchange programmes for students, academic and support staff, along with travel bursaries to encourage participation.

16. Volunteering

Programme of opportunities for international volunteering for all staff and students and for 'service learning' for international students to engage with the local community.

17. Internationalisation at home

Focus on establishing opportunities for internationalisation at home, such as international 'student buddies' programme, tandem learning, clubs and societies appealing to home and international students, international cultural events and competitions, close liaison with and support for the Students' Union and for student societies that support integration.

18. Services

Accommodation, food and other policies and services that recognise the needs of students from other cultures without ghettoisation.

19. Pastoral

Effective pastoral support programme, recognising where needs differ and extra support may be needed; e.g. scholarship/bursary scheme for international students, specialist advisers on immigration issues, international student hardship funds.

20. Linguistic, cultural and academic

Appropriate linguistic, cultural and academic support for students including: English language classes for non-native speakers; advice on UK academic cultural practice for students from outside the UK; cross-cultural communication skills for home students; language, culture and cross-cultural capability development for those taking part in international visits.

1.4 Internationalisation Strategy

A strategy should of course be driven by the mission and vision of the institution. The components of any strategy will differ, but what seems clear today is that an internationalisation strategy should encompass a broad view of internationalisation, extending across a range of activities within the institution. One severely limiting factor on successful internationalisation can be the silo mentality that it remains the business of the international office.

The Leeds Met Internationalisation Strategy ([www.leedsmet.ac.uk/international/Internationalisation_Strategy.\(1\).doc](http://www.leedsmet.ac.uk/international/Internationalisation_Strategy.(1).doc)) which has driven our work for the last five years (and which is now under review) identifies six areas of priority:

1. Internationalising learning, teaching and research
2. Enhancing the international student experience
3. Enhancing the international experience of home students
4. Developing and fostering international partnerships and alliances
5. Developing staff capability for internationalisation
6. Effectively recruiting international students.

You will find within this book concrete examples of initiatives and developments in the first five areas; international student recruitment, we feel, is a well resourced and familiar area of university life these days, and so does not get any specific attention here. However, we would make the point that international students (and at Leeds Met we count EU students as international precisely because of this point) are the lifeblood of successful internationalisation because of their 'cultural capital' rather than their economic value.



2 STAFF

University staff, whatever their function, are involved in the process of internationalisation, since, as indicated, this process impacts across all areas of the institution. To help people play their part in the process, an institution needs to put efforts into initiatives such as:

- valuing international perspectives from colleagues
- offering opportunities, both formal and informal, for professional development related to internationalisation
- ensuring processes are in place to help link people with related international interests and experience
- celebrating international activities.

2.1 Internationalisation ‘champions’

As indicated earlier, successful internationalisation needs a strategic approach, which is championed by senior management. Equally important, though, is to establish internationalisation ‘champions’ across the institution. They not only help staff to identify with individuals in their administrative unit or subject area, but also ensure that internationalisation is seen as an institution-wide responsibility.

Each Faculty at Leeds Met has an Associate Dean with specific responsibility for internationalisation. Without this bridge between institutional strategy and faculty activities, it would be easy for internationalisation to lack drive.

The Leeds Met International Teacher Fellow Network forms part of the University’s wider Teacher Fellow Network, led by our Pro-Vice-Chancellor for Assessment, Learning and Teaching (www.leedsmet.ac.uk/teaching/tfn/index_Who_are_the_Teacher_Fellows.htm).



Teacher Fellows at Leeds Met are required to contribute towards and spread good and innovative practice in the areas of assessment, learning and teaching, as well as making a significant contribution to the implementation of the University’s Assessment, Learning and Teaching Strategy and the organisation and delivery of the annual, fortnight-long Leeds Met Staff Development Festival (www.leedsmet.ac.uk/festival/07/index.htm).

The International Teacher Fellows, most of whom have contributed to this publication, have a particular responsibility for the implementation of the University’s Internationalisation Strategy. This involves encouraging the development and embedding of the internationalisation of the curriculum across the University, incorporating the cross-cultural capability guidelines into the University’s courses and thus facilitating the enhancement of the international and intercultural dimensions of the experience of all the University’s students

2.2 Developing staff capability for internationalisation

The process of internationalisation is progressed, principally, by the academic and administrative staff of the institution, through curriculum, pedagogy, learning support, student services, and so forth. The importance of staff in the process needs to be recognised, valued and celebrated (and their work facilitated) if they are to be able to fulfil their potential as change agents. The most obvious work that can be done in this area is through formal staff development opportunities, but other activities such as encouraging staff mobility and giving voice to their experiences are also important. Some initiatives which have been introduced at Leeds Met to develop staff capability and to give visibility to their valuable contributions are described in the following sections.

2.2.1 Cross-Cultural Capability Workshops

Workshops are offered at Leeds Met in three formats:

- as an integrated part of the curriculum for new staff attending the Postgraduate Certificate in Higher Education
- as a regular component on the University's staff development programme (including events at our annual Staff Development Festival)
- as 'on-demand' bespoke provision for units across the institution (including workshops specifically for scheme and course leaders).

Components within a workshop or series of workshops vary in emphasis according to the target group, but the following would be typical areas:

- Culture & cultural identity
- Stereotyping & prejudice
- Discrimination
- Valuing diversity
- Cultural impacts on learning
- Schema and world views
- Cultural values and behaviours – and misattribution
- Global perspectives
- Inclusive curriculum
- Non-verbal communication
- Intercultural communication
- English as an international language
- Culture shock

In all cases, workshops aim to be experiential and to involve participants in a process of reflection – relating the workshop to their own students and to their own professional practice.

2.2.2 International Lunches

The International Lunch workshops create a forum through which academic and support staff who work with international students can discuss assessment, learning and teaching issues relating to international students, share good practice and network with each other. Like the Cross-Cultural Capability workshops, these lunchtime sessions may be included in the University's Staff Development Festival fortnight and the general staff development programme which runs throughout the year, and are available on a bespoke basis to individual Faculties.

Workshop topics include:

- Assessment, learning and teaching for international students – issues and solutions
- Understanding life (and higher education) in the UK from the international student's perspective
- Language awareness when working with international students
- International students' English – staff and student expectations
- Supervising international students
- Getting going with Erasmus.

2.2.3 Ten-hour Language and Culture Courses

These short courses are offered to staff who travel to another country for the purposes of student recruitment, current and potential future course development, partnership development, or international volunteering, as well as to those who regularly receive visitors from another country or who feel that a basic knowledge of another language and its culture would enhance their work within the University. Offered in a variety of languages and scheduled on a bespoke basis according to participant need and availability, the courses provide an introduction to the basic, functional spoken language required on short trips abroad, such as greetings, introductions and ordering food, and a basic insight into the culture of a specific country.



2.2.4 Language Pass

Those staff who wish to delve deeper into the learning of a foreign language than can be achieved in the 10 hours on offer through the Language and Culture Courses can purchase a University Language Pass, which will entitle them to a 50% discount on the price of any of the part-time language classes offered in over 20 languages throughout the academic year. The Language Pass is also available to all Leeds Met full-time students on undergraduate or postgraduate courses. All Language Pass holders receive a free Successful Language Learning CD ROM, individual support from the Language Learning Adviser in the Language Resources Area and a personal invitation to events of special interest to language learners which are organised at the University in the course of the academic year.

2.3 Staff mobility

When staff mobility is raised in the context of internationalisation, it is common to cite examples of academic staff exchanges. These are certainly important and in most institutions appear to be underexploited (how many of the teaching visits within the Erasmus programmes in your own institution

are actually taken up?). Such mobility should provide insights into international perspectives on the curriculum, and into a range of assessment, learning and teaching mechanisms, as well as direct experience of teaching/interacting with students whose expectations and approaches to learning may be different from those of the majority 'home student' population – all of which informs content and methodology at home.

There are other, equally valuable types of staff mobility which seem to be discussed less than academic exchanges. The most obvious would be exchanges of non-academic staff (now also with Erasmus funding opportunities if taking place within Europe). The professional development opportunities are at least as great for these colleagues, perhaps more so as they may rarely have the opportunity to expand their international horizons through conference attendances or membership of disciplinary knowledge communities.

A recent example of non-academic staff mobility is that of an administrator working in staff development at the University of Valladolid, Spain, who spent a week working with Leeds Met's annual Staff Development Festival team, with a reciprocal visit now planned.

Other types of mobility which can be harnessed to benefit the internationalisation process include:

- bringing back the expertise gained by those delivering courses or services in transnational contexts
- sharing insights gained by international officers as they travel the world on recruitment efforts
- encouraging academic staff to participate in international recruitment events
- maximising the 'exposure' given to inbound international visiting staff.

Encouraging staff to reflect on their international mobility can provide a valuable catalyst for them to gain something more from the experience, and

a way to share expertise and insights with others. Aligning staff mobility to broader strategic direction, and ensuring that, at the very least, information about who in the institution has regional knowledge and contacts can add significantly to the value/impact of mobility (as well as offering a degree of transparency), but seems to be somewhat ad hoc in many institutions.

2.3.1 Staff travel process

Although this has not always proved popular, Leeds Met has introduced a process for the approval and recording of international staff travel which has had a significant impact on aligning travel with strategy, and now provides a repository of detailed information to help link initiatives and build on networks. All international travel requires pre-approval by a Dean, the International Office, and the International Dean (email circulation makes this feasible and relatively resource-efficient). Travel proposals indicate rationale and proposed outcomes set against the priorities in the Internationalisation Strategy. The process allows data to be captured on destinations which can then be used to support future visits, or as the basis for supporting the travellers themselves through known contacts. For example, travel proposals for people visiting North America or Australasia are forwarded to the Office for International Programmes, who contact the travellers in advance of their journey with details of partner universities, British Council contacts, and any students on exchange in the area of their visit.

2.4 Global Citizen Awards

This non-academic award scheme to recognise, support and encourage international and intercultural learning and community engagement is described more fully in the section on students. However, it is relevant here as the scheme is also open to staff, who can accumulate award points for additional activities such as attending language classes or workshops, volunteering as a Leeds Met Family Friend, taking students on international field trips, and so forth (<http://gca.leedsmet.ac.uk/main/>). Enabling staff to

maintain a record of their activities, coupled with (optional) personal feedback, notes and reflections on each experience offers personal development opportunities along with a printable record which could contribute to performance and development reviews or future employment.

2.5 Global Perspectives Network

Leeds Met hosts an informal network for academics and administrators around the country interested in Global Perspectives, including an open JISCMail listserve for communications (www.jiscmail.ac.uk). There is a local 'chapter' of this network in the University which provides a simple, unencumbered forum for disseminating information and exchanging ideas and concerns on global perspectives in the curriculum and more broadly in university life.



2.6 ALT re-source

The University is developing a web-based (and a physical) resource, 'ALT re-source', to support developments in assessment, learning and teaching: www.leedsmet.ac.uk/ALTre-source/. Within this resource area are sections for staff to access open learning resources on internationalising the curriculum, responding to international students, global perspectives, and cross-cultural capability. The latter section includes curriculum review reports from across the University, providing a repository of examples to which review teams can refer.

2.7 Making internationalisation 'visible'

As with any major initiative, internationalisation benefits from a regular presence. If this can provide 'human interest' and differing, real life perspectives in addition to the academic and the routine work focus provided by curriculum review or formal staff development, for example, its impact, though subtle, can be significant.

At Leeds Met, linked from our homepage, is a daily blog from a member of staff, a student, or a 'friend' of the University (a student exchange partner institution, for example) These International Reflections (www.leedsmet.ac.uk/internat/reflects/index.htm), each of exactly 200 words in two paragraphs, may be themed around international events or celebrations (e.g. national festival days, International Slavery Week) or they may simply record insights and rich cultural moments from a travelling member of staff or a student on exchange. Internal feedback is very positive, and the combination of brevity, focus and variety within them strongly encourages regular access by people across the institution – students and staff alike.

International Reflections



Thursday 31 May 2007

The recent Odo exhibition and visit to Mongolia by Leeds Met students and staff was conducted in partnership with the Institute of Fine Arts, part of the Mongolian University of Culture and Art. During the visit to Ulaanbaatar we were shown around the Institute. The familiar smell of turpentine greeted us on entering the studios. The rooms seemed very cramped but the level of activity and

creativity within them was intense and impressive. Easels and canvases were tightly packed together, with students' work stacked high around the walls. Digital art and graphic design were being taught alongside the traditional skills of Mongolian painting and woodcarving but facilities were very limited: a handful of computers for hundreds of students; few books in the library; a general shortage of space.

The staff, many of them artists with an international reputation themselves, were clearly committed to their students. However, they expressed doubts about how they could develop the curriculum with such limited resources. I felt that if we were to have a meaningful exchange in the future, the issue of inequality of resources must be acknowledged and we must ensure that the association would bring benefits and opportunities for development on both sides.

Juliet MacDonald

The Leeds School of Contemporary Art and Graphic Design

3 STUDENTS

Not surprisingly, most institutions put significant efforts into initiatives to welcome and assist international students to settle into their studies and lives in their new homes. However, it must be stressed (again and again) that internationalisation is about all students, and while the internationalisation of the curriculum is essential to help develop the graduate attributes associated with the international/intercultural dimensions of the modern world, non-curricular initiatives are also of great importance. The sections below illustrate some ways in which Leeds Met seeks to meet the needs of both home and international students, with examples ranging from social/integration work as soon as students join the institution through to in-house evaluations of their experience.

3.1 International Freshers' Fair

Most institutions offer some kind of introduction to university life on arrival, usually in the form of Freshers' Fairs or Festivals. This is a time when students can find their feet, meet other students on their course and engage in various social events around the university.

Many such events last between a few days and a couple of weeks and can include information fairs, sport and Students' Union clubs and societies, balls and bands, as well as more structured course inductions. Some institutions choose to hold their fairs for both international and home students as a combined effort, but most seem to separate them out.

Since 2006, Leeds Met has hosted a combined International and Home Student Freshers' Festival Fortnight (www.leedsmet.ac.uk/freshers/07/). One reason for doing this was to help students from a diverse range of backgrounds become aware of one another, integrate and communicate



from day one, in the hope of fostering this ethos throughout the students' time at university. In addition to some of the usual Festival/Fair events listed above are language taster sessions, a 'Value Ethnicity' and an 'Ethical Diversity' lecture, study skills workshops, a global warming debate and a Tai Chi session (www.leedsmet.ac.uk/internat/prearrival/welcome.htm). It seems to us that working to provide a non-segregated initial experience, which offers opportunities for working and playing together along with some explicit input on issues such as ethics and diversity helps to provide an invaluable starting point to help all our students become more aware, understanding and accepting global citizens.

3.2 Global Citizen Awards

If the rationale for internationalisation includes developing awareness of other peoples and cultures, promoting citizenship, and enabling people to play more active roles in the global and local communities, then not all initiatives need involve direct international experience. Many students (and staff) already get involved in community volunteering, learn about other cultures or sustainable practices, interact with peers from around the world on campus or in their local community, and so forth. These activities support the objectives of internationalisation, and can be supported by the institution.

At Leeds Met we are trying to link non-academic initiatives from around the University (including the Students' Union) that help develop responsible global citizenship through the Global Citizen Awards scheme. The scheme, driven largely through a web-based registration and tracking system (<http://gca.leedsmet.ac.uk/main/>), enables participants to register on, and to record their participation in, a large number of volunteering and learning opportunities. Registration is free, and can remain active for the duration of the participant's involvement with the University. When ready, participants submit for an award (from Bronze to Platinum level). Participants must

collect points in three categories to qualify for any level of award: Civic (any volunteering), Global (activities involving international or intercultural contact) and Development (activities involving learning/personal development relating to any aspect of global citizenship). At present participants can submit for points for activities they are engaged in outside the University (e.g. volunteering with local or national charities), and in the future the plan is to enable external organisations to input their projects directly into the scheme.

3.3 Leeds Met Student Links

A further support mechanism used at many institutions is a 'buddying', 'befriending' or 'mentor' scheme to link new students with more experienced peers who are drawn from students of the same nationality, or sometimes from a generic 'international pool'.

Student Links is the name of one such scheme run by Leeds Met's Leslie Silver International Faculty, which helps to link together new international and existing students.

The aims of the scheme are:

- to help students gain more understanding and knowledge of other cultures, language and backgrounds at Leeds Met by linking home and international students together
- to group students with similar interests and purposes
- to help students build relationships by providing relevant information and opportunities
- to help students broaden and enhance their social network.

Any student at the University, whether home or international, who is interested in expanding their knowledge and sharing experiences can join.

There is a range of potential benefits to both the existing and new students. Existing students can learn more about culture, language and ethnicity through talking to students from other countries; enhance confidence and

interpersonal skills; increase knowledge of the University and share this with others; and become more involved in the University. New students can get useful information and tips from existing students; be part of a student network soon after arrival; adjust more quickly to a new academic life and culture; learn and share different cultural information; develop their resourcefulness and confidence; get practical advice and support; and develop communication skills (English language practice).

3.4 International Family Friends

International students potentially provide a great impetus for internationalisation. Looking for ways to support these students and to utilise their perspectives is a great challenge. Work on curriculum and learning and teaching strategies can have a significant impact on other students, while responding to the presence of this diverse group can also impact on the academic practice and perspectives of tutors. But what about spreading 'integration' further?

At Leeds Met we have piloted a scheme linking incoming international exchange students with University staff for the first semester of their stay. Staff (who must volunteer as a household of at least two people as a safeguard to themselves and the students) are 'assigned' a small group of incoming students who have expressed an interest in being involved. They contact the students either prior to or just following arrival, and invite them to a few informal family 'events' (we emphasise that they do not need to put things on especially for the students, rather just include them in anything they feel comfortable with). Examples would be to accompany them on a shopping trip, a visit to a local beauty spot, a family meal, coffee in town, a day gardening, a football match, etc. Clearly, the students feel supported and included, and are able to see something of 'normal' British life. Just as importantly, however, the staff involved meet international students informally, come to understand something more about the students'

cultures, their experiences as foreigners here, and, perhaps, their views of the peculiarities of our own culture. A scheme such as this may open up contact with students to some University staff with whom they are usually only in peripheral contact.

International Reflections



Thursday 23 November 2006

Studying at Leeds Met and living in Leeds has certainly been a life-changing experience for me. I passed my MA International Trade and Finance with Merit in July 2006 and married a British man in September. We've just returned from our honeymoon which included visiting seven European countries. I met my husband at the

Global Café which runs on Friday evenings at Rich Hall. He was one of the volunteers who came along to chat with international students, provide transport and organise various activities and he has recently completed his MBA.

I originally came to Leeds with the intention of gaining an internationally recognised qualification to enhance my career prospects, but finished my course with far more than that. I think this was largely due to the fact that I tried hard to get involved in social activities to meet British people. I went to church with them to learn more about British culture and make friends. Whilst studying at Leeds Met I learnt time management to balance studying, working and social life. So, I would encourage current and future students to participate in the wide range of social activities at Leeds Met. You never know where it might lead...

Chen Yun (Helen)

Graduate

International Pre-Masters and MA International Trade & Finance

3.5 Social programmes for international students

There are a number of social opportunities available to students, and encouraging students to participate in 'mainstream' activities such as Students' Union clubs and societies should form part of an internationalisation agenda. Additionally, however, providing more dedicated opportunities for socialising can give important extra support. Examples from Leeds Met are given below.

- The International Students' Social Programme, run by the International Office, offers regular day trips and other events: www.leedsmet.ac.uk/internat/social/index.htm
- The International Students' Club, to which students from both Leeds universities are invited, offers a weekly programme of events during term-time organised by the Chaplaincy: www.isc.leeds.ac.uk
- The Global Café, run by British students, meets weekly on-campus during term-time and gives international students the chance to meet students from other nationalities: www.globalcafeleeds.co.uk
- Students wishing to visit other parts of the country for a full weekend can do so through the 'Don't Be a Tourist' social programme (www.dontbeatourist.co.uk/). They can also take advantage of homestay opportunities arranged through HOST, a registered charity which works with international students studying at UK institutions to give them a day or weekend visit to a British home (www.hostuk.org.uk/).

All of these social programmes help those who participate to integrate their academic and social lives, thus enriching their overall experience, some in life-changing ways, as is exemplified by the International Reflection (daily blog) published on 23 November 2006 by an international student who met her British husband through the Global Café.

3.6 Language and Culture Fiesta and Language Pass

Student (and indeed staff) development of intercultural awareness and language skills forms an essential part of the Internationalisation Strategy. As a result of globalisation, these skills are becoming increasingly important, if individuals are to function effectively at a personal and professional level in the 21st-century economic, social and cultural context.

Covering strands such as language taster sessions in some of the languages on offer at the University, cross-cultural awareness and successful language learning, the Language and Culture Fiesta celebrates Leeds Met's linguistic and cultural diversity and gives both staff and students the opportunity to try out a new language or learn something about a different culture. Those students wishing to pursue language learning to a higher level can purchase a Language Pass, which will entitle them to discounted part-time language classes in a wide variety of languages.

3.7 Student mobility

One of the more comprehensive UK documents to address student mobility was the July 2004 report by the Sussex Centre for Migration Research, University of Sussex, and the Centre for Applied Population Research, University of Dundee, commissioned by the Higher Education Funding Council (HEFCE). It is available in its entirety on the HEFCE website: www.hefce.ac.uk/pubs/hefce/2004/04_30/. It defines International Student Mobility (ISM) as:

“any form of international mobility which takes place within a student's programme of study in higher education. The length of absence can range from a short trip to the full duration of a course of study. In addition to study in a foreign HEI, mobility can include a period in a workplace or other non-HE environment. In order not to study HE mobility in isolation, we also consider the relevance of prior mobility, such as the gap year.

One useful threefold typology of ISM is used by the UK Higher Education Statistics Agency (HESme (credit mobility)

- *other voluntary moves undertaken for a range of personal reasons. Such mobility can be inward or outward, and can be either reciprocal (student exchanges) or one-way.”*

The Council for Industry and Higher Education has highlighted the priority which the government wishes to give to boosting outbound student mobility in a recent report commissioned by the Department of Innovation, Universities and Skills². In his preface to the report, Bill Rammell, the Minister of State for Lifelong Learning, Further and Higher Education, asserts that he is “keen to encourage higher education institutions to develop their thinking about the ways in which courses and curricula can be adapted to provide more opportunities for students to experience outward mobility. And I am keen to see an increase in the number of students who are able to take advantage of the opportunities available.”

3.7.1 Erasmus exchanges and work placements

Erasmus, the EU programme most specifically focused on actions in higher education, has been around for a long time. From 2007 its revised priorities and actions fall under the title of Lifelong Learning, and incorporate some interesting innovations for UK universities – traditionally net recipients of exchange students and comparatively poor partners in many other kinds of partnerships (http://ec.europa.eu/education/programmes/llp/structure/erasmus_en.html).

By providing grants for students on study or work placements, and with zero fees for students who go on either kind of placement for a full academic year, Erasmus has the potential to open up mobility to a broader section of our student population. Creativity in programme design, for example offering an ‘international sandwich year’ as an option to students or working closely with a partner university to map a full year of curriculum, could help reverse the downward trend in students taking advantage of Erasmus.

Like everybody else wishing to access Erasmus funding (which is not really

²Fielden, J., Middlehurst, R., Woodfield, S. (2007) *Global Horizons for UK Students. A guide for universities*. London: Council for Industry & Higher Education.

significant for the institutions, but can be very helpful for students!) under the revised programme, Leeds Met had to submit an application for a new Erasmus Charter in March 2007, including a new Erasmus Policy Statement, taking into account, for example, the transfer of work placement funding from Leonardo to Erasmus. Leeds Met took the opportunity to align its Erasmus Policy Statement with ongoing and aspirational actions within its broader Internationalisation Strategy. A couple of examples from our new Policy Statement are commitments to:

- expand current co-operation with placement enterprises, with particular priority given to partnerships with charities and civic volunteering organisations
- enhance curricula to promote and develop interculturalism, multiculturalism and global perspectives.

3.7.2 International (non-European) exchanges

While Erasmus offers the advantage of funding for students on exchange, it would be limiting if study abroad opportunities were restricted to opportunities in Europe. In particular, the 'English-speaking world' can provide relatively easy ways to compare curriculum content to satisfy both students and their academic staff that the period abroad will meet course requirements back home and not jeopardise a student's success. In our experience, incoming exchange students from our partners in North America and Australasia add significantly to international perspectives within the modules they join, while our outbound students return more independent, more globally-minded, and with a much greater appreciation of their subject.

At Leeds Met, we have made the expansion of our network of partners outside Europe a priority, where possible seeking to set up institution-wide exchanges, allowing the inflow and outflow of students not to be subject-specific, thus significantly opening up opportunities both ways (www.leedsmet.ac.uk/internat/study_abroad/index.htm). As in all UK institutions (as far as we are aware) motivating outbound mobility remains

problematic – not least because of the narrow scope for manoeuvre within most three-year undergraduate curricula, and the tendency for students to get tied into accommodation contracts for their second year here before they have given any serious consideration to spending any time overseas. In addition, the absence of funding can make long distance flights unrealistic for many.

To help promote exchanges, with helpful input from returning outbound students and current inbound students, we:

- attend University and Faculty open days
- include information in all student induction packs
- include information in the prospectus
- speak to Year 1 students by invitation during the first semester
- award points for exchanges in our Global Citizen Awards scheme
- hold Study Abroad fairs twice per year
- hold Learning Lunches for staff and students
- publish International Reflections from exchange students
- publicise exchange opportunities through the Students' Union
- have established a fund for 100 outbound travel bursaries for 2007-08.

We are currently planning to:

- work with academic staff in subject areas with particularly poor participation to identify specific partners and curricula to promote to their students
- consult on the concept of an 'international sandwich year' option across a range of degrees.

3.8 Volunteering

Many students are not at all sure of their future career path when they complete their studies and have limited knowledge of the opportunities and types of work available. They need to find out about fundamental issues such as types of work, making decisions about whether they prefer

office-based work or internal or outdoor work, working with people or working with figures etc. It is not always possible or realistic for students to engage in paid employment or work placement but it may be possible for them to become involved in voluntary and community work, thus gaining the same types of experiences and practice and the same work-related skills as in paid employment.

3.8.1 Local volunteering

Community Action at Leeds Met (CALM) offers volunteering and community participation options for students at the University. CALM is a student-led, social action project based in the Students' Union which aims to empower and enable students to deliver projects within their local community (www.lmusu.org.uk/DisplayPage.aspx?GroupId=37564&id=5988).

Many courses now include voluntary and community work, particularly for the Personal Development Planning element of the student Progress File. For example, in the last year of the undergraduate programme in the School of Applied Global Ethics, there is a volunteering module which enables students to show their ability to critically reflect in a workplace environment and to relate their experience in a voluntary work setting to their experience as a student and global citizen (www.leedsmet.ac.uk/international/age/sage.htm).

A less formal example comes from the International Foundation Studies programme and is supported by the Community Partnerships and Volunteering Office. Here international students embark on a project called 'Discover your City' whereby a volunteering option has been embedded into the module to offer the students a context for their studies. At the beginning of the module, learners join community action groups within the local community and they keep in regular contact with the group. For example, some students have worked with Marie Curie Cancer Care and others have volunteered with 'Education Leeds', helping school children to read. The final outcome of this experience is a group-based project.

3.8.2 International volunteering

Voluntary and community work can often provide greater flexibility than paid employment, enabling a student to work around the demands of the course and the different pressures of the academic cycle. In addition, voluntary work provides an opportunity to demonstrate high levels of motivation and commitment – two of the attributes most valued by employers. Voluntary work abroad not only enables students to satisfy a desire to travel and to make a difference in the world, but adds further employability skills to their Personal Development Planning portfolio. Students can improve their language skills and they may have opportunities to teach overseas. They improve their intercultural competence and communication through integrating with local communities. They develop a greater understanding of global issues: political, financial and cultural. If such opportunities can also be given a high profile in the university, they have the potential to inform and influence even the (vast majority of) students who do not participate directly.



In 2007 through its Community Partnerships and Volunteering Office, Leeds Met launched an exciting initiative for its centenary year to celebrate and publicise both existing and new international volunteering ventures. Over 100 staff and students were funded to participate in volunteering projects on six continents (www.leedsmet.ac.uk/cpv/index_international_volunteering.htm).

Staff and students share their volunteering experiences in 'Community Reflections' on our website, which give a flavour of the varied ways in which Leeds Met is linking with the local and international community (www.leedsmet.ac.uk/cpv/index_communityreflections.htm). Volunteers are also encouraged to maintain their own blogs via GetJealous.com (www.getjealous.com/southafrica).

Aid for Romanian Children: an international volunteering project

Aid for Romanian Children (www.arccharity.org/) is a charity co-founded and chaired by Fraser Brown (Reader in Playwork at Leeds Met). ARC aims to alleviate the poverty and suffering of children from the Roma communities of Transylvania, who are some of the poorest children in Europe. The charity also provides funds for food, medicines and medical equipment for a paediatric hospital in Transylvania.

Volunteers (mainly students and ex-students from Leeds Met) work with local villagers to provide a memorable experience for over 150 children at summer camps in the summer vacation. Volunteers need to raise around £500 to cover their personal costs and those of five children. This enables the charity to provide every child with two complete changes of clothing, a towel, a toothbrush, toothpaste, soap, shampoo and a pair of shoes.

3.9 English classes for non-native speakers

Most institutions offer pre-sessional support and guidance to international students in the form of foundation or pre-Masters courses. Pre-sessional programmes can be a compulsory admission requirement for students who are just beneath the subject knowledge and/or English language entry requirements. Some pre-sessional courses offer a qualification and guarantee entry onto undergraduate programmes upon successful completion. While these courses provide a great opportunity for students to achieve the requirements for admission, good support for international students will also include provision of 'in-sessional' support, concurrent with study on a full-time academic programme.

The Leslie Silver International Faculty offers six Academic English courses for international students:

3.9.1 International Pre-Masters

The full-time International Pre-Masters programme offers international students the opportunity to develop their English language, study and research skills and subject knowledge in relation to their chosen Masters programme. Students needing to improve their English language level in order to gain a place on a Masters course take the one-semester-long English Route, while those needing to fill in gaps in their subject knowledge take the Subject Route of the same duration. Successful completion of this programme usually guarantees the students a place on the Masters programme of their choice.

3.9.2 Pre-sessional

On the 8-week Pre-sessional programme, which runs in the summer, students focus on the development of their Academic English and Study and Research Skills as a precursor to their chosen undergraduate or postgraduate course of study.

3.9.3 International Foundation Studies

The full-time Certificate of Higher Education in International Foundation Studies offers international students the opportunity to develop their English language and study skills, alongside key subject areas such as IT, Maths and British Culture. During the second semester students study a specialist subject with Year 1 British students which is related to their chosen degree. On successful completion of this programme students are guaranteed entry onto many of our undergraduate courses.

3.9.4 Introduction to Academic English

The Introduction to Academic English course allows those students with a lower English level than that required for the International Foundation Studies programme to develop their English within an academic context. Upon successful completion of this programme, most students take International Foundation Studies or the Pre-Masters.

3.9.5 English and Cultural Studies for International Students (ECIS)

ECIS is an in-sessional academic English programme for non-native speakers of English. Divided into month-long mini-courses of two hours per week, the programme, which is free-of-charge for most participants, offers undergraduate and postgraduate international students support with their Academic English, as well as helping them to adapt to the British university system and life in Britain. The mini-courses on offer include:

- essay and report writing
- effective reading
- listening to lectures
- presentation and seminar skills
- dissertation writing
- writing references and bibliographies
- succeeding at university in Britain

- British life, culture and current affairs.

Students select a combination of mini-courses according to their individual needs and interests. All students enrolled on ECIS are additionally entitled to take part in one-to-one tutorials, which offer the students individual consultation with a tutor about specific English language issues

3.9.6 IELTS Preparation Course

The 8-week-long, full-time IELTS preparation course with three or four start dates throughout the year provides students with Academic English skills, exam technique and practice and regular feedback on their progress, in order to help them to reach the IELTS level required for their chosen undergraduate or postgraduate course.

All six of these courses contribute towards the area of priority entitled 'enhancing the international student experience' in the Internationalisation Strategy, as they offer the students a study plan with precise targets and timescales which will help them to reach their ultimate goal of gaining an undergraduate or postgraduate qualification within the British university system. Information on all these courses is available on the English Language Teaching website (www.leedsmet.ac.uk/international/english/).

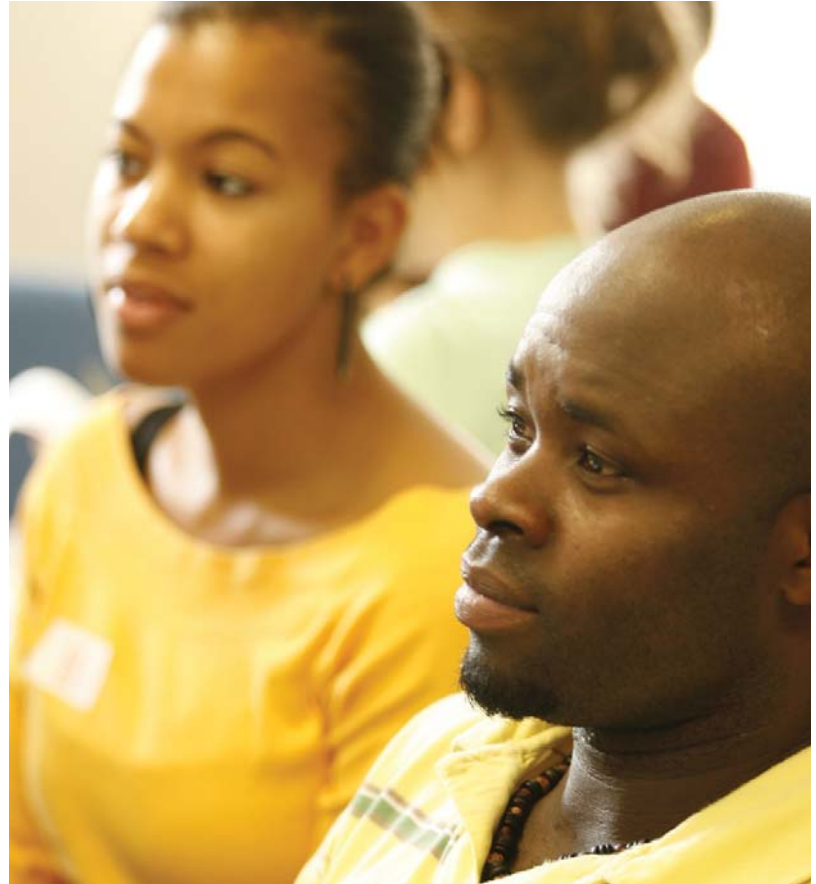
3.10 A Quality Enhancement Audit of international student experiences at Leeds Met

There are several external measures of the quality of the student experience, some of which (for example the International Student Barometer www.i-graduate.org/services/student_insight--student_barometer.html) focus specifically on international students. However, institutions (faculties or departments) wanting a snapshot of their current 'performance' against the institutional vision or its internationalisation strategy, for example, can also undertake their own research.

Leeds Met recently undertook an internal quality enhancement audit on the experiences of international students. The methodology involved asking a small team of staff volunteers to scrutinise closely what the institution said about itself in its published documentation and on its website, then to interview staff at all levels, students and other stakeholders to see how far actuality matches aspiration.

The audit was commissioned as a result of the introduction of the University's Assessment, Learning and Teaching Strategy which requires the University to: "set up short-life working groups to undertake proactive thematic Quality Enhancement reviews twice each year." The specific aim of the audit under consideration here was to investigate University, course and programme documentation to evaluate what claims are made in relation to the experience of international students and to assess how far the stated ambitions are achieved.

While the project reported the views of a relatively small sample of the international student population, general themes and areas of concern were highlighted and discussed in the body of this report. These included accommodation allocation, assessment guidelines, criteria and feedback, support in the early days and the availability of accurate supporting literature (maps, doctors, where to shop, eat, bank, etc).



4 CURRICULUM

There can be no real internationalisation without attention to the development of curricula across an institution. Different universities will, of course, conceptualise what internationalisation will mean in the curriculum with regard to their own vision, mission and strategic direction; subject areas, too, will need to set international perspectives and graduate attributes within the discipline context. The areas of possible focus for curriculum development would probably include some or all of the following:

- increasing the inclusion of international case studies, sources, and perspectives on the subject area
- developing an understanding of how the subject area (and the professions associated with it) relate to the global context
- encouraging a global ethic
- developing skills for living and working with people from other countries and cultures
- developing attitudes and values which might be associated with a 'global citizen'
- approaches to assessment, learning and teaching which are inclusive, equitable, and able to recognise alternative world views.

The following illustrate how Leeds Met is articulating curriculum internationalisation around global perspectives and cross-cultural capability.

4.1 Global perspectives in the curriculum

A number of sources suggest global perspectives, or a variant of them, within the curriculum/student experience are important components of a modern university.

At Leeds Met global perspectives form part of the focus for curriculum

review across the University, described in the next section.

Our iteration of global perspectives is:

“Through global perspectives we seek to demonstrate the relationship between local actions and global consequences, highlighting inequalities, helping us reflect on major issues such as global warming, world trade,

[Higher education should] “*educate for citizenship and for active participation in society, with worldwide vision ...educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.*” UNESCO World Declaration on Higher Education for the 21st Century

Universities...have historic responsibilities to be inclusive, civilising institutions...to produce graduates conscious of their responsibility for building just, sustainable societies in the 21st Century World. Alan Gilbert (2006), President and Vice-Chancellor, University of Manchester (Going Global Conference address, December 2006)

[The curriculum needs] “*to be internationalised and this means considering what global issues impact on every subject, not just the obvious ones.*” Richard Brown (2007), Chief Executive, Council for Industry & Higher Education

(*Guardian Weekly*, February 2007)

In the UK, much of the impetus and support for the inclusion of global perspectives in the curriculum comes from the Development Education Association. Publications include *Global Perspectives in Higher Education* and *The Global University: The role of the curriculum* (both available from their website at www.dea.org.uk).

“*Institutions need to promote a culture that values human rights, sustainable development, inter-cultural understanding and global human development.*” DEA director, Douglas Bourn

The Royal Geographical Society has published case studies on global perspectives in the curriculum in a number of discipline areas (www.rgs.org/OurWork/Research+and+Higher+Education/GeographyInHEP+projects/The+global+perspectives+of+British+students.htm).

poverty, sustainable development, human migration, and promoting a response based on justice and equality not charity ... Global perspectives in higher education build awareness of how these issues relate to a student's discipline, and to ways in which that discipline may be applied" (from the Guidelines on Cross-Cultural Capability and Global Perspectives).

4.2 Curriculum review – guidelines on cross-cultural capability

Internationalising a single area of curriculum is, of course, the job of the subject specialists responsible for its quality and its delivery. However, for an institution-wide project of internationalisation, some steer or guidance is likely to help – both in outlining a common understanding of the objectives and in enabling progress to be recorded and best practice shared.

At Leeds Met, we have adopted an approach basing course review on a set of guidelines (www.leedsmet.ac.uk/international/35698_NEW_GUIDELINES2_WEB.pdf). Through the Corporate Plan, all Faculties were charged with the task of taking all provision through a review process by 2008; the Assessment, Learning & Teaching (ALT) Strategy further requires all provision going through approval or re-approval to address the considerations within the guidelines. The original guidelines were brought together by a team from various areas of the University. They were subsequently revised in response to informal feedback and formal responses to the review process. The guidelines set out the vision, relate this to other developments in higher education (widening participation, gender, race and sustainability, for example), and then ask review teams to respond to a series of key questions on knowledge on the course, experience on the course, and experience beyond the course itself. Here is a sample question from each area:

- Knowledge on the course: *In what ways does the course seek to link issues of cross-cultural capability, diversity and global perspectives to employability?*
- Experience at course level: *How does the course encourage students to be*

curious beyond their own cultural boundaries?

- Experience beyond course level: *How is a student from this course prepared to interact with/benefit from/contribute to diversity in the world beyond the university?*

Review teams are advised "to respond as appropriate for their own subject areas, student populations, and professional contexts" and that the key questions are a guide, not a tick list, and "should be approached as a developmental process rather than simply an audit of existing practice".

All review reports are being collated on our ALT re-source website, and a full report on the project will be prepared following the 2008 milestone.

4.3 Skills for Learning

Many institutions have independent learning resources in generic skills. Typically these include academic writing, computing, research skills, etc. At Leeds Met, our resource is web- and paper-based, and is developed and supported through the library under the title Skills for Learning. To support the development of cross-cultural capability, the resource includes student learning information and activities – available both for independent learning, and for Personal Development Planning tutors to refer their students to. The areas covered largely mirror those covered within the staff development workshops described earlier, for example:

- culture
- dimensions of culture
- culture shock
- culture, world view and learning strategies
- ethnography
- culture, values and identity
- stereotyping
- students and global issues.

4.4 Internationalisation, employability and Personal Development Planning

4.4.1 Employability

Universities have a role to play in enabling their students to develop the global attributes and skills that employers are seeking. We should be preparing students to work in the global marketplace and raising student awareness that the skills they are developing through their studies are transferable to the employment context at home and globally.

Working abroad gives students the confidence to deal with colleagues and clients from all over the world. This experience will enhance the student's CV and is attractive to employers.

Many universities have links with institutions and business overseas and vacation placements may be arranged through the Faculties or International Office. However, an absence of these opportunities or an inability to raise the cash to study or work overseas should not stop students developing the international skills that employers are seeking.

The HE curriculum can be enhanced to address more closely and explicitly employability, transferability of skills and international and cultural issues. This can be achieved through tailored interventions which include employability and career management skills, exploring working practices in other cultures, intercultural communication and intercultural competence. Interventions in the curriculum that can utilise an international perspective and enhance employability include:

- tailored interventions using work-related projects, simulations based on experiences in other parts of the world, course-based intercultural volunteering opportunities, or inviting visiting speakers from nearby international companies
- both language and intercultural competence can be enhanced by

adopting a Content Language Integrated Learning (CLIL) approach in which aspects or even whole modules of course content are taught in a foreign language

- UK students have access to other cultures through the large body of foreign nationals and students of other ethnicities studying here. Students can gain a great deal from opportunities to interact with them through joint seminars, co-working with international students on projects and presentations etc
- developing a more co-ordinated and collaborative approach to sharing good practice intra- and inter-institutionally, which can be especially useful in careers services: e.g. in providing labour market information on non-UK countries, or advice on finding work overseas.

4.4.2 Personal Development Planning (PDP)

Progress Files in Higher Education, a recommendation of the Dearing Report (1997) and a requirement of the Quality Assurance Agency (QAA) (www.qaa.ac.uk/academicinfrastructure/progressFiles/default.asp) and the University, are now incorporated in all undergraduate and some postgraduate courses. Their major component is a personal development planning process which is "a means by which students can monitor, build and reflect upon their personal development". That development is not meant to be exclusively academic but is to include personal, career and employability development. Clearly, voluntary and community action projects would provide students with a rich source of activity for reflection and evidence for inclusion in their PDP portfolio.

PDP can be a valuable vehicle for exploring and recording the enhanced employability skills and attributes that can be gained through international experiences and aspects of an internationalised curriculum, but it can also facilitate the organisation of the broader dimensions that an international and global understanding can bring to an individual. Tutors and others

responsible for working with students on aspects of PDP should be aware of the value of international experience and perspectives, and ensure that students are also aware of how these might be evidenced.



5 INTERNATIONAL PARTNERSHIPS

All universities have partnerships with institutions overseas. It is obvious that such partnerships have the potential to be a significant factor in the process of internationalisation. However, to realise that potential, a university will need to ensure that it has a number of things in place. While some of these may seem rather basic requirements, it is surprising how often they are neglected:

- a clear link between partnership developments and the internationalisation strategy priorities
- auditable processes for establishing, maintaining and developing partnerships
- easily accessible information on existing links, and on those within the institution involved in both specific links and links within a region
- approaches to partnerships appropriate to the region, whether practically or ethically
- communications that celebrate partnerships to enhance the institutional sense of its international development.

Below we illustrate how these are applied at Leeds Met through one specific geographical context for our partnership developments and one project to review and develop academic and administrative processes.

5.1 Delivery in other countries

'Offshore' or 'transnational' delivery forms an increasing part of the international activities of many universities. Often programmes are delivered by a 'fly-in: fly-out' model, usually in collaboration with an overseas partner institution and increasingly supported by distance or web-mediated learning. Some universities are developing permanent sites, including whole campuses, at selected overseas locations.

Probably more than most other international activities in which universities are involved, such partnerships raise ethical issues. Being aware of these from the start, if possible setting out with an ethos of equity and genuine collaboration, would seem the best model. An example of such an approach from Leeds Met is what we have termed 'Leeds Met Africa', described below.

5.2 Leeds Met Africa

Leeds Met Africa is a University initiative whose primary aim is to provide a vehicle for the University's continued commitment to seeking sustainable and effective responses to African development priorities. Opportunities are provided for Leeds Met staff and students to make a difference through engagement in capacity building, knowledge exchange projects and volunteering, or through extensive research and exchange programmes. In turn, these projects and experiences help to enrich the intellectual and international dimensions of our University in the UK and enhance the global

perspectives of our staff and students. Further details about past and current work by Leeds Met Africa is available on the University website (www.leedsmet.ac.uk/internat/region/africa/leedsmetafrica.htm).



5.2.1 Examples of Leeds Met's work in Africa

Leeds Met has established a network of partnerships with communities, governments and institutions in several countries in Africa, through which many collaborative development projects are being undertaken. The following projects, carried out in Zambia and Tanzania, are representative of the University's broader work.

Zambia

Some of the problems faced by Africa are faced by the UK and other industrialised countries. The UK today faces a shortage of health professions partly due to migration. Africa is facing the same problem. Our work in Zambia has been helping to address this crisis of health professionals in the country, by working together with partner institutions like Chainama College of Health Sciences, Evelyn Hone College and the University of Zambia. Our contribution in Zambia is seen within the context of the World Health Organisation's broader agenda of 'working together for health' (www.who.int/whr/2006/en/). Our work involves delivery of courses in-country in the two areas:

- MSc Public Health (Health Promotion and Environmental Health)

- BSc (Hons) Health Sciences.

The MSc Public Health (Health Promotion and Environmental Health) has been running since 2003 and is funded by the Commonwealth Scholarship Commission, which is part of the Association of Commonwealth Universities.

Tanzania

The Faculty of Health at Leeds Met has been working with Dar es Salaam Institute of Technology in Tanzania training small and medium-sized enterprises involved in solid waste management since 2003. The project is now funded under the Development Partnerships in Higher Education programme offered by the Department for International Development, and managed by the British Council. This project is helping to build a "culture of fighting poverty through public private partnership in solid waste management".

In addition, the Faculty of Arts and Society runs a web-based MSc in Facilities Management at Dar es Salaam Institute of Technology in Tanzania. Students on this course are acquiring skills in maintaining the built environment, conserving resources, energy management etc, and are all working together towards achieving sustainable global development.

5.3 International partnership processes

Most institutions will have international partners who collaborate at some level on student exchanges, curriculum developments, curriculum delivery (typically 'offshore'), research, and staff exchange. These are often set up by individual members of staff, can become rather disparate, and many are somewhat hidden from view. International partnerships are a crucial part of the internationalisation mix, but need care and experience when being set up, and some measure of institutional 'buy-in' if they are not to wither on the vine when individual members of staff move on.

At Leeds Met we have established a set of procedures for setting up any kind of international partnership. These not only guide staff through the often complex quagmire of academic regulations, risk assessment, health and safety issues, and so forth, but they also ensure the activities are aligned with the Internationalisation Strategy, are centrally recorded, and do not conflict or overlap with existing activities which might be in development with the partner institution (or in the region if appropriate). The main tool to assist colleagues is an International Activity Checklist, which must accompany any new or re-approved international partnership. The summary sheet at the front of the checklist indicates the key areas covered:

A The activity contributes to the following: <ul style="list-style-type: none"> • Internationalisation Strategy • Corporate Plan • Other: 	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
B Any partners or third parties involved are financially sound and have a robust and credible reputation.	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
C All academic issues have been fully investigated and demonstrated to be appropriate, of sound quality, and fully robust.	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
D The activity is financially viable and will generate appropriate income.	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
E All documentation is legally watertight.	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
F The activity includes appropriate monitoring and review processes.	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
G The activity does not conflict with other University or partner activities in the region.	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
H There has been a thorough assessment of risk.	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
I In establishing the activity, due consideration has been given to other opportunities for the present and the future.	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>
J Other relevant points	Not Applicable <input type="checkbox"/> Applicable <input type="checkbox"/> Completed section attached <input type="checkbox"/>

Faculty registrars must sign off the full checklist before relevant memoranda and/or contracts are signed by the University Secretary.

The overall process not only ensures that information is shared prior to agreements being developed, but also enables us to maintain an up-to-date database of partnerships, allowing those interested in or travelling to a particular region to check existing links.



6 LINKS & REFERENCES

6.1 Organisations

6.1.1 The British Council

The British Council was set up to promote a wider knowledge of the United Kingdom abroad, to promote the knowledge of the English language, and to develop closer cultural relations between the United Kingdom and other countries. Its name has been synonymous with the promotion of good relations between Britain and overseas:

“Our purpose is to build mutually beneficial relationships between people in the UK and other countries and to increase appreciation of the UK’s creative ideas and achievements.

This work is driven by our strong belief in internationalism, a commitment to professionalism and an enthusiasm for creativity. These qualities, coupled with our integrity and our conviction that cultural relations can help individuals and the world community to thrive, make the British Council a good partner and a special place to work.”

The British Council aspires to be “the UK’s international organisation for educational opportunities and cultural relations” and to act as brokers for:

- the provision of study in the UK for overseas students
- learning English, in the UK, for overseas students
- provision of funding to support study in the UK
- student and teacher exchanges.

www.britishcouncil.org/home-about-us-purpose-and-values.htm

6.1.2 Socrates: Erasmus

Two main ‘organisations’ hold information and provide services:

The British Council acts as the UK national body for EU programmes, including Socrates: Erasmus: www.britishcouncil.org/socrates.

UK-specific information: www.erasmus.ac.uk

The European Commission site for Erasmus programmes:

http://ec.europa.eu/education/programmes/llp/structure/erasmus_en.html

6.1.3 Development Education Association

The Development Education Association is a membership organisation devoted to enhancing the global perspectives dimension in all sectors of education. In terms of higher education specifically:

“... members, partners and key stakeholders in HE are working in partnership to develop a generic curriculum for global citizenship, which can act as a catalyst for future planning, and facilitate debate on what a ‘global university’ might look like. They also collaborate to develop learning outcomes associated with global perspectives in the curriculum and to implement policies and practice on institutional ethos, accountability systems and economic choices that are informed by and reflect a commitment to global responsibility.”

Higher education pages: www.dea.org.uk/sub-442617

6.1.4 The Higher Education Academy

The Higher Education Academy’s objectives are:

- to be an authoritative and independent voice on policies that influence student learning experiences
- to support institutions in their strategies for improving the student learning experience
- to lead, support and inform the professional development and recognition of staff in higher education
- to promote good practice in all aspects of support for the student learning experience
- to lead the development of research and evaluation to improve the quality of the student learning experience

- to be a responsive, efficient and accountable organisation.

Its work to support universities in internationalisation is summarised with relevant links at: www.heacademy.ac.uk/ourwork/learning/international

6.1.5 NAFSA: Association of International Educators

A massive US organisation principally for those involved in organising and supporting student mobility. Membership is open to international institutions and individuals, who can benefit from a huge national conference, several regional conferences and a series of publications. It describes its three foci as:

“Creating and disseminating knowledge; influencing public policy; and maintaining a strong association.”

www.nafsa.org/

6.1.6 Institute of International Education

An independent non-profit organisation in the US which claims to be among the world’s largest and most experienced international education and training organizations. Its mission is:

- promoting closer educational relations between the people of the United States and those of other countries.
- strengthening and linking institutions of higher learning globally.
- rescuing threatened scholars and advancing academic freedom.
- building leadership skills and enhancing the capacity of individuals and organizations to address local and global challenges.

www.iie.org/

6.1.7 Association of Commonwealth Universities

With over 500 members throughout the commonwealth, the ACU claims to be “a global network of outstanding human and scientific resources”, which seeks to:

“...serve our member institutions by advancing international co-operation and understanding in higher education, and by providing a broad range of services and facilities.”

Those services include conferences, publications, databases, benchmarking and networking opportunities, along with advice and scholarships for students.

www.acu.ac.uk/

6.1.8 Observatory on Borderless Education

An organisation dedicated to scanning the world for developments to help keep universities informed. They describe their function:

“The term ‘borderless education’ encompasses a broad range of activities and developments which cross (or have the potential to cross) the traditional borders of higher education, be they geographical, sectoral or conceptual. So, for example, the Observatory will track developments in areas such as e-learning, growth in private and corporate education, developing markets and international collaboration.”

www.obhe.ac.uk/

6.1.9 UKCISA – The UK Council for International Student Affairs

The UK’s national advisory body serving the interests of international students and those who work with them.

www.ukcisa.org.uk/index.htm

6.2 Literature

6.2.1 Books & Articles

Altbach, P. G., & Knight, J. (2007) The Internationalization of Higher Education: Motivations and Realities. *Journal of Studies in International Education* 11(3/4): 290-305.

Bourn, D., McKenzie, A. & Shiel, C. (2006) *The Global University: The Role of*

the Curriculum. London: Development Education Association. Available from: www.dea.org.uk

Caruana, V., & Spurling, N. (2007) *The Internationalisation of UK Higher Education: a review of selected material*. York: Higher Education Academy.

Fielden, J., Middlehurst, R., Woodfield, S. (2007) *Global Horizons for UK Students. A guide for universities*. London: Council for Industry & Higher Education.

Friedman, T. L. (2005) *The World is Flat*. Farrar, Straus & Giroux.

Jones, E. & Brown, S. (eds) (2007) *Internationalising Higher Education*. London: Routledge.

Kehm, B. M. (2007) Research on Internationalisation in Higher Education. *Journal of Studies in International Education*, 11(3/4): 260-273.

McKenzie, A. et al (2003) *Global Perspectives in Higher Education*. London: Development Education Association. Available from: www.dea.org.uk.

National Committee of Inquiry into Higher Education (1997) *Higher Education in the Learning Society* [the Dearing Report]. Available at: www.leeds.ac.uk/educol/ncihe/ [Accessed April 2008]

Olson, C. L., Evans, R., & Shoenberg, R. F. (2007) *At Home in the World: Bridging the Gap between Internationalization and Multicultural Education*. Washington, DC: American Council on Education.

Quality Assurance Agency (2001) Progress Files for Higher Education. Available at: www.qaa.ac.uk/academicinfrastructure/progressFiles/default.asp [Accessed January 2008].

Schuerholz-Lehr, S. (2007) Teaching for Global Literacy in Higher Education: How Prepared are the Educators? *Journal of Studies in International Education* 11(2): 180-204.

Sussex Centre for Migration Research, University of Sussex, and the Centre for Applied Population Research, University of Dundee (2004)

International student mobility. HEFCE. Available at: www.hefce.ac.uk/pubs/hefce/2004/04_30/.

Trahar, S. (2007). *Teaching and learning: the international higher education landscape*. Bristol: ESCalate: Higher Education Academy Subject Centre for Education.

UNESCO (1998) *World Declaration on Higher Education for the Twenty-first Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education*. Available at: http://portal.unesco.org/education/en/ev.php-URL_ID=49470&URL_DO=DO_TOPIC&URL_SECTION=201.html [Accessed April 2008].

van der Wende, M. (2007) Internationalization of Higher Education in the OECD Countries: Challenges and Opportunities for the Coming Decade. *Journal of Studies in International Education* 11(3/4): 274-289.

6.2.2 Journals & E-journals

Academy Exchange 5 (Winter 2006):

www.heacademy.ac.uk/resources/publications/exchange

Frontiers: The interdisciplinary journal of study abroad:

www.frontiersjournal.com/

Globalisation, Societies and Education:

www.tandf.co.uk/journals/titles/14767724.asp

International Education E-Journal: http://pandora.nla.gov.au/pan/10065/20020310-0000/www.canberra.edu.au/education/crie/ieej_index.html

International Education Journal: www.iejcomparative.org/

Journal of Studies in International Education: <http://jsi.sagepub.com/>

6.2.3 Other publications and links

Australian Education International database on research in international education: <http://aei.dest.gov.au/AEI/PublicationsAndResearch/ResearchDatabase/Default.htm>

BALEAP (British Association of Lecturers in English for Academic Purposes) publications list: www.baleap.org.uk/publications/index.aspx

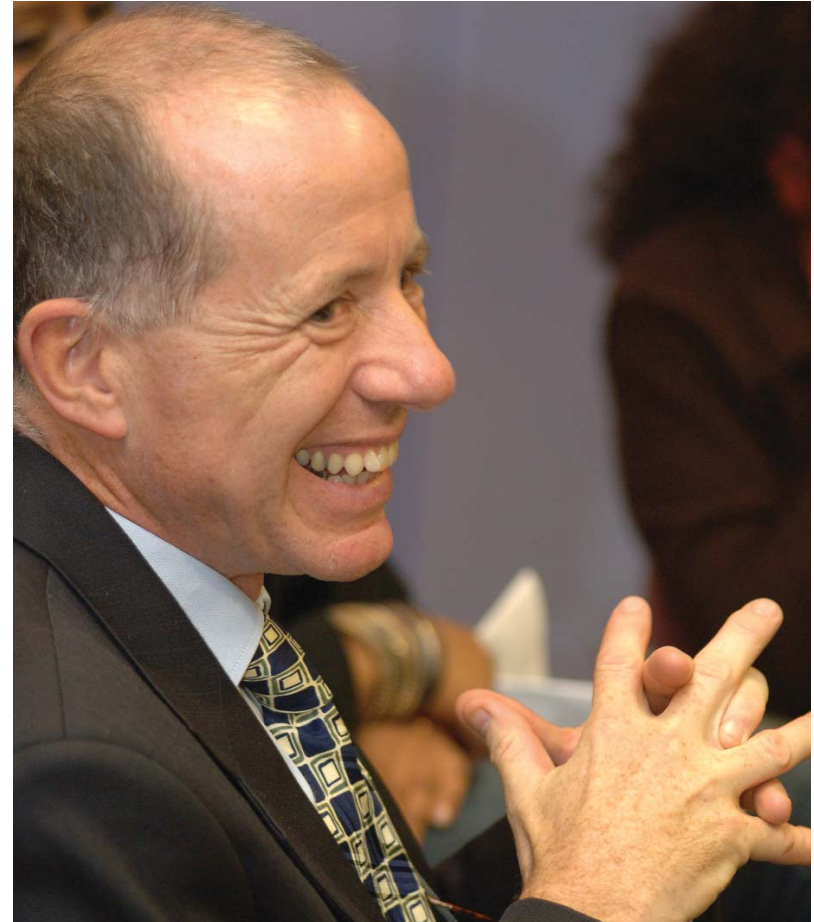
Centre for Research in International Education (New Zealand) research paper series: www.crie.org.nz/research_paper/research.html

Council for Industry and Higher Education: *Global Horizons for UK Students: a guide for universities*: www.cihe-uk.com/docs/PUBS/0707GLOBAL.pdf

European Association for International Education publications: www.eaie.nl/publications/

Royal Geographical Society case studies on global perspectives in the curriculum: www.rgs.org/OurWork/Research+and+Higher+Education/GeographyInHEProjects/The+global+perspectives+of+British+students.htm

UNESCO publications: <http://publishing.unesco.org/default.aspx>





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