EXTRACT FROM TEACHING AND LEARNING COMMITTEE MINUTES: 19.6.13

13.56 INTERNATIONALISATION OF THE CURRICULUM

Ms R McEvoy, Head of International Student Experience, presented Paper No TLC/13/14, which offered guidance on internationalisation of the curriculum, an action point in the 2012/13 Teaching and Learning Strategy action plan, in line with objective 1.10 of the University’s Internationalisation Strategy. The paper had previously been received by the Educational Partnerships and International Affairs Committee at its May meeting.

The Committee welcomed the paper and noted that this agenda was concerned with more than the University’s plans to increase international student numbers and student mobility. The development of students as global citizens and leaders who met the University’s graduate qualities should be reflected in students’ learning as it related to the curriculum of their discipline. The paper examined various aspects of the University’s activities, provided guidance on available resources and good practice and made a number of recommendations to support a high quality international experience for all students.

The Committee considered the report’s four recommendations. It was proposed that internationalisation of the curriculum should be made a key transversal element of the new Learning and Teaching Strategy and that staff development seminars be offered to support the activity on a subject/discipline basis. These seminars would draw on significant range of existing resources that exist in the public domain (including those of the Higher Education Academy). Their purpose would be to find and consolidate within course teams capacity to deliver a quality international curriculum. Such workshops could be delivered in partnership between the International Department and Staff Development through the Centre for Higher Education Practice. Specifically it was proposed that an ‘Internationalisation of the Curriculum’ toolkit, similar to the Employability Development Opportunities Review Toolkit (EDORT), be developed. Finally, it was suggested that a section of course validation documentation should be devoted to this topic.

The Chair advised that the new Strategy was closely aligned to the Internationalisation Strategy but that their focus differed. The Strategy did refer to internationalisation under its Strategic Aims, reflecting Graduate Qualities and Employability, but she offered to review the enabling Aim and its Enabling Objectives to make explicit reference to the opportunity provided by internationalisation of the curriculum.

The Committee welcomed the proposed staff development initiatives. While the toolkit would be useful, the Chair advised that EDORT had been a major project with dedicated personnel and external funding. While the International Department might aim to develop a toolkit and investigate possible external funding, it was suggested that, in the meantime, information on existing resources could be compiled and made available through CHEP’s Resources pages.

The Committee did not support the inclusion of a separate section in validation documentation as this matter should be addressed through the commentary on the achievement of Graduate Qualities. The aide-memoire for course teams and panels prompted consideration of internationalisation. The identification of resources would, however, be an important aid to teams in reflecting on their approaches.

It was suggested that where courses/subjects were not as well advanced in the internationalisation of their curriculum as others, Faculties would identify this priority in their Learning and Teaching Strategy action plans.

AGREED that:

1. the draft Learning and Teaching Strategy be revisited to add reference to internationalisation of the curriculum under the Enabling Aim and Objectives;
2. CHEP and the International Department be asked to collaborate in providing support for this activity through seminars, workshops and information on online resources as well as through the Development Fund and the CHEP Journal;
3. the development of a toolkit be reconsidered when resources permitted;
4. an explicit section not be added to validation documentation.