Table of Contents

November 2018

An Introduction from the Vice Principal (Academic)

Edinburgh Napier University's Strategy 2020 is academically led and student focussed. The vision is for "an enterprising and innovative community renowned internationally with an unrivalled learning experience". This vision is underpinned by four strategic objectives, namely to grow our academic reputation; build innovation, enterprise and citizenship; deliver an excellent personalised student experience; and internationalise our work. The strategy translates into reality for our students through their experience of the learning, teaching and assessment we deliver and in realising our Strategy 2020 we explicitly commit to a programme based approach that stresses the holistic coherence of this learning experience.

A programme focussed approach recognises that a high quality student experience must be designed across the entire student learning journey, considering the inter-relationship of the different elements of learning both horizontally within levels and vertically between levels of study. The teaching and assessment approaches should clearly align to the learning outcomes, with well-balanced and diverse assessment across programmes that recognise the central role of feedback on progress in supporting student development. Transparency in our expectations of students and clarity around what students can expect from us are key features of a well-rounded and consistent experience for students.

A true programme focussed approach considers the diversity of learners, including different learning needs, entry or exit points and cultural perspectives. It provides the opportunity to develop graduate skills and attributes, such as employability, enterprise and internationalisation in a meaningful way throughout a course of study. It also provides a platform for innovation in teaching as we aspire to really engage our students in active learning and exploit the possibilities offered by new technology. A programme focus recognises the richness of subject disciplines offered by the University, and the diversity of learning approaches best suited to the respective communities of students and staff. It empowers Programme Teams to design exciting, attractive courses. It recognises the key, critical role of the Programme Leader in managing the delivery and development of the programmes, facilitating the quality of learning and excellent student experience to which our Strategy 2020 aspires.

This document is designed to support Programme Leaders and Programme Teams as they develop, design and review their programmes. It has been drafted in consultation with a wide range of stakeholders across the institution and articulates what we mean by a 'programme' at Edinburgh Napier and why the programme of study is a defining element of student engagement throughout their time with us and beyond. It outlines the fundamental principles which underpin the design of our programmes and the principles on which our programmes are designed in order to provide a consistency of experience whilst maintaining flexibility in design. Finally, it makes a link to a template for the programme handbook, which contains 'everything a student needs to know' about their programme.

Professor Alistair Sambell
January 2018

The Strategic importance of Programme Design

The Programme is a key mechanism for delivering our strategic objectives, and although each Programme will speak in different ways to the objectives outlined in Strategy 2020, our ambition/*intention* to deliver an excellent personalised student experience underpins every single aspect of Programme design.

The Academic Strategy articulates outcomes in relation to six separate dimensions; Programme Design is key to the achievement of those outcomes, particularly in respect of 'Our Students' Opportunities', 'Our Portfolio' and 'Our Processes'. Programme teams should review and reflect on the details of these outcomes as an integral part of the programme design process.

When we are referring to 'Programmes' what exactly do we mean?

1. At Edinburgh Napier University, we consider the programme to be the basis of a student's learning experience. It provides the identity, guidance and structure through which a student develops the knowledge, behaviours and attitudes that characterise an Edinburgh Napier University graduate. A programme consists of a clearly identifiable curriculum expressed in terms of learning outcomes, a distinct student body, 'a pedagogy that is based on active learning and the principles of assessment for learning' (Academic Strategy, 2020 'Our Portfolio'), and a programme team responsible for its management and delivery.

2. The exact profile of any programme team will vary, but the core membership of every programme team is the Programme Leader and Module Leaders for each of the modules that are included in the programme. Other relevant professional service staff may be invited to join the team. Programme teams are expected to meet regularly and the composition and agenda of programme team meetings will vary throughout the stages of the programme. An important outcome of any programme team is to maintain 'a programme focus with local ownership, and a holistic view of the student journey' (Academic Strategy, 2020)

3. We see a programme as:

   - the vehicle through which our students develop the appropriate subject and discipline expertise, graduate attributes and employability skills.
   - providing a coherent, holistic learning experience.
   - providing the context in which the academic identity of an individual student and a student cohort is developed.
   - having well-defined aims and learning outcomes.
   - a vehicle through which staff express their enthusiasm, expertise and commitment to their subject and discipline for the benefit of their students.
   - leading to a defined award of the University, except in the case of a credit bearing CPD programme where the outcome may be a certificate of credit.
   - representing a student journey from enquiry and application through to post-graduation.

What is a programme focus and why is it important?

Strategy 2020 includes the objective 'to deliver an excellent personalised student experience'. The University understands that academic provision that takes a programme focus creates a coherent and identifiable programme community which frames, supports and enables a structured and holistic student experience. Using the programme as the focus for our academic provision means that we deliberately design a structured learning experience that:

- guides students to engage with the appropriate subject content and discipline expectations.
- enables a consistent and coherent approach to designing and implementing assessment and feedback across a programme.
- recognises assessment and feedback as drivers of learning, being at the heart of the student's learning experience.
- recognises feedback as a key mechanism that underpins learning and which can feedforward across modules and through the levels of the award.
- enables students to reflect on their approach to learning, teaching and assessment and recognise opportunities for their development as learners.
- provides opportunities to develop the attributes expected of a graduate of the discipline and the University.
- facilitates students' exploration of new concepts and ways of thinking and engagement with the discipline.
- provides a vehicle to link research and teaching in a way that is consistent with learning outcomes.
- provides opportunities for students to undertake research in areas that are meaningful to them.
- encourages an international outlook in students through the appropriate and relevant incorporation of international and intercultural dimensions into learning, teaching and assessment activities.
- develops the employability skills and lifelong learning attitudes to secure a job both in the present and in the future.
- encourages innovation and enterprise within the discipline.

In taking a programme focus, programme teams look beyond the subject area of study and consider:

- the learning outcomes that would be expected for each exit award.
- the approach to integrating learning, teaching, assessment and feedback strategies across and between levels.
- the management, monitoring, evaluation and ongoing development of the programme and the students within it.
- the integration of the student experience both inside and outside the classroom.

November 2018

- providing opportunities for students to shape their own learning and contribute, with staff and other students, to the development of the programme.

- the best means to provide a variety of support for students.

- how the programme provides for student personalisation and choice through the programme structure or awards. Areas with potential for offering personalisation and choice within modules or across the programme such as:

    - format and timing of feedback for formative tasks

    - opportunities for choice in relation to summative assessment

    - choice of placement and enterprise opportunities

    - promoting individual international study opportunities

    - promoting support for individual academic and pastoral issues.

A programme focus also means that when we design a programme it includes a consideration of the holistic student learning experience but within the context of:

- the University's standard 20-credit module structure.
- [University Academic Regulations](#).
- professional, statutory and regulatory body requirements.
- subject and qualification benchmark statements where appropriate.
- Scottish Credit and Qualifications Framework level descriptors.
- the University Quality Framework.
- the Quality Assurance Agency's (QAA) UK Quality Code for Higher Education.

The Programme is constructed from 20-credit modules which are seen as the building blocks allowing the construction of an integrated academic experience. In the context of programme design, the modules are not seen as simply 'stand-alone units' of learning. The interrelationship of the modules forms the fabric of the learning, teaching and assessment experience for students and staff alike. The 20-credit module is used in a number of ways depending on the context in which the programme is designed.

Every Programme in Edinburgh Napier University's portfolio has a named Programme Leader who is responsible for the programme overall. The Programme Leader works with the programme team and liaises closely with module teams on modules which form part of the programme. The Programme Leadership remit and model can be found at http://staff.napier.ac.uk/services/dlte/resources/Pages/Programme-Leader.aspx. Programme Leaders are encouraged to seek advice and support from professional service areas at the earliest stages of programme design.

The principles of programme design which follow in section 5 are intended to enable and facilitate programme teams to design and manage an academically sound and rewarding student learning experience.

Why is the programme important in discussions around active learning and student engagement?

Active learning

Active, participative learning is the cornerstone of Edinburgh Napier's approach to education at both undergraduate and postgraduate levels. Social constructivism provides the theoretical basis for understanding active learning and there is a growing body of evidence that active learning increases student performance across the disciplines (Finelli *et al*., 2014; Freeman *et al*., 2014; Hall, Waitz, Brodeur, Soderholm, & Nasr, 2002). At its most simple, we can say that a social constructivist model of learning means that students construct their knowledge through working with other learners, and are central to the learning, teaching and assessment process (Vygotsky, 1978). Active learning then is any teaching approach which encourage students to work things out for themselves.

Pedagogy that is consistent with active learning is in essence student-centred, by which we mean that it emphasises students' dynamic involvement in their own learning and creates opportunities for interaction between staff and students and within student peer groups. Active learning is not seen as an alternative to traditional whole class lecturing, but it changes the focus during any teaching session from one which prioritises the delivery of content, towards an approach that emphasises outcomes for students. Activities which enable engagement can vary from very simple techniques during lectures such as 'turn to your partner', muddy cards, concept tests and group discussions to more complicated processes which require careful planning including group work, project activities and enquiry based learning.

Participative activities, especially those which extend over a period of weeks or even years on a programme, provide excellent opportunities to embed the development of research skills, to encourage interdisciplinary learning and to provide intellectual challenge.

Active, student-centred learning can be supported and enabled by the use of learning technology. The University Academic Strategy identifies the use of the 3E Framework to support and plan for innovation in learning and teaching. The framework can be used in the process of programme design as a point of reference to promote a shared ethos amongst the programme team for the incorporation of technology into learning, teaching and assessment across the programme. All programmes must implement the Moodle Minimum Standards protocol which promote the use of Moodle to ensure a clear structure that is logically sequenced and clearly navigable.

Each module on a students' programme will present different possibilities for active learning and for the use of learning technology. Programme teams should consider pedagogic approaches across the whole programme in order to ensure a consistent but challenging learning experience for students. When designing extended participative activities and the use of learning technologies, particular consideration needs to be given to students who may be joining the programme as direct entrants to second, third and fourth year of undergraduate programmes as these students may not have had the opportunity to develop the necessary skills, knowledge and confidence to engage successfully with these approaches.

November 2018

[The Department of Learning, Teaching and Enhancement](#) can provide advice on active learning and the application of the 3E Framework.

Student engagement

Student engagement at the level of the Programme

Student engagement is an underpinning principle of Strategy 2020, and the programme provides a key mechanism for embedding that principle. Student engagement as a term that is customarily used in two ways: firstly, in relation to how actively engaged students are in the process of their learning (Biggs & Tang, 2011; QAA, 2012); and secondly, with reference to student participation in quality processes, e.g. representation of student views in relevant institutional fora (UK Quality code for HE Chapter B5 Student Engagement). The University Student Staff Liaison Guidelines provide a useful guide to the operation of student staff liaison committees. Programme design and programme review provide ideal opportunities for embedding student engagement in to the design of the programme, rather than adding it on as an afterthought.

SPARQS offer a Student Engagement Framework for Scotland which Programme Leaders may find useful as they seek ways to embed the strategic principle of student engagement in their programmes. The framework is presented in the form of Five Key Elements of Student Engagement and Six Features of Effective Engagement. The Features provide a useful framing for evaluating the effectiveness of student engagement at programme and institutional level, but they may not be so useful at programme design stage. However, the Key Elements are particularly relevant for programme design and we draw Programme Leaders' attention to these and offer examples (adapted from the Framework) of areas for consideration in relation to each element.

Five Key Elements

1. Students feeling part of a supportive institution

- Induction – Consider the diversity of the student group including students with disabilities, 17-year-old students, international students and other under-represented groups and consider how induction processes enable student engagement across the whole cohort.
- Consider opportunities to engage with buddying or student mentoring

2. Students engaging in their own learning

Programmes develop active and participative learning opportunities for their students which:

- Embed assessment for learning approaches (see Assessment and Feedback Design Guidelines).
- Embed opportunities for students to engage with Academic Skills provision.
- Identify strategies for identifying disengagement at individual and programme level.

- Consider the role of PDTs in relation to student engagement on the programme (for further information see <u>Personal Development Tutor Guidance for Staff</u>).

3. Students working with their institution in shaping the direction of learning

- Consider additional processes for generating student feedback that go beyond module evaluations and NSS.
- Identify strategies and processes for responding timeously to student feedback
- Explore strategies to support student reps in their contribution to Staff and Student Liaison Committees (SSLCs) and to encourage partnership working.

4. Formal mechanisms for quality and governance

Programme Leaders need to be aware of the University focus on student engagement. The University recognises students as making a key contribution to its quality assurance and enhancement processes, for example students are full members of approval and review panels. This makes it particularly important for Programme Leaders to understand the significance of student involvement in change and development and of students working in partnership with staff in their own programmes and in the wider University context.

5. Influencing the student experience at national level

These last two elements focus on students' formal engagement with the University and the Scottish higher education sector through representative structures which are positioned beyond the programme level and they may not be key consideration at the programme design stage. However, we should remember that partnership working and an ethos of student engagement begins at the level of the programme.

November 2018

Student engagement nationally and internationally

In the national context, the importance of active and participative student engagement is highlighted through the UK Quality Code for Higher Education Chapter B3, which focuses on effective learning and teaching (QAA, 2017). It talks of student engagement in terms of: providing students with clear and up-to-date information on learning opportunities and support available to them (indicator 7); helping students understand their responsibility to engage with learning opportunities (indicator 8); and providing students with opportunities to engage in dialogue with staff to reflect on feedback in order to further their academic development (indicator 9) (QAA, 2017: 19–22).

Student engagement through programmes of study is facilitated by a high quality, equitable and global learning experience of all students irrespective of their geographical location, as promoted by Higher Education Academy (HEA, 2015). Student engagement applies equally to international students studying in the UK, students studying on UK programmes overseas and a globalised learning experience for home students studying on UK programmes through accessible student mobility opportunities. The learning and teaching on programmes incorporates international and intercultural dimensions into all aspects of the student journey, from application to graduation, including support services. Students should feel engaged with internationally informed research and cultural and linguistic diversity so they can purposefully develop their international and intercultural perspectives as global professionals and citizens (Leask, 2009).

Edinburgh Napier Principles of an Internationalised Curriculum (see appendix 1) set out a broad and flexible framework of what the University understands as internationalisation of the curriculum. The programme teams can select those principles relevant to their programmes. Additionally, the programme teams are guided in internationalised curriculum design, and learning, teaching and assessment activities' design by applying the Reflective Toolkit (see appendix 1) during programme design and programme review. The toolkit allows programme teams to reflect on the extent of IoC on the programme and how to develop it further. The Toolkit is a flexible framework, designed for programme teams to select relevant questions to their programme and to plan for how IoC is realised.

Principles of programme design

These guidelines and the principles of curriculum design in this section complement each other, and are of fundamental importance to the process of programme design[1].

1. All Programmes have a named Programme Leader who works collaboratively with a Programme Team.

2. All Programmes of study must comply with the University's Academic Regulations and be approved as set out in the approval procedures outlined in the University's Quality Framework.

3. Programmes comprise programme level aims and learning outcomes which are met through the achievement of modular learning outcomes.

4. The 20-credit module is the fundamental building block of taught provision approved at Edinburgh Napier University and the foundation of the University's academic delivery structures.

5. Programme design teams and module leaders should use the 20 credits within the module in a structured way, with clear and explicit learning outcomes well aligned with assessment.

6. The 20-credit module may be completed within one or two trimesters. In full-time undergraduate programmes, where a module extends over two trimesters, two such modules must be offered concurrently.

7. Programmes may elect to include multiples of 20 credits (up to 60 credits) during the later years of the programme subject to University quality approval processes.

8. Full-time undergraduate students should study for 60 credits in a trimester.

9. In the case of postgraduate taught programmes, the 20-credit module should also be recognised as standard, but postgraduate programmes are permitted to include both 10-credit modules and multiples of 20 credits (up to 60 credits) as a matter of academic and professional discretion and expertise. Where modules of 10 credits are used as part of a full-time programme of study, two such modules should be offered concurrently.

10. In designing the use of two-trimester modules, a programme will explicitly consider the implications of such a structure for: trimester 2 intakes; flexible study modes; articulating students; international students; the student experience in terms of placement and study abroad opportunities; and the form and function of Induction and weeks 13, 14 and 15.

11. In designing the learning, teaching and assessment approach for two-trimester modules delivered on campus, Programme Leaders should note that the use of physical teaching space may be limited in weeks 14 and 15 of the trimester due
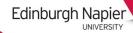
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[1] The principles in this section should be read in conjunction with Section 4 of the Assessment and Feedback Guidelines (https://staff.napier.ac.uk/services/dlte/resources/Pages/assessment.aspx).

to formal exam timetabling. Programme teams should consider how continuity of student learning and engagement can be supported through this time by use of a variety of methods and media.

12. In the case of both single and two trimester modules, contact should be maintained with students between trimesters to emphasise the continuity of their learning experiences – these are sometimes referred to as 'keeping warm' activities.

13. Within a holistic programme structure, Programme Leaders should seek opportunities for student choice and personalisation within and across programmes and modules. Student pathways through the programme should be well articulated and easily identifiable.

14. The following terms are used to describe the status of undergraduate modules in programmes:

    a. **Compulsory**: a named individual module which is a compulsory part of a programme.

    b. **Option**: (one of) a set of named modules from which the student must choose a designated number.

15. Module choice within a programme must be considered in the context of the complete programme. Designers of undergraduate programmes should consider carefully the design of combined and joint degree structures and make reference to Section 1b of the Quality Framework.

16. The pattern of study for a part-time student will need to take into account of the sequencing of modules and student workload which:

    a. meet the basic requirements for a University award;
    b. operate efficiently for students in respect of timing and subject coverage;
    c. meet the prerequisites for future modules.

17. All programmes must have an active programme and modular level Moodle presence that is well considered, consistent and accessible to all students as per the Moodle Minimum Standards.

18. Using the 3E Framework as the basis for designing the use of technology in modules, all programmes should deploy learning technologies which enable innovative, accessible and engaging approaches to learning, teaching and assessment.

19. Students will not be assessed by formal, summative, time-constrained, closed-book examination at the end of trimester 1 of SCQF Level 7 (unless required by a Professional, Statutory or Regulatory Body), therefore alternative summative assessment approaches should be devised.

November 2018

20. Credit-bearing Continuing Professional Development (CPD) provision will be subject to University approval processes.

21. Programme Leaders should ensure that appropriate induction activities are provided for students entering the programme. Special consideration should be given to induction activities for direct entrants and international students arrive on the programme with advanced standing.

22. Programme designers should ensure that their Programme Handbook (myProgramme) gives a clear outline of the expectations of both staff and students with respect to timing of both formative tasks and summative assessment and the resulting feedback. The template is available from the Programme Handbook Enhancement site.

23. Programme Leaders should recognise the cultural diversity of their student cohort, seeing them as a key resource for international and intercultural engagement. (The Edinburgh Napier Principles of an Internationalised Curriculum in appendix 1 contains guidance and a toolkit to support Programme Leaders to embed this principle).

The programme handbook (myProgramme)

Transparency in our expectations of students and clarity around what students can expect from the institution is a key feature of a well-rounded consistent experience for students. There is huge richness in the diversity of disciplines offered by Edinburgh Napier University and its broad demographic range of students and staff. The use of a programme handbook which gives an overview of the programme and contains similar information for all students and staff (nuanced depending on discipline and context) goes a long way towards achieving a consistency of approach.

The programme handbook is the definitive information about the programme. It is in electronic format and aims to furnish students and staff who may be unfamiliar with the programme with all they need to know about studying on the programme. This programme handbook should be made available through the programme level Moodle site for all programmes.

The programme handbook template (myProgramme) supports programme teams to craft an electronic document or source that explains to students how the programme is structured, what they can expect to study and why certain approaches to learning, teaching and assessment are used. A refreshed template is provided each year and Programme Leaders should contact Programme Administrators for details of the link to the current version.

Assessment is a key concern of students and staff alike. The programme handbook provides a means for Programme Leaders and teams to make explicit the pattern of assessment across trimesters and the programme overall. Programme Leaders map the assessments associated with each module to weeks in the trimester along with information about the scheduling of assessment tasks and feedback.

The Assessment and Feedback Guidelines provide advice about formative and summative tasks and possible approaches for providing feedback and feedforward within modules and across the programme.

Within the structure of the programme handbook there is space for programme teams to be explicit about:

- the learning, teaching and assessment strategies they employ and the thinking behind them. All staff who work in the context of a programme should be able to articulate what they are doing, why they are doing it and what effect they hope it will have on their students' experience.

- how they will provide the conditions for learning that are consistent with active, participative learning.

- how they will ensure that the curriculum reflects the international context in which the institution and students operate.

- how they will ensure that research and teaching are linked in ways that are meaningful to students.

14

- how employability, enterprise and innovation within the discipline will be developed and supported.

We acknowledged that each programme will operate with a unique combination of practice in all of these areas. Programme Leaders are expected to be responsible for reviewing the programme handbook on an annual basis as part of the quality assurance processes within the institution.

References

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QAA (2017) *UK Quality Code for Higher Education: Part B Assuring and Enhancing Academic Quality,* September 2017. Available at: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b

SPARQS, A student engagement framework for Scotland, http://www.sparqs.ac.uk/upfiles/SEFScotland.pdf

Vygotsky, L. (1978) *Mind in Society*. London: Harvard University Press.

Links to further resources

Edinburgh Napier University Academic Regulations
http://staff.napier.ac.uk/services/dlte/regulations/Pages/Regulations.aspx

Edinburgh Napier University Academic Strategy 2020
http://staff.napier.ac.uk/services/principal/strategy2020/Pages/Strategy-2020.aspx

Edinburgh Napier University Equality and Diversity
http://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information

Edinburgh Napier University Department of Learning and Teaching Enhancement
http://staff.napier.ac.uk/services/dlte/Pages/dlte.aspx

Edinburgh Napier Graduate Attributes
http://my.napier.ac.uk/Careers-and-Development/Stand-Out/Pages/Graduate-Attributes-Model.aspx

Edinburgh Napier University Quality Framework
http://staff.napier.ac.uk/services/dlte/quality/qualityframework/Pages/qualityframework.aspx

Edinburgh Napier University School Support Service
http://staff.napier.ac.uk/services/sas/Pages/StudentAcademicServices.aspx

HEA Scotland
www.heacademy.ac.uk/scotland

Higher Education Academy (HEA)
www.heacademy.ac.uk/

Quality Assurance Agency (Scotland)
www.qaa.ac.uk/scotland

Quality Assurance Agency Subject Benchmark Statements
http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

Quality Enhancement Themes
www.enhancementthemes.ac.uk

Scottish Credit and Qualifications Framework
www.scqf.org.uk/

November 2018

Appendix 1

Principles of an internationalised curriculum

An internationalised curriculum aims to:

- engage students with internationally informed research and cultural and linguistic diversity,

- purposefully develop students' international and intercultural perspectives – the knowledge, skills and self-awareness they need to participate effectively as professionals in a global society characterised by increasing diversity,

- move beyond traditional boundaries and dominant paradigms and prepare students to deal with uncertainty by opening their minds and developing their ability to think both creatively and critically. (Leask, 2012)

Principle 1: The learning outcomes related to the development of international and intercultural perspectives within the context of the discipline are clearly defined, systematically developed, assessed and communicated to students and staff.

Principle 2: Curriculum content is predominantly informed by research and practice from an international context.

Principle 3: A wide variety of learning and teaching activities integrate global and cross-cultural perspectives into learning tasks at all stages of the programme. They require students to engage with multiple national and international perspectives.

Principle 4: Constructive feedback is provided to assist students in developing international and intercultural knowledge, skills and attitudes.

Principle 5: Where possible and relevant, students are provided with opportunities to learn a foreign language and study abroad as part of the programme.

Principle 6: Students are given training and support to enable them to work effectively in a variety of cross-cultural group work situations on completion of the programme.

Principle 7: Assessment tasks which require students to discuss and analyse international and intercultural issues relevant to their discipline are embedded at all levels of study.

Principle 8: Teaching teams have a good understanding of the cultural foundations of knowledge and practice in their discipline and ensure that this is reflected in the curriculum.

Principle 9: All teaching staff continually develop their understanding of the discipline and related professions at international level.

November 2018

Principle 10: Teaching staff are supported in the employment of teaching strategies that engage students from diverse cultural backgrounds.

Reference: Leask, B. (2012). Questionnaire on Internationalisation of the Curriculum; A Stimulus for Reflection and Discussion, ALTC National Teaching Fellowship: Internationalisation of the Curriculum in Action, University of South Australia.

Reflective Toolkit

Introduction

How can you use the Reflective Toolkit*?

This Reflective Toolkit aims to assist programme teams as well as individual module leaders in reviewing their portfolio for the provision of an internationalised curriculum, build on existing good practice and identify areas for improvement and develop action plans.

Given that the overarching aims and objectives of an internationalised curriculum need to be contextualised and interpreted differently in different subject disciplines, this Toolkit provides an overall framework for debate rather than prescriptive instructions. The Reflective Toolkit can be used as a starting point for a thought provoking exercise to raise awareness among colleagues and inspire them to review and refresh their teaching. It can be adapted to suit specific programme requirements and student cohorts.

The Toolkit identifies overarching **goals** and presents **reflective questions** in relation to these goals. Debating the answers to these questions will help you recognise where you are on your journey to achieving the goals as well as identify strengths and weaknesses in your provision. Once you have established them, you can think of an **appropriate action plan** to make your curriculum more international. You might want to consider two main questions:

- Are there any potential **quick wins** which would not require substantial new resources (e.g. sharing and promoting good practice from internationalisation champions in your team/department/school)?

- Are changes required that need **longer term planning**? Are substantial resources/time allocations required to achieve them?

Internationalisation of the curriculum at programme/module level involves embedding global and cross-cultural dimensions in three main areas:

1. Curriculum content and design
2. Learning and teaching activities
3. Assessment practices

Thinking about your programme, consider the following areas (only if relevant to your programme) including areas for development and how you will address them.

1. Internationalising curriculum content and design

Goal 1: Curriculum content and design should include diverse perspectives on social, economic, political, environmental and professional issues across cultures.

Reflective questions: Does your programme/module...	Where are we now?	Areas for development	Action points
Include subject matter relating to international and intercultural perspectives? (e.g. international case studies, examples, practices)			
Incorporate real-life or simulated tasks which examine cross-cultural communication, negotiation and conflict resolution?			
Explain how knowledge may be constructed and acquired differently across cultures?			
(If applicable) Compare and contrast international and cross-cultural research findings?			
(If applicable) Provide students with the opportunity to learn a foreign language as part of the accredited programme?			
(If applicable) Encourage students to study abroad and accredit their international learning experience?			
Draw on cross-cultural databases and sources of information (e.g. journals, websites, blogs)			

November 2018

2. Internationalising learning and teaching activities

Goal 2: Staff should use a wide range of learning and teaching strategies that are specifically designed to incorporate the knowledge and understanding of students from diverse cultural backgrounds and to develop graduates who demonstrate international perspectives as professionals and citizens.

Reflective questions: Does your programme/module...	Where are we now?	Areas for development	Action points
Integrate global issues and cross-cultural perspectives into learning activities at all stages of the programme?			
Ask students to consider issues and solve problems from a wide variety of social, economic, political, religious, ethical and cultural perspectives?			
Encourage students from different backgrounds to contribute relevant examples from their home country or community?			
(If applicable) Use fieldwork with local organisations working on international projects?			
Create a safe, non-threatening learning environment in which students can express their own views while respecting those of other students and staff?			
Facilitate collaborative learning activities between students from different cultural backgrounds?			
Use team tasks which require students to work with peers from different countries or cultures either face to face or by using technology and/or blended learning?			

3. Internationalising assessment practices

Goal 3: Assessment tasks should measure the students' specific knowledge, skills and attitudes related to global citizenship and cross-cultural competency.

Reflective questions: Does your programme/module...	Where are we now?	Areas for development	Action points
Offer assessment tasks that specifically relate to the development of global and cross-cultural perspectives?			
Make the criteria for such assessment explicit to the students?			
Use assessment tasks early in the programme to give students, especially international students who come from a different educational culture, formative feedback on their progress?			
Include assessment that draws on cultural contexts as well as disciplinary knowledge (e.g. comparative exercises)?			
Include tasks that assess students' ability to work with peers from other cultures?			

November 2018

Implementation Plan

WHAT action point? (What needs to be done?)	WHY does this need to be done?	WHO will take this forward	WHEN will this be completed?

November 2018