

# International Success Strategy (2019 - 2022)

*“Empowering Change”*

## THE STRATEGY

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The Unitec International Success strategy (ISS) provides a framework to give effect to our International student voice and journey. The strategy gives effect to our students' health & well-being, present and future goals and recognises the contribution our students bring to our communities and the diversity and cultural tolerance this creates.

Each year we invite International students to complete their higher education at our institute and included in that invitation are expectations, responsibilities and obligations of both students and staff.

This strategy provides the context for a coordinated approach to meet these expectations, responsibilities and obligations and is guided by the principles of Te Noho Kotahitanga, 2018 internal and external evaluations, International Net Promoter Scores (NPS) and informed by NZ Government regulatory requirements.

- Education (Pastoral Care of International Students) Code of Practice 2016 <sup>3</sup>
- International Student Wellbeing Strategy (June 2017) <sup>1</sup>
- International Education Strategy (2018-2030) <sup>2</sup>
- International student Net Promoter scores 2018 & 2019 semester 1
- Report on Internal Evaluation - International Student Achievement and Support (June 2018)
- Arahanga Associates Limited – Tertiary Education Project specialists – Review International Function
- 2018 & 2019 International Net Promoter Score

### Fundamental to this strategy are 4 priorities that aim to

- To ensure students feel supported and valued - **Manaaki** (care for) our students
- To ensure students expectations of future success are delivered by the institute - **Whakaae** (realise) our students' goals
- To ensure staff are qualified, capable and culturally engaged - **Tautoko** (support) our staff to engage
- To promote institutional internationalisation - **Awhi** (embrace) our students culturally

The success of this strategy relies on an institute wide multicultural shift that puts the student at the centre of all our mahi and encourages us to make the change from compliance to excellence.

## CONSULTATION AND REVIEW OF THIS STRATEGY

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The following stakeholders have engaged in consultation and reviewed the strategy as it was developed:

### Initial meetings were held in February:

- International staff in operations
- International student success team

### Draft presentations to teams during May - June:

- School of Applied Business
- School of Architecture
- All Student success team
- All operations & academic support teams

### Links to the full strategy document have also been provided July:

- Postgraduate Research and Scholarship Committee (PGRSC)
- Priority Group Directors
- Members of Academic board

### Final full draft summary in September was reviewed and supported by:

- Nick Sheppard - Interim Head of School - Engineering and Applied Technology
- Annette Pitovao – Director Student success
- Dan Brady – Director Enrolments and Academic Operations
- David Glover - Executive Director - Partnerships & Student Recruitment
- Farhana Nalar - International Relationship Manager
- Julie McGregor - Learning and Development Partner
- Mirela Szekely – Learning Systems Coordinator

### Feedback received and now included into priority goals:

1. **Include in Priority goal 1c)** Ensure that Unitec provides best practice operational & academic support services that contribute to a positive student experience
2. **Adjustment to Priority goal 2a)** to now read Achieve EPI targets 2019 – 2022 based on institutional targets
3. **Amendment Priority goal 2d)** to now read Ensure our students tell their “story” to promote understanding of our students’ expectations and goals.
4. **Include in Priority goal 3 action d)** Partnering with School Priority Champions to advance student retention and progression

01

## Manaaki

To ensure students feel supported and valued

Improve the success of all students, achieving parity for Māori, Pacific, and Under 25, enhancing international student success, and serving the educational needs of the West, Central & North Auckland communities

- a) Ensure an Institute wide commitment to government International Educational strategies that support the wellbeing and educational achievements of our International students - 1 & 2 & 3  
Priority: Critical
- b) Ensure that Unitec recognises the cultural contribution that International students bring to our communities  
Priority: Important
- c) Ensure Unitec provides best practice operational & academic support services that contribute to a positive student experience  
Priority: Important
- d) Strengthen support for International students at Waitakere campus  
Priority: Important
- e) Ensure students feel welcomed, included and connected to Unitec  
Priority: Important

02

## Whakaae

To ensure students expectations of future success are delivered by the Institute

Provide High quality learning, teaching and applied research to develop work-ready graduates and lifelong learners and return to Category One

- a) Achieve EPI targets 2019 – 2022 based on institutional targets  
Priority: Critical
- b) Improve on NPS survey results for 2019 through to 2022 and achieve NZ Industry benchmark for tertiary education  
Priority: Critical
- c) Develop Institute wide awareness of EPI targets 2019-2022  
Priority: Important
- d) Ensure our students tell their “story” to promote understanding of our students’ expectations and goals.  
Priority: Important
- e) Ensure students maintain motivation for, engagement and participation in their future goal  
Priority: Critical

03

## Tautoko

To ensure staff are qualified, capable and culturally engaged

Engage and inspire staff who are proud to work at Unitec and are equipped with the capabilities to support quality learning

- a) Lead International Code of Practice actions throughout the institute  
Priority: Critical
- b) Engage all staff in bringing the Code of Practice to all aspects of the student journey  
Priority: Critical
- c) Establish Code of Practice outcomes for staff and imbed Code of Practice as part of ADEP: Achieve and Develop goals  
Priority: Critical
- d) Partnering with School Priority Champions to advance student retention and progression  
Priority: Critical
- e) Build meaningful connections between staff, students & community groups  
Priority: Important
- f) Create opportunities for staff to develop different learning and teaching styles that may better support students from other cultural backgrounds  
Priority: Important

04

## Awahi

To promote Institutional Internationalisation

Build a financially sustainable organisation to invest in the future with an operating surplus by 2022

- a) Ensure an Institute wide commitment to The Tertiary Education Strategy (TES) 2014–2019 4\_Priority 6: Growing International Linkages  
Priority: Important
- b) Promote a culture of internationalisation where all staff and students are prepared for working in a global environment  
Priority: Important
- c) Commit to an Institutional Charter of Internationalisation  
Priority: Important
- d) Commit to including internationalisation into existing programmes and into new programme development.  
Priority: Important
- e) Recognise the requirement for alternate semester offerings for markets out of sync with NZ semesters.  
Priority: Important

### 01 Manaaki

To ensure students feel supported and valued

#### Supporting strategies

- Education (Pastoral Care of International Students) Code of Practice 2016<sup>3</sup>
- International Student Wellbeing Strategy (June 2017)<sup>1</sup>
- International Education Strategy (2018-2030)<sup>2</sup>
- Net Promoter scores by priority group

#### Influencers & Drivers of change

- Regulatory changes
- Institutional awareness & values
- Experienced, knowledgeable, well trained staff

#### Measure & Indicator

- NPS (Net Promoter Score) - International NPs result of 20 to 26 by 2022
- EER (External Evaluation and Review Report) - Highly confident for International performance and self-assessment result by 2021

### 02 Whakaae

To ensure students expectations of future success are delivered by the Institute

#### Supporting strategies

- Net Promoter scores by priority group
- INZ Essential Skills in Demand Lists (ESID)
- BI reporting tool
- TEC 2018 EPI International data

#### Influencers & Drivers of change

- Regulatory changes
- Immigration skills list
- Future job prospects
- Experienced, knowledgeable, well trained staff

#### Measure & Indicator

- EPI (Education Performance Indicators) - Course completion & Qualification completion at parity with ITP sector
- NPS (Net Promoter Score) - International NPs result of 20 to 26 by 2022
- Graduate summary results - Increased % employed, % GESC (Graduates employed, studying or combining, relevance of qualification to employment)

### 03 Tautoko

To ensure staff are qualified, capable and culturally engaged

#### Supporting strategies

- Net Promoter scores – Unitec staff
- Code of Conduct
- ADEP

#### Influencers & Drivers of change

- Regulatory changes
- Institutional awareness & values
- Experienced, knowledgeable, well trained staff

#### Measure & Indicator

- ADEP Achieve & Develop Goals - % completed
- EER (External Evaluation and Review Report) - Highly confident for International performance and self-assessment result by 2021
- EPI (Education Performance Indicators) - % increase to previous retention and course complete results

### 04 Awhi

To promote Institutional Internationalisation

#### Supporting strategies

- The Tertiary Education Strategy (TES) 2014–2019 *sets*<sup>4</sup>
- Unitec Internationalisation Charter<sup>5</sup>
- Net Promoter scores by priority group

#### Influencers & Drivers of change

- Regulatory changes
- Institutional awareness & values
- Experienced, knowledgeable, well trained staff

#### Measure & Indicator

- NPS (Net Promoter Score) - International NPs result of 20 to 26 by 2022
- Establish Internationalisation benchmark and target for 2022 - TBC

## OUR UNITEC INTERNATIONAL STORY

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Prior to 2018, Unitec International Student Service provision relating to marketing, student acquisition, application, enrolment, relationship management and student support services, historically have been co-ordinated and performed by a stand-alone operating structure that provided students with a 'One Stop Shop' service contact location.

This approach to International student support service provision resulted in a siloed impact on processing information, knowledge management and lack of accountability within our academic departments. This approach did not ensure consistent engagement and Academic support to drive International Success outcomes across the institute.

In 2018 a decline in our International EFTS numbers led to the realignment of the International Students Service Support provision with the domestic support provision. This resulted in the disbandment of the International Office and the relocation of key teams into three areas of the Unitec Business; Marketing, Operations & Student Success. The intention of this decision was to ensure wider accountability of our International Students to all areas of Academic and support services.

Post realignment 2 evaluations were completed – 1 internal and 1 external.

***Report on Internal Evaluation - International Student Achievement and Support (June 2018) identified a number of opportunities that would support a quality student experience alongside a quality education*** - Undertake an evaluation of the current academic and pastoral support services and feedback mechanisms available for all Unitec students on both campuses. Within the evaluation, focus on priority areas that pertain to the needs of international students.

***Arahanga Associates Limited – Tertiary Education Project specialists – Review International Function. This review identified opportunities and risk to Unitec's International business.*** - Review the International Strategy across Unitec to ensure that there is shared understanding of the strategy at organisational, Network, Practice Pathway and Programme level and that this is aligned to dynamic changes in the current environment.

### FINDINGS

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1. We should not underestimate the specific support requirements for international students and that integration does not mean an improvement in service delivery
2. That the provision of support for the well-being, achievement and rights of international students must follow a coordinated approach to ensure seamless access and service.
3. That awareness of, training and demonstration of the education (pastoral care of international students) code of practice 2016 is not evident in the institute and will take a coordinated effort to ensure the code is understood and translated into daily work across all relevant schools and service areas.
4. That self-assessment is not evident and that the lack of this information has meant the institute cannot determine strengths and areas for improvement
5. That a specific international student survey is required to understand what our students need from us to ensure their success
6. Introducing low cost activities would enhance the New Zealand experience for international students and a sense of being valued by Unitec

## WHY STUDY ABROAD?

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### Why study abroad?

A 2019 New Horizons IV global study of youth and student travellers commissioned by ATEED (Auckland Tourism Events and Economic Development) found that when students make the decision to study abroad there are a number of key factors taken into consideration before a final decision is made.

Respondents were asked why they wanted to study abroad, 82% chose the quality of the education, 75% chose study abroad as an opportunity to enhance their career opportunities and closely followed by the academic, cultural and life experience gained.

Respondents were also asked to select the order of preference that they considered most important when deciding to study abroad more than 50% made their decision by choosing in this order



### Why choose New Zealand?

The most important factors in selecting New Zealand were the English-speaking environment, safety, the international recognition of New Zealand qualifications, the quality of education and cost. Students were also heavily influenced by their peers when choosing a destination and most used agents to assist with study arrangements in New Zealand.

### Which institute to choose?

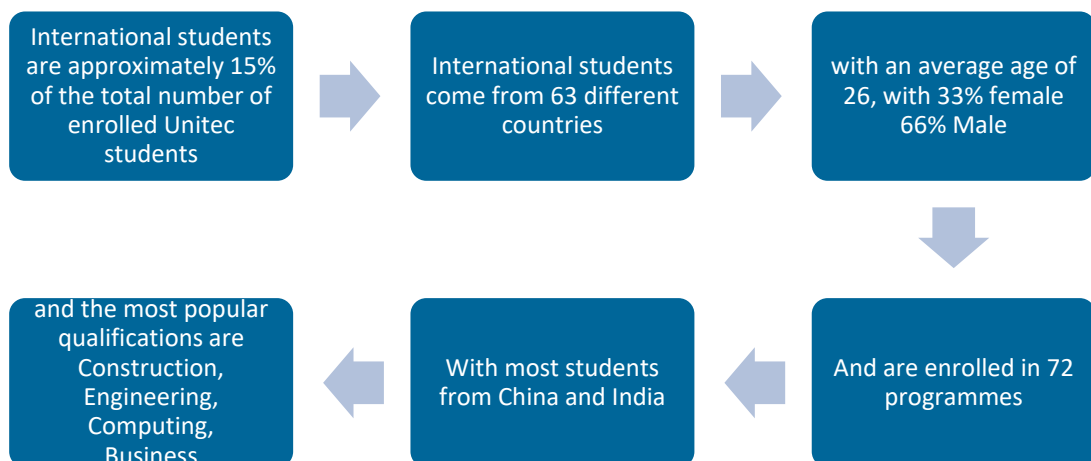
Considerations when choosing an Educational Institute were: quality of the education, Institutional services and facilities (e.g., health services, accommodation services, vocational guidance, computing services, and learning support), accommodation, social & cultural connections, feelings of being welcomed and included in life in New Zealand.

## OUR UNITEC STUDENTS

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### Do we know our students?

Every year Unitec welcomes International students from more than 63 countries around the world. The largest markets are China and India and the key areas for study are Construction, Engineering, Computing and Business. Often these students have never left their home countries and many take an academic loan to study in New Zealand.





Our student success is measured by using four mandatory education performance indicators (EPIs) that follow the student journey from completing the first year to graduation. Unitec is measured and benchmarked on these metrics.

Based on the 2018 EPI performance and graduate outcomes **we know** our International students have visions and goals that they want to achieve through study at Unitec. We know they are highly motivated to achieve these goals in their first year and this is reflected in the high course completion rate. Our graduate profiles tell us 78% find employment relevant to their qualification and 65% find employment, continue study or combine the 2.

## 2018 EPI SUMMARY BASED ON TEC DATA

Category	Description	Actual 2018
Successful Course Completion	<i>Proportion of course enrolments ending in a given year that have been successfully completed</i>	89.4%
Cohort based first year retention	<i>Proportion of students in a cohort who enrol in a qualification at the same level in the year after they enter the cohort</i>	86.4%
Student Progression rate from Level 1-4	<i>Proportion of students completing a qualification (level 1-4) who then enrol within a given time period in a higher-level qualification</i>	69.8%
Cohort-based Qualification Completion	<i>Proportion of students in a cohort who go on to complete a qualification at the same level as the cohort</i>	62.8%
Graduates employed, studying or combining	<i>Proportion of students who have graduated that are either employed, studying or both</i>	65%
Relevance of Qualification to Employment	<i>Proportion of graduate students who are employed who rate their main job as highly related or moderately related to their qualification</i>	78%

These results provide us with information that is used to inform management decisions, define educational objectives, determine areas of focus, and measure the effectiveness of current practices.

## OUR STUDENTS VOICE

### Let's listen to our students

Our students speak out every semester and tell us how they feel. There are opportunities to make significant improvements to our student success with a shift in how we deliver our services of teaching and support.

Our students make the decision to study abroad and have many factors to consider. A survey commissioned by the Ministry of Education<sup>1</sup> provides institutes with information that would assist with developing policies and best practice services and support for international students.

We know that International students are sensitive to teaching quality, facilities and amenities, support services and their study and living experience in NZ.

Unitec's 2018 Student NPS Semester 2 International student survey results measure these areas and the data supports the MOE survey findings in that there are opportunities for our institute to significantly improve our policies and processes and that this in turn would increase our student success rates and student experience. The improvements could focus on keys areas identified as being important to International students.

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<sup>1</sup> THE EXPERIENCES OF INTERNATIONAL STUDENTS IN NEW ZEALAND REPORT ON THE RESULTS OF THE NATIONAL SURVEY Prepared for the Ministry of Education Colleen Ward & Anne-Marie Masgoret Centre for Applied Cross-cultural Research and School of Psychology Victoria University of Wellington June, 2004



THE KEY DRIVERS FOR STUDENT  
SATISFACTION ARE:

- The quality of facilities and classrooms
- The range of student services
- The quality of teaching and tutoring.

THE KEY DRIVERS FOR THE DECLINE IN  
NPS ARE:

- Administration issues around enrolment
- Value for money
- Student life/culture/environment
- Teaching quality
- Student support services

Unitec's NPS score has declined consistently over the past 4 years from a high of 26 to a low in 2018 of 8. This score is positive and remains above Unitec's overall score of -3. New Zealand NPS benchmarking for tertiary studies is 20 which requires an improvement from this institute of 12 to meet current industry level.

The 2019 Semester 1 International NPS of 14 has shown an improvement of 6 points and would suggest that we can lift our service. We have world class facilities with engaged and inspired staff dedicated to supporting and delivering best learning and we know the goal – Work-ready graduates and lifelong learners.

The New Zealand government recognises the contribution and value International students bring to our economy and communities and have established strategies to ensure that students are welcome, safe and well, and enjoy a high-quality education.

Unitec should continue to build on existing support services for international students and continue to style support services, and learning and teaching support services into consistent positive touch points for our students. We have the opportunity to improve on how they feel supported and valued and be guided by the student voice.

#### Extracts from NPS 2018 survey results

- *"Because I love the way this institute handles issues and takes care of their students."*
- *"No support for students. Staff does not even bother to reply to emails or even help when you are dying. I am only enjoying the lectures. Sorry to score so low but I am put by in this situation cause of staff."*
- *"I have a good experience learning at Unitec. There's lot of support if needed."*
- *"Need to improve course contain of certain courses also once a student enrolled for a course it should not be cancelled."*
- *"Because they provide good service to students."*
- *"The Unitec environment is green and clean, facilities are very conducive for learning, student support services are excellent and lectures are more friendly and approachable."*

#### Priority Goal 1 Actions: (full details see Appendix 1)

- a) Ensure an Institute wide commitment to government International Educational strategies that support the wellbeing and educational achievements of our International students - 1 & 2 & 3  
Priority: Critical
- b) Ensure that Unitec recognises the cultural contribution that International students bring to our communities  
Priority: Important
- c) Ensure that Unitec provides best practice operational & academic support services that contribute to a positive student experience  
Priority: Important
- d) Strengthen support for International students at Waitakere campus  
Priority: Important
- e) Ensure students feel welcomed, included and connected to Unitec  
Priority: Important

## INTERNATIONAL EDUCATIONAL STRATEGIES

### <sup>1</sup> International Student Wellbeing Strategy (June 2017)

*International students are welcome, safe and well, enjoy a high-quality education and are valued for their contribution to New Zealand*

### <sup>2</sup> International Education Strategy (2018-2030)

*Aims to create an environment where international education can thrive and provide economic, social and cultural benefits for all New Zealand.*

### <sup>3</sup> Education (Pastoral Care of International Students) Code of Practice 2016 - Unitec is a signatory to the Code and has an obligation to have policies and procedures in place to achieve the outcomes sought and processes required by the code.

*The outcomes provide standards of advice and care including all the reasonable steps necessary to protect international students and to ensure their experience is positive and supports their educational achievement. As a signatory Unitec must undertake and document self-review of our performance against the required outcomes and processes set out in the Code and will attest annually to NZQA.*

Establishment of EPI targets to achieve parity with the ITP sector for International students is the priority for 2019-2022. The specific targets focus on course completion and qualification completion rates which are currently below the ITP sector rates.

Considerations for targets are:

1. Government International Education strategies that set a path for a strong, equitable, high-quality education system with a vibrant international focus, globally connected students, workers and education providers.
2. International students' expectations of the receiving high-quality education in New Zealand.
3. International students' expectations of receiving an excellent overall student experience that supports their educational achievement.
4. Other priority group targets balanced against International targets
5. Overall institute targets

## Priority Goal 2 Actions: (full details see Appendix 1)

- a) Achieve EPI targets 2019 – 2022 based on institutional targets  
Priority: Critical
- b) Improve on NPS survey results for 2019 through to 2022 and achieve NZ Industry benchmark for tertiary education and  
Priority: Critical
- c) Develop Institute wide awareness of EPI targets 2019-2022  
Priority: Important
- d) Ensure our students tell their "story" to promote understanding of our students' expectations and goals.  
Priority: Important
- e) Ensure students maintain motivation for, engagement and participation in their future goal  
Priority: Critical

2018 EPI Summary based on TEC Data	<sup>6</sup> Tertiary EPIs (Education performance indicators) are used to determine and quantify how well students are succeeding at achieving the education outcomes: International Institutional EPI targets					
	ITP Sector Actual 2018	Unitec Actual 2018	*Proposed 2019	*Proposed 2020	*Proposed 2021	*Proposed 2022
	%	%	%	%	%	%
Course Completion	91.1	89.4	TBC	TBC	TBC	TBC
Qualification Completion	65.2	62.8	TBC	TBC	TBC	TBC
Student Retention (1st Year)	73.5	86.4	TBC	TBC	TBC	TBC
Student Progression	67.3	69.8	TBC	TBC	TBC	TBC
Employment / Further Study		65	TBC	TBC	TBC	TBC

(\*Institute targets pending)

Engage and inspired staff who are proud to work at Unitec and are equipped with the capabilities to support quality learning

Our International students learn best when they feel accepted, have positive interactions with staff and feel included in an education experience that affirms their identity & diversity. This strategy seeks to provide the direction on how we can foster a culture of inclusion in the way we educate our students.

**Priority Goal 3 Actions:** (full details see Appendix 1)

- a) Prepare and complete the annual Code of Practice self-review  
Priority: Critical
- b) Engage all staff in bringing the Code of Practice to all aspects of the student journey  
Priority: Critical
- c) Establish Code of Practice outcomes for staff and imbed Code of Practice as part of ADEP: Achieve and Develop goals  
Priority: Critical
- d) Partnering with School Priority Champions to advance student retention and progression  
Priority: Critical

Build meaningful connections between staff, students & community groups  
Priority: Important

- e) Create opportunities for staff to develop different learning and teaching styles that may better support students from other cultural backgrounds  
Priority: Important

“Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens.”<sup>2</sup>

Internationalisation for Unitec means the integration of international cultural aspects into how we develop, and deliver courses and programmes, how we provide academic and student support services to international students and how we provide a sense of belonging to students who have made the decision to leave their families and their homes to study abroad.

There are opportunities to bridge the gap with an Internationalisation goal and Unitec recognised the need to meet the current demands of globalisation (societies, economies, labour markets) for graduates on an academic and professional level. Promoting a culture of internationalisation would emphasise the need to develop skills, knowledge, attitudes and values in students and staff to be responsive to a changing global environment.

<sup>2</sup> <https://www.gcu.ac.uk/globalperspectives/whatisaninternationalisedcurriculum/>

There are many opportunities to increase the frequency and enhance the quality of intercultural contact between international and domestic students and improve relations between international students and members of the wider community.

Increased cultural inclusiveness in teaching and learning recognises the contribution of all students and we should aim to offer multiple opportunities to share stories and experiences and connect these to learning

Our Unitec priority of well-equipped work ready graduates means we have a responsibility to provide teaching and learning that supports this priority. Education can no longer be taught with a domestic view point only and graduates are looking for a well-rounded education that provides the knowledge to compete in a globalised labour market.

**Priority Goal 4 Actions:** (full details see Appendix 1)

- a) Ensure an Institute wide commitment to The Tertiary Education Strategy (TES) 2014–2019 4\_Priority 6: Growing International Linkages  
Priority: Important
- b) Promote a culture of internationalisation where all staff and students are prepared for working in a global environment  
Priority: Important
- c) Commit to an Institutional Charter of Internationalisation  
Priority: Important
- d) Commit to including internationalisation into existing programmes and into new programme development.  
Priority: Important
- e) Recognise the requirement for alternate semester offerings for markets out of sync with NZ semesters.  
Priority: Important

**The Tertiary Education Strategy (TES) 2014–2019<sup>3</sup>** sets out the Government's long-term strategic direction for tertiary education and how a high-performing tertiary education system can contribute to improved outcomes for individuals and society as a whole.

**Internationalisation Charter<sup>4</sup>** includes a set of guiding principles consistent with the **Tertiary Education Strategy 2014 – 2019** – Priority 6: Growing International Linkages and with the New Zealand International Education Strategy

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<sup>3</sup> See Appendix 3

<sup>4</sup> See Appendix 3

## IN SUMMARY

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The ITP sector faces a number of challenges to maintain International student numbers and student success rates. The most recent challenges are the visa processing delays and the governments proposal to merge 16 polytechnics.

Tertiary educators continue to be concerned about the delays with visa processing and the negative impact on the sectors international student numbers and experience and many institutes including Unitec manage these delays with offers of deferment or extending programme start dates (where feasible). While this may assist with maintaining international EFTs, academic and support teams are now tasked with resourcing additional support that reduces the negative impact on student success.

The merger of 16 polytechnics into one institute International education providers also continue to be tested by international students as “Diverse learners”<sup>5</sup> and how to imbed flexibility into teaching methods that recognises the diversity of ethnicities, cultures, and backgrounds alongside the focus on increasing the success rates of Maori and Pasifika learners.

Recent amendments to the Education (Pastoral Care of International Students) Code of practice continue to guide and improve our service and standards of care and protection for International students.

The implementation of this strategy relies on the institute recognising that our International students have goals and visions for themselves and are looking for opportunities to realise their potential and that there should be a strong focus on activities that strengthen and improve our student success and similarly contributes to revenue growth.

**We are in the business of “Empowering Change” and with Tautoko (support), Awhi (embrace) and Manaaki (care for) we can support our students on the journey to their chosen “destination”.**

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<sup>5</sup> Education Central: August 2019 *Swati Puri, Lecturer, WelTec School of Business*

## APPENDIX 1: LINK

[INTERNATIONAL SUCCESS STRATEGY OPERATIONS PLAN 2019](#)

## APPENDIX 2:

INTERNATIONAL STUDENT NPS SURVEYS

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Student NPS  
Semester 2 2018

International Students

October 2018



International  
Student NPS  
Semester 1 2019

May 2019



## APPENDIX 3:

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#### Principles of an internationalised curriculum Sabine McKinnon, *Global Perspectives Project*, GCU LEAD

"Internationalisation of the curriculum is the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study. An internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens."<sup>1</sup>

An internationalised curriculum aims to<sup>2</sup>

- 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 citizens and professionals in a global society characterised by rapid change and 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.

The *Global Perspectives* principles of internationalising the curriculum are based on contemporary pedagogic research and international good practice<sup>3</sup>. They identify the features of an internationalised curriculum and are designed to support the curriculum review process at programme level. A separate audit tool provides additional assistance.

**Principle 1:** The learning outcomes that are related to the development of international and intercultural perspectives within the context of the students' 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. A broad range of viewpoints and ways of thinking in the discipline are presented, invited and rewarded.

**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 and points of view.

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

**Principle 5:** Students are provided with opportunities to learn a foreign language and study abroad as part of the accredited programme.

**Principle 6:** Students are given training and support so that they will be able 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 are expected to have a good understanding of the cultural foundations of knowledge and practice in their discipline and related professions and ensure that this is reflected in the curriculum.

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

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

<sup>1</sup> Leask, B. (2009). 'Using formal and informal curricula to improve interactions between home and international students'. *Journal of Studies in International Education*, 13(2), 205-221.

<sup>2</sup> Adapted from: 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, Available from: <http://www.ioc.net.au/main/course/view.php?id=2>

<sup>3</sup> Ibid ; see also resources provided Griffith University <http://www.griffith.edu.au/gihr/resources-support/internationalisation>

Jpd

Jpd

Volume 3 Issue  
2 July 2013

Volume 8 Issue  
2 July 2018

Volume 2 Issue  
2 July 2012

Volume 4 Issue  
1 March 2014

Volume 4 Issue  
2 July 2014

Volume 3 Issue  
1 March 2013

Volume 4 Issue  
3

Book reviews

The Imperial  
University.

Success in  
Academic Writing

Key Pedagogic  
Thinkers Dave  
Gomier

Language Centre  
Online (and  
beyond)

No Nonsense  
Guide to Training  
in Libraries

English and  
Reflective Writing  
Skills in Medicine

Philology: The  
Forgotten Origins  
of the Modern  
Humanities

Internationalisation  
and curriculum

development: why  
and how?

## Internationalisation and curriculum development: why and how?

**Pollyanna Magne,  
Educational Development,  
Plymouth University**

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### Abstract

Today's globally interconnected world offers a vast array of new opportunities, but has simultaneously created a need for greater intercultural understanding (Koshine, 2006). This article provides a rationale for the role that Higher Education must play in preparing students for the global market place. It outlines the scope of the 'internationalisation' agenda within Higher Education and goes on to explore the notion of what it means to 'internationalise the curriculum'. The article offers an approach to curriculum development which uses a gap analysis tool (developed by the author) and discussion across disciplinary teams. A series of short case studies demonstrate different ways in which the curriculum at one university has been enhanced through internationalisation. Examples include: a range of teaching and learning approaches; cultural cafes; research opportunities; fieldwork and peer learning. The conclusion summarises how a range of activities can enhance the curriculum and develop greater intercultural understanding so vital to the graduates of today.

**Keywords:** internationalisation; globalisation; curriculum development; intercultural understanding; co-curricular

### Introduction

The term 'internationalisation' is used to cover a range of notions and activities (Leask, 2005). At its narrowest, it might be understood only in terms of attracting international students to local English universities, sometimes without much thought as to how we may then make best use of the opportunities this opens up. In its widest sense internationalisation may also cover the domain of transnational educational activity whereby programmes designed in one country are delivered in another (Dunn and Wallace, 2008), or where entire campuses are built and form an 'outpost' of their host institution. For the purpose of this article we are going to consider internationalisation in terms of the development of inclusive and globally relevant curricula, designed to enable students to develop the intercultural competence needed for professional careers in a globally interconnected world.

Whilst not every student will want to work overseas, many will work for international companies or an

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## APPENDIX 4:



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Education Pastoral Care of International Students