

DESIGNING AND ENGAGING
SUPPORT FOR COMPREHENSIVE
INTERNATIONALISATION: **CASE
STUDIES FROM THE UNIVERSITY
OF KENT**

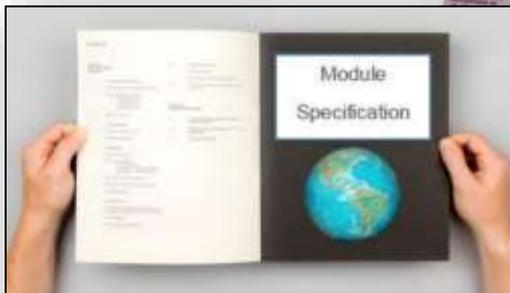
Dr Anthony Manning – Tashkent 2018
Dean for Internationalisation – University of Kent



Overview

Designing and engaging support for comprehensive internationalisation: case studies from the University of Kent

- Strategies and structures
- Challenge and solution case studies
- Focus on curriculum Internationalisation



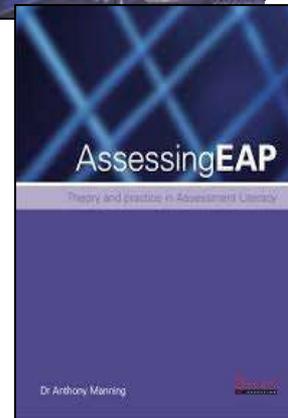
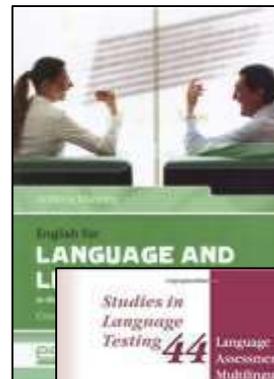
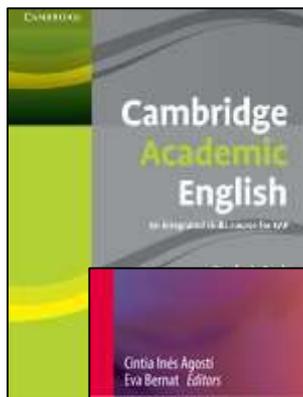
Kent overview

- Founded in 1965 with 500 students on 300 acre green-site in Canterbury
- Over 20,000 students
- Campuses in Canterbury and Medway and a part-time centre in Tonbridge
- European centres in Brussels, Paris, Athens and Rome
- UK's European University
- 1/3 PG international - 140 different nationalities represented
- Over 600 Research and Teaching staff of which 40% are from outside the UK



A bit about me...

- Language Centre Leadership Management
- EAP, Language Learning and Assessment Applied Linguistics, International Pathways to HE
- Dean for Internationalisation



Strategies and Structures

Kent's Internationalisation Strategy

'The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.'

- Raise the profile and increase international esteem of the University of Kent and its research
- Embrace, learn from and respond to cultural diversity and embed cross-institutional internationalisation
- Champion and extend the University's unique position as the UK's European University
- Further develop and enhance partnerships and networks in the wider international world
- Continue to increase and support international student recruitment

Aiming to be ever more, meaningful, embedded collaborative, targeted and comprehensive for stakeholder benefit.



Contact points

- Senate Boards
- International Recruitment Advisory Panel / International Partnerships Approval Panel
- Internationalisation Directors' Network
- School & Department Internationalisation Strategy meetings
- Regional Strategy Focus
- Internationalisation Forum
- Newsletter
- PGCHE Internationalisation module
- Curriculum Internationalisation Development Sessions
- Link meetings with Kent Union
- Global Officers



Key features and challenges of strategic structures

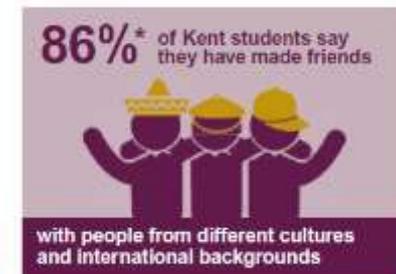
- Focused dedicated international directorates and positions
- Improved collaborative procedures
- Internationalisation funds at faculty and central levels
- Nested strategies (overarching and local) Internationalisation with a key European dimension
- Internationally positioned, Education, Research and Engagement activities.
- Transnational education ventures and European centres and in HK
- Centrally-managed projects for institutional benefit
- Links with School , Faculty and PSD Internationalisation Directors
- Meetings which promote, capture and share strategic good practice in internationalisation from subject, project and regional levels
- Training, and good practice exchange



Results and actions from surveys and focus groups

Students

- Changes required to induction and welcome events
- More international networking opportunities
- Awareness raising for existing internationally-focused opportunities
- More flexible, inclusive and lower cost international skill-building experiences
- Ongoing consideration of curriculum internationalisation from the student perspective
- More work required particularly with home students



Staff

- A keenness for staff to understand opportunities for curriculum internationalisation and related training
- Opportunities to share good practice exchange across schools and faculties
- More opportunities for staff exchange and contact with visiting academics
- Opportunities to share expertise internationally given limited budget
- Interest yet lack of experience in online/distance learning
- Motivation to explore internationalisation opportunities given competing demands on time

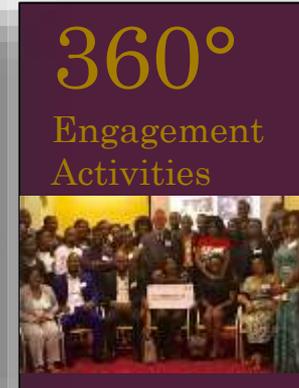
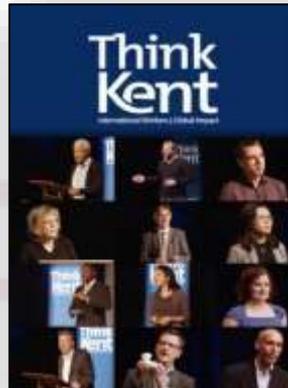
Challenge and solution – CASE STUDY

Realising the UK's European University



Challenge and solution – CASE STUDY

Communicating our academic offer and commitment to internationalisation



Welcome and induction– CASE STUDY

Internationalising welcome, induction and beyond



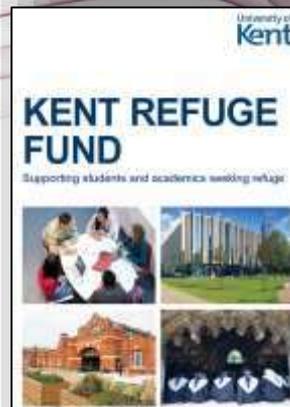
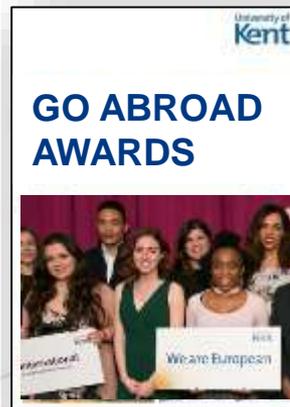
Challenge and solution – CASE STUDY

**Motivating
colleagues and
sharing good
practice**



Challenge and solution – CASE STUDY

Encouraging staff and student mobility



Challenge and solution – CASE STUDY

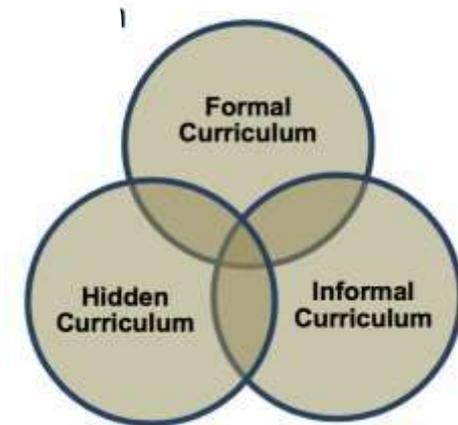
Curriculum Internationalisation



GLOBAL/CULTURAL
AWARENESS

What is Curriculum Internationalisation?

- **DEFINITION:** Internationalisation of the curriculum is the incorporation of international, and /or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study (**Leask 2009, p.209**)
- Within this definition it is accepted that curriculum internationalisation can be considered in terms of:
 - Formal curriculum, such as module, and programme content
 - Informal curriculum, such as co-curricular activity
 - Hidden curriculum, such as other institutional practices or conventions
- Just as internationalisation is diverse and multi-layered, so is curriculum internationalisation. This is due to the different ways in which the curriculum can be internationalised and the many subjects which are taught and studied.



Benefits of engaging with curriculum internationalisation

- **DIVERSE COMMUNITY** - International communities are comprised of different individuals with alternative, understandings, approaches, experiences and goals.
- **CRITICAL THINKING** - An international curriculum provides access to rich and varied viewpoints which contributes to the process of critical thinking
- **KNOWLEDGE DEVELOPMENT & APPLICATION** - Different contexts bring important insights for the development and application of knowledge in a broad range of situations.
- **EMPLOYABILITY** - After university students are likely to be working in an international environment or interacting with people from diverse backgrounds



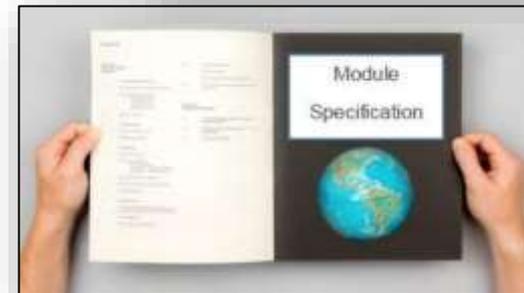
Challenges to Curriculum Internationalisation

- **PERSONAL** - Bennett, (2008) Refers to Mindset, Skillset and Heart set to describe capacity, willingness and commitment of staff. Support and preparation are key.
- **CULTURAL** - Clifford (2009) identified some representatives of particular discipline areas are less persuaded of the need to engage in the discourse of curriculum internationalisation.
- **INSTITUTIONAL** - Leask (2014) refers to institutional blockers in terms of University organisation structures and the level of institutional engagement with the process



Approaches to Curriculum Internationalisation:

- **LEARNING OUTCOMES** - Existing examples of modules with embedded internationalisation and incorporation into the module design process
- **PROGRAMME OR MODULE CONTENT** - a wide range of modules and programmes with an international focus- Global Engagement Modules
- **ACTIVITIES AND METHODOLOGY** – diverse teaching approaches based on world-leading research
- **ASSESSMENT** – different approaches to assessment and module assessment patterns beyond the essay
- **TAKING ADVANTAGE OF STUDENT/STAFF CULTURAL DIVERSITY**- 27% international students, 40% non UK academic staff and a large number of visiting academics



Curriculum Internationalisation Resources

- <https://www.kent.ac.uk/global/curriculum.html>

- Home
- About Kent Global
- Global Education
- Think Kent Videos
- Global Engagement Modules (GEMS)
- International Passport
- Curriculum Internationalisation
- International Opportunities
- Global Research
- Global Engagement
- Global Impact
- Study at Kent
- Internationalisation Strategy
- International Partnerships
- International Recruitment
- UK's European university
- #ALLinternational
- Think Kent Newsletter
- Kent Global Passport
- Kent Refugee Fund

Curriculum Internationalisation

The University of Kent recognises that curriculum internationalisation is an essential component of internationalisation of HE and that the impact of curriculum internationalisation will be more profound if this involves internationalising learning outcomes, content, teaching and learning activities and assessment tasks.

It is recognised that in order to be successful, the approach taken needs to go beyond isolated optional subjects, experiences and activities for a minority of students and should focus on all students' learning. Importantly, the process needs to be undertaken in a planned, systematic and sustainable way.

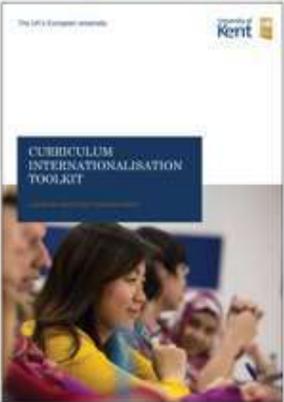
[Download the Curriculum Internationalisation Toolkit](#)

Kent's current Curriculum Internationalisation Working Party (CIWP) is comprised of representatives from across the Universities faculties and academically focused Professional Service Departments. The CIWP recognises that it is necessary to:

- keep abreast of literature and existing sector good practice for curriculum internationalisation and available toolkits
- identify and share models of existing good practice within Schools and Faculties
- devise/define a mechanism for internationalising modules, programme specifications and intended learning outcomes
- outline a framework for a Kent-focused curriculum internationalisation training and support materials.

The Think Kent Video below provides an overview of the principles, benefits and challenges of Curriculum Internationalisation:

View or download the Curriculum Internationalisation Toolkit



Curriculum Internationalisation in Higher Education | Dr...



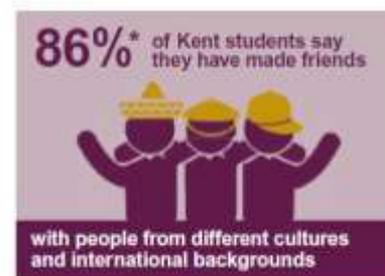
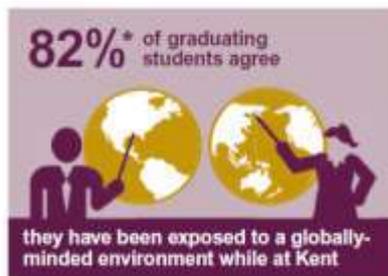
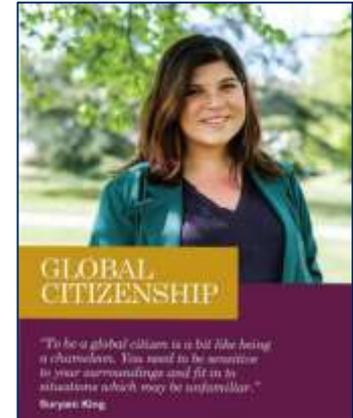
Development & sustainability:

- **AVOIDING BOILER PLATE STATEMENTS**
- **BESPOKE** – Allowing for alternative approaches for different subject areas
- **INSTITUTIONAL PRIORITISATION** – University-level buy-in to emphasize the importance of curriculum internationalisation and to help make it happen
- **TRAINING, SUPPORT AND GUIDANCE**- Ongoing support and skill-building opportunities for staff, including some funding



We believe that our successes are linked to:

- Recognised high quality and student-centred educational provision
- Internationally positioned research through our network of internationally active researchers
- International community of staff and students
- European and International TNE
- Embedded internationalisation within the curriculum and linkage with international research
- Linking our civic agenda to our international strategy
- Strong partnerships with international other institutions
- Building ever closer and more strategic links between different units within the institution
- Meaningful and well-managed projects to add value to internationalisation



Conclusions

- Comprehensive internationalisation is by definition broad and all-encompassing and therefore needs to be approached as a collaborative venture which recognizes the idiosyncrasies of different disciplines but still works towards centrally defined goals.
- Communication and consultation across the institution is essential in order to secure success.
- Don't overlook key stakeholders, students, staff, alumni, disciplinary school specialists, Senior Management.
- Its not all about getting people overseas or bringing people to our campuses. What is crucial is what we are teaching and how this enhances students learning outcomes and employability.



THE UK'S EUROPEAN UNIVERSITY



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