**Internationalisation Checklist:**

**Internationalising the learning experience :**

**Q1. Is there any flexibility in the design or delivery of the course to facilitate international mobility and/or collaboration?** □ **Yes □ No** (please tick)

If yes: please tick **all** that apply below and provide details where appropriate alongside each experience:

|  |  |  |
| --- | --- | --- |
| Y/N |  | Please provide further details |
|  | Exchange semester |  |
|  | Compulsory year abroad at a partner institution (e.g. as part of a dual/joint degree) |  |
|  | Optional study year abroad |  |
|  | Optional work placement abroad |  |
|  | Virtual collaboration with a partner institution on course/module delivery |  |
|  | Period of volunteering abroad |  |
|  | Studying a foreign language |  |
|  | Working as part of an international research network |  |
|  | Other (please provide details) |  |

**Course information on Internationalisation :**

**Q2. Do course specifications include a summary of the international learning opportunities for students?** □ **Yes □ No** **□ N/A**

**Q3. Is there any evidence of the course routinely running events for students with an international theme?** □ **Yes □ No**

If yes: please provide details here:

Click here to enter text.

**MoUs and International Partnerships :**

**Q4. Does the course material refer to any institutional partnerships with international organisations or universities, Erasmus+ agreements, or any other frameworks for facilitating international mobility and collaboration (e.g. ISEP, Generation UK, British Council Language Assistantships etc.)?** □ **Yes □ No**

If yes: please provide details here

Click here to enter text.

**Q5. Is the course designed to accommodate a diversity of learners e.g. in pace, assessments, modes of delivery and content?** □ **Yes □ No** (please tick)

If yes, please provide further details activities or approaches designed to accommodate students from different cultural backgrounds:

Click here to enter text.

**International student support :**

**Q6. Is there any special provision in the course specifically for supporting international students (e.g. English Language support, writing for academic purposes, introduction UK academic cultures etc)?** □ **Yes □ No** (please tick)

Please list what support is offered/provided for International Students in the box below:

Click here to enter text.

**Course content :**

**Q7. Is the course designed to enable or encourage students to develop the Graduate Attribute of Global Citizenship?**

|  |  |  |  |
| --- | --- | --- | --- |
| Y/N |  | Knowledge | Skills |
|  | International awareness and openness to the world, based on appreciation of social and cultural diversity, respect for human rights and dignity |  |  |
|  | Understanding and appreciation of social, economic or environmental sustainability issues. |  |  |
|  | Leadership capacity, including a willingness to engage in constructive public discourse, and to accept social and civic responsibility |  |  |

**Module content :**

**Q8. Do modules on the course have international or comparative content and/or draw upon international/comparative theories and concepts? (this can be found in case studies, reading materials, literature)?** □ **Yes □ No** (please tick)

If yes, what percentage of modules on the course would you say have international or comparative content?

If no, or only a small number of modules have international or comparative content, is there a rationale/reason for this?

Please provide further information in the box below:

Click here to enter text.

**Intercultural learning experience :**

**Q9. About the intercultural learning provided in your course, please tick all that apply below and provide details where appropriate alongside each experience:**

|  |  |  |
| --- | --- | --- |
| Y/N |  | Please provide further details |
|  | The curriculum incorporates knowledge and experience brought by students from diverse backgrounds |  |
|  | The modules use materials from and outside the “traditional” canon and encourage discussion and debates |  |
|  | The assessment methods are varied and require students to consider issues from different cultural perspectives |  |
|  | Students are encouraged to recognize, analyse and compare their own tacit knowledge and values |  |
|  | Students are enabled/encouraged to work effectively in cross-cultural groups (within the class group or through electronic networks) |  |
|  | The course utilises guest lecturers from varied backgrounds |  |
|  | Other (please provide details) |  |

**Guidance to Questions**

**The internationalisation of the curriculum is one of the strands developed in the NTU Internationalisation Plan (2010-2015) to enhance the learning experience and prepare students to become “highly employable global citizens”. The whole document can be found here :**

[**http://www.ntu.ac.uk/about\_ntu/global\_university/internationalisation\_strategy/index.html**](http://www.ntu.ac.uk/about_ntu/global_university/internationalisation_strategy/index.html)

The purpose of these questions is to act as a prompt or guide to help you think more about internationalisation.

In relation to Q1: (**Is there any flexibility in the design or delivery of the course to facilitate international mobility and collaboration?)**

Please list any opportunities offered in the course - regardless of the number of students participating.

In relation to Q7.(**Is the course designed to enable or encourage students to develop the Graduate Attribute of Global Citizenship?)**

Please provide information as to where this takes place. The focus here is on course and module learning outcomes.

Do the learning outcomes of the course (or module), for example, develop knowledge and/or skills that would develop these attributes?

Learning outcomes refer to what the students should know (knowledge and understanding) and be able to do (qualities and skills) by the end of the course if they take advantages of the learning opportunities provided.

**Please contact:** Dr Rose Gann (rose.gann@ntu.ac.uk) 0115 848 5573 if you have any questions or feedback regarding this checklist.

**Important note** about authorship:

This checklist was developed and produced by NTU staff as part of the **HEA Strategic Enhancement Programme – Internationalising the curriculum**

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