

WORLD-WIDE HORIZONS

Cross-Cultural Capability & Global Perspectives
Guidelines for Curriculum Review

Related Concepts

| | | |
|-------------------------------------|-----------------------|----------------------------------|
| Diversity | Ethics | Race |
| Inclusivity | Justice | Gender |
| Multiculturalism | Equality | Disability |
| Widening participation | Sustainability | Socio-economic background |
| Internationalisation | Citizenship | Nationality |
| Anti-discriminatory practice | Responsibility | Ethnicity |
| | | Sexuality |
| | | Religion |
| | | Age |

Introduction

This document presents guidelines for curriculum review, as required in Aim 5 of the Corporate Plan. It has been refreshed in response to feedback and review work undertaken in 2004-05, to the new Education Strategy for Assessment, Learning and Teaching, and to broader developments within the University. In particular, the document makes more specific the linkages between cross-cultural capability and global perspectives, and indicates how these relate to internationalisation, diversity, widening participation and sustainability.

The document has three sections:

1. An introduction to cross-cultural capability and global perspectives, and their relevance as graduate attributes for the twenty-first century in a university seeking to achieve an ethos which is both international and multi-cultural.
2. Key questions for course review, supported by example responses.
3. Practical help for course review teams, which includes a proforma for review, practical tips provided by Teacher Fellows from across the University, and related internet links.

This document and the review process it supports are intended to stimulate debate on the ethical and educational issues raised, as well as providing a practical stepping stone to facilitate the incorporation of cross-cultural capability and global perspectives across our assessment, learning and teaching practices. This in turn will support and be supported more broadly through non-academic practices, such as improving the sustainability of our facilities, applying ethical purchasing policies, widening participation, and engaging in support work with communities, both regional and international.

Curriculum review, the recruitment of students from diverse cultural backgrounds, both home and international, and increasing opportunities for international and intercultural experience for students and staff are essential elements in providing the environment to support the development of world-wide horizons and promoting global citizenship.

SECTION ONE

Cross Cultural Capability & Global Perspectives

Cross-cultural Capability

As a graduate attribute for effective and responsible engagement with a globalising world, cross-cultural capability can be seen as comprising three major elements:

1. Intercultural awareness and the associated communication skills.

Culture is interpreted here in its broadest sense, and from the standpoint that to be human is to be within and outside of a complex of cultures. The University itself is a multicultural environment, comprising individuals from over 100 national cultures, all world religions, a large number of ethnicities, all sexualities, several socio-economic groups, students with disabilities, speakers of at least 20 different first languages, and a wide range of ages (to name only a few). The world which our graduates come into direct contact with through their personal and professional lives is increasingly even more culturally diverse.

The awareness of self in relation to the “other”, the ability to communicate effectively across cultures, and the confidence to challenge one’s own values and those of others responsibly and ethically are all aspects of what is meant by intercultural awareness and communication skills in a cross-cultural capability context. The focus on responsible and ethical responses is what may be seen to differentiate a cross-cultural capability approach.

2. International and multicultural perspectives on one’s discipline area.

Here we are concerned to ensure a student’s understanding of their subject area is representative of perspectives which derive from other cultures, philosophies, religions, or nations. Graduates whose terms of reference are purely “western” or secular, for example, are not being well prepared to work with or to respond critically to others in their field.

As professionals in education, it is similarly incumbent upon us to understand the differing perspectives, needs, values and aspirations of our students as part of our own cross-cultural capability.

3. Application in practice

The ability to apply the awareness, skills and perspectives outlined above to our personal lives and professional practice.

Global Perspectives

Global perspectives provides an ethical underpinning for the development of cross-cultural capability, and a values-based ethos for its application. Global perspectives seeks to demonstrate the relationships between local actions and global consequences, highlighting inequalities, helping us reflect upon major issues such as global

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warming, world trade, poverty, sustainable development, and human migration, and promoting a response based on justice and equality not charity. As with cross-cultural capability, global perspectives in higher education is concerned to build awareness of how these issues relate to a student's discipline, and to the ways in which that discipline may be applied. It is difficult to see how a university in the twenty-first century can ignore such dimensions to its curricula.

Links to related agendas in higher education

The University is adopting increasingly proactive approaches to a number of external and internal drivers, including: encouraging widening-participation, embracing diversity, broadening internationalisation, taking positive steps to show that we are achieving and demonstrating equal treatment with regard to race, and seeking to ensure our own work contributes to a more sustainable future. Each of these agendas requires us to enable students and ourselves to engage critically with diversity, with local and global issues, and with a variety of perspectives on those issues; ensuring we are all equipped to make considered and informed responses to the differences that we encounter, whether individual, institutional or in the external environment. This applies to all students and staff, not least to the potentially inter-culturally naive "traditional" white, middle-class, confident, educationally-successful, male.

Every student has needs. We have sought in the past to respond to the needs of a relatively homogeneous student population, though we have had to come to terms with issues of gender and race representation, for example. In these two areas we have sought to eliminate direct discrimination from our practices where it has been identified, but we also realise that sexual discrimination and racism can still be encountered. Our ethical and legal responsibilities to promote and evidence clear actions to promote better race relations could hardly be better served than through effective curricular and extra-curricular work to support our students in their ability to respond to the 'other'. Any reflection on the length of time the elimination of sexism or racism is taking is instructive in the light of these broader inclusivity agendas. Underpinning our response to the greatly expanded heterogeneity of our University with a critical appreciation of cultural diversity and global inequities can provide graduates with the opportunity to understand their own role and that of their chosen profession in promoting ethical responses to diversity both locally and internationally.

Higher education faces the challenge of engaging with sustainability, both in its own working practices and within the curriculum. Work by the HEA, supported by HEFCE, to identify and support good practice in the integration of sustainable development in the curriculum should impact across the University. As with intercultural communication, the need for sustainability can be argued as a business case on purely economic grounds. However, a much deeper dimension can be found within global perspectives. Through engaging students with global perspectives within their curriculum, and thereby enabling them to incorporate informed considerations of social, environmental, and economic impacts in the application of their curriculum, we are providing a context in which an ethical basis for seeking greater sustainability may inform our graduates. Additionally, though, we need to look beyond the immediate curriculum to the broader student experience as facilitated through membership of the university community. For sustainability this may include,

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for example, the heating of the immediate environment, the impact of travel to and from classes, impacts of field trips or placements on local environments, and so forth.

Cross-cultural capability, global perspectives, and the university environment

Our institutional culture must be one which welcomes diversity as a significant dimension of a twenty-first century education. It is important to recognise that a cross-cultural capability agenda is not simply about *accommodating* differences in our student body. It is about the even more complex task of *challenging* all students and staff to be capable of recognising, of making informed responses towards, and of living and working comfortably with the diversity they encounter now and in the future. Students who are not challenged to recognise and evaluate their own values, beliefs and behaviours and those of their discipline and its application are unlikely to be able to recognize or lay claim to world-wide horizons.

Insofar as life experience impacts on the ways in which we do our jobs, the increased diversity among our staff and students should have a positive impact in reducing our insularity and lack of confidence and competence when faced with an “other”, as should increasing opportunities for international experience through, for example, offshore teaching and staff and student exchanges, and opportunities for local engagement through volunteering and civic duties. In this, though, it is important that we take note of the fact that contact, even sustained contact, with “others” is not in itself any guarantee that we will do anything other than maintain or even reinforce our own insularity and incapability. An informed, engaged and reflective approach across the curriculum and the broader student experience is required if these opportunities are to be transformative.

The University has a growing Global Perspectives Network which has undertaken innovative developments in stand-alone modules in global perspectives, flexibly designed to integrate into any discipline area, and which is linking with organisations like the Development Education Association to integrate global perspectives across UK higher education. Additionally, through initiatives ranging from Leeds Met Africa to the support for the Sangai Leprosy Rehabilitation Centre, the University is demonstrating through actions its support for justice, sustainability, knowledge transfer, access to education, and poverty reduction.

There are many examples of other work within the University which support and are supported by cross-cultural capability and global perspectives. An indicative (and by no means definitive) list would include:

- Establishing a School of Applied Global Ethics.
- Promoting local and international volunteering.
- Appointing International Fellows.
- Appointing Professors of Ethics.
- Promoting international student mobility.
- Gaining Fair Trade status.
- Gaining a Green Gown award.
- Publishing a daily international reflection on the web site.
- Institutional membership of the Development Educational Association.

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- A Forum for the Future gap analysis on sustainable literacy in the School of the Built Environment.
- Pioneering work in ethical tourism research.
- Partnering Health Worker Training programmes in Zambia.
- Academic staff in Carnegie Faculty serving as trustees on the World Studies Trust.

Curriculum review for cross-cultural capability and global perspectives, then, is not taking place in isolation, but is just one facet of our work to ensure that an international, multicultural ethos pervades the university, promoting world-wide horizons and global citizenship.

SECTION TWO

Guidelines for curriculum review.

The curriculum review process should critically examine how the student, through participation on the course and as a member of the university community, is enabled:

- to develop the awareness, knowledge and skills to operate in multicultural contexts and across cultural boundaries
- to develop the awareness, knowledge and skills to operate in a global context
- to develop values commensurate with those of responsible global citizenship.

“Awareness” and “values”, of course, are invisible and so, immeasurable; we may be able to describe them as objectives or learning outcomes, but we cannot assess them. This poses a great problem for the approach we have developed to our course and module descriptions. Equally, values are not discrete, package-able bites, which poses a problem for the approach we have developed for chunking courses into modules and credit points. Rather than narrowly setting learning outcomes or trying to assess cross-cultural capability and global perspectives, therefore, we are seeking to arrive at an ethos across the institution and its programmes, and to support and evidence that ethos through practices, strategies, policies and actions. This, of course, requires us to continuously unearth and critically examine the values and ethics which underpin the way we work. Curriculum review, therefore, is not a one-off process, and for this reason the Assessment, Learning and Teaching Strategy makes cross-cultural capability an explicit element within programme approval and re-approval (8.3.2).

In designing, implementing and reviewing courses and their components we need to examine both the knowledge and the experience within (and surrounding) the course, with a view to what is *likely* to promote and enable the development of the values of cross-cultural capability and global perspectives, and, conversely, what has the potential to leave contrary values unchallenged or even supported.

It is unlikely that any real transformation will occur without encountering and engaging with difference in ways which are intellectually and affectively challenging – to ourselves and to our students. For this reason, the key questions below refer not only to integrating global and intercultural perspectives and knowledge, but also to the broader student experience, both directly on the course and less directly through wider opportunities encouraged or facilitated through participation in the course and

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membership of a culturally diverse university, whose staff and students themselves present a significant resource for intercultural encounters and perspectives.

| Knowledge | |
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| Key Question | Examples |
| How does the course seek to incorporate the knowledge & understanding brought to it by students from diverse backgrounds? | <ul style="list-style-type: none"> • Students are required/ encouraged to share and critique personal knowledge through tutorials/ seminars/ presentations. • Students produce display artefacts for Faculty spaces which relate aspects of their own cultural heritage. |
| How are students given the opportunity to analyse and recognise their own tacit knowledge and the influence of their experiences and cultural identity? | <ul style="list-style-type: none"> • Students are required to work in groups on tasks requiring a variety of personal perspectives. • Students are partnered with students in two universities outside the UK for email discussions on comparative issues within the subject. |
| How does the course make students aware of the global impacts of professions related to the subject area? | <ul style="list-style-type: none"> • Explicit reference is made to the Millennium Goals, with students being required to undertake a major study into the impacts which applications of the subject could have on poverty reduction. • Students are presented with case studies from majority world contexts as the basis for personal reflection and a group assignment. • Students are required to incorporate an analysis of the environmental impacts of products and actions associated with their subject in assignments at Levels 2 and 3. |
| What level of use does the course make of materials from outside the “traditional” canon? | <ul style="list-style-type: none"> • Reading lists include literature which is “non-western”; politically influenced; written from a feminist perspective; etc. • Students are required to locate and incorporated alternative sources in their assessed coursework. |
| How does the course enable other knowledge/ perspectives to be recognised and valued? | <ul style="list-style-type: none"> • Assessment criteria include the potential for alternative perspectives/ sources. • Students are required to critique a predominant perspective from another/other perspective(s). • Students are required to debate a series of issues within the subject from perspectives taken from other cultures. |
| How does the course enable students to develop wider perspectives and respond positively to difference? | <ul style="list-style-type: none"> • Students can elect to take language modules within their core curriculum. • The course actively encourages students |

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| | <p>to participate in international exchange programmes.</p> <ul style="list-style-type: none"> • The course requires students to consider how at least one key aspect of their subject relates to issues of disability. • The course incorporates intercultural contact across its student body to promote internationalisation at home (for example, through setting up international tandem learning sets). |
| How are students given the opportunity to study particular issues of diversity and equal opportunity within their mainstream study? | <ul style="list-style-type: none"> • Value statements derived from various world religions, political philosophies (including the 'raced' and 'gendered' and 'sexualised' philosophies) are presented and discussed. |
| In what ways are students helped to examine their own values, compare them with the values of others, and engage in respectful debate where differences occur? | <ul style="list-style-type: none"> • Alternative ethics and value systems are closely related to practical issues which arise in various parts of the course curriculum. |
| In what ways does the course enable students to confront hostile discrimination? | <ul style="list-style-type: none"> • Learning outcomes include the ability to value and debate diverse perspectives coherently and critically. |
| In what ways does the course seek to link issues of cross-cultural capability, diversity and global responsibility to employability? | <ul style="list-style-type: none"> • A Global Perspectives module is available as an elective on the programme of study. • Students are guided to include evidence of intercultural learning, international experience within their Progress Files. • Students submit case studies illustrating the benefits and impacts of including sustainability as a consideration in making business decisions. |

Experience at Course Level

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| How does the course respond positively to and encourage different learning cultures/ needs? | <ul style="list-style-type: none"> • There is a wide range of learning strategies employed on the course – independent learning, group work, individual work, learning by heart, etc. • An early component of the course includes working with students to identify their individual learning styles and needs; results are fed back into module/ course review and development • Specific required learning strategies are explicitly developed, with help and guidance overtly built in. |
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| | <ul style="list-style-type: none"> • Key concepts/ knowledge/ skills are supported by learning materials in a variety of formats – audio/ written/ large text/ etc. • Case studies and illustrative examples encompass a range of experiences likely to be of direct relevance to the widest diversity of students. |
| <p>How does the course encourage students to be curious beyond their own cultural boundaries?</p> | <ul style="list-style-type: none"> • Students are required to engage with other students beyond their peers through activities such as international student mentoring, inter-disciplinary learning sets, etc. • The School has a dynamic display of materials illustrating how the subject area is interpreted in a range of global contexts. • Students are encouraged to engage in off-campus learning (for example on international student exchange, on community projects, in work-based learning activities). • Students take part in cultural simulation exercises to gain experiential perspectives as the basis for reflections on how different ethnicities may respond to issues within the discipline. • The course delivery requires students to interact in positive ways with all students in the cohort. |
| <p>How does the course encourage different approaches to teaching?</p> | <ul style="list-style-type: none"> • Staff have undertaken/ regularly undertake development to consider alternative approaches. • Staff have engaged in experiential learning related to CCC, (or example, to issues relating to disability, gender, sexuality and class). • School policy encourages academic staff to consider the environmental impacts of how the course is delivered. • Staff have engaged in training on non-discriminatory practice which is related to their class-room teaching. • International staff exchanges are encouraged – and the experience disseminated. • The course utilises guest lecturers from a range of cultural backgrounds, such as |

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| | <p>sexual orientation, degree of physical ability and class experience.</p> <ul style="list-style-type: none"> • There is a programme of peer observation. • There is a programme of team teaching. • Module evaluation specifically explores student experience of/ response to teaching methodology encountered, and to their learning about cross cultural and anti-discriminatory issues. • There is a positive approach to staff recruitment and deployment which facilitates diversity. |
| <p>How does the assessment of the course respond to different success criteria</p> | <ul style="list-style-type: none"> • Assessment tasks enable/ encourage students to present assessed work in a variety of formats. • Learning outcomes/Assessment criteria are varied across the course (for example, “critical reflection” is not assessed in several modules while “ability to summarise information from a variety of sources” is absent). • The focus and content of assessment tasks value and recognise the achievements of other cultures, races and religions. • Assessment criteria are focussed only on what is central to the module; students are not penalised for peripheral “presentation” skills. • The course team have specifically evaluated the assessment mechanisms in consultation with a disability specialist. • Assessment criteria reward intercultural perspectives. • Assessment is used diagnostically to discover the strengths and weaknesses of students and to provide appropriate support to improve student performance. • Accurate explicit briefs are provided for all assessment tasks (whether exams or course work) in appropriate media and using clear, unambiguous and well-defined language. |
| <p>Where assessment involves work placements, what attempts are made to monitor and eliminate discrimination that might arise in the workplace?</p> | <ul style="list-style-type: none"> • Students are provided with guidance and procedures to deal with situations if they arise. • Employers and students agree a learning contract before the placement. • Placements are monitored and a database |

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| | maintained |
| Does the organisation and scheduling of assessment take into account diversity and difference? | <ul style="list-style-type: none"> The following issues are considered by course teams when scheduling assessment: religious observation, childcare provision, non-teaching assistance/ signers/ amanuenses, use of language, assessment venue, technical support. |
| Experience Beyond Course Level | |
| How does a student on this course benefit from/ contribute to the broader social context? | <ul style="list-style-type: none"> Students are encouraged to join voluntary societies, charities, and so forth (for example credits are available for such off campus activities). Students undertake a local environment improvement project which is credited through an assessed report. The course brings in external perspectives through local specialist “informants” (e.g. disability experts, cultural representatives, etc.). Students are required to demonstrate an understanding of how aspects of the subject impact upon a group/context other than their own. The course actively seeks to recruit students from diverse cultural and socio-economic backgrounds. Student final year projects involve research and development work in not-for-profit organisations. |
| How does a student on this course benefit from/ contribute to the broader learning support facilities and opportunities? | <ul style="list-style-type: none"> Resources have been reviewed to ensure they do not cater only/ predominantly for particular students. Module evaluation disaggregates responses to learning support facilities and opportunities by student “type”. Students are encouraged to undertake additional language learning courses; these are made explicit in personal development portfolios. |
| How does a student on this course benefit from/ contribute to the broader educational culture? | <ul style="list-style-type: none"> Faculty policy requires student representation at course, faculty and University committees to be representative of the diversity of the student body. Alternative feedback/ participation mechanisms are in place and have lines of communication into the decision making processes (for example, student focus |

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| | <p>groups are set up, research projects into the student experience are encouraged and responded to).</p> <ul style="list-style-type: none">• Within the course we specifically explore aspects of the institutional educational culture.• Within the course we allow any student to make a case for submitting assessed work which may appear to be outside “normal” practice.• Student performance/ attrition rates and so forth are monitored by nationality, ethnicity, and disability. |
| <p>How is a student from this course prepared to interact with/ benefit from/ contribute to diversity in the world beyond the University?</p> | <ul style="list-style-type: none">• Students cannot complete the course without having engaged in some significant form of cross-cultural learning experience and acquiring a thorough understanding of the various sources of unfair discrimination.• The course has made students capable of analysing their own values and ethics, understanding those of others, and debating issues that arise effectively and peacefully. |

Further examples from scheme or course review work are available on the University staff intranet (see Links section).

SECTION THREE

Help for course teams

Tips from the Teacher Fellows Network

Language

- **Be sensitive to the use of language in the field of disability.** Look on the Web at a guide to appropriate and inappropriate language, e.g. use *blind people* or *people with visual impairments* not *the blind*, etc.
- **Take care of mass stereotyping in your own use of language** – and challenge students when they use expressions like “Asians are...”, “In Africa...”, “The third world...”, “poor people..”
- **The use of the word gypsy is not always derogatory.** In Romania the Cigan population is generally comfortable with calling themselves Cigan (the Romanian word for Gypsy). It would be patronising to call a Romanian gypsy anything else.
- **Take care when using race as an adjective.** For example, I once heard someone complain that a "Pakistani shopkeeper" had been selling cigarettes to underage children. The shopkeeper's actions were clearly wrong, but his race was completely irrelevant.
- **Ensure a comprehensive range of language dictionaries.**
- **Speak and write clearly in good plain English.**
- **Ensure that all printed and online Library guides and publications avoid jargon and conform to Plain English Campaign recommendations.** Consider applying for Crystal Mark awarded by Plain English Campaign.
- **Display Welcome signs in different languages in the Libraries during induction weeks.**
- **Subtitle Library induction videos.**

Splitting up or pairing students

- **Match up home and international students.** When you ask them to “get into pairs to discuss something”.
- **Pair diverse students as “critical friends”.** They can read each other's assignment work, comment critically and learn from each other's work.
- **Institute a “buddy system”.** Using UK 2nd years with new International 1st years.
- **Think carefully before forcing very small minority groups to split up, at least initially.** If your class contains (for example) only two female students, or only two Chinese students, it may be a good idea to allow them to work in the same team at the beginning of the course.
- **During group work exercises, engineer the groups to contribute to CCC.** Experience suggests that, left to their own devices, students will form groups only with their friends, thus remaining in their ‘comfort zone’. Requiring students to work in other groups is likely to broaden their experience. Recognise, however, that “contact, even sustained contact, with ‘others’ is not in itself any guarantee that we will do anything other than maintain or even reinforce our own insularity and incapability” (source: CCC – Changing LTA Practices).

Culture awareness

- **Culture shock awareness.** Try placing UK staff, students in simulated situations so they begin to understand this concept.
- **Food.** Have food fairs associated with National Days of different countries.

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- **All students should do a mini project on a (hypothetical) visit to another country:** done by searching web. Could be planning a holiday, gap year, volunteering, conservation, etc.
- **Not all Europeans are wealthy.** It is wrong to assume that all the world's poor countries are in the southern hemisphere. Some of the most disadvantaged people in the world live in eastern Europe, especially in Romania and Moldova.
- **Children have different cultures as well.** It is wrong to assume that children's tastes, needs and interests are the same throughout the world.
- **Treat children with the same respect as adults.** Too often we forget that children's culture is as important to them as an adult's culture is to the adult. They will be just as offended to have their tastes ridiculed as an adult would. Talking about Power Rangers and Barbie to children may be just as important for their self esteem, as talking about film stars and football for some adults.
- **Do not assume familiarity with British bureaucracy just because your students are resident in Britain.** If you use examples referring to National Insurance Numbers (or the NHS or the Inland Revenue), make sure you explain what a National Insurance Number (etc.) is.
- **The implication seems to be that 'cross-culture' is the same as 'international/overseas'. But we have a multitude of cultures indigenous to the UK and we should be encouraging cross-over between them.** I think there is particular urgency for us to find ways of helping white (and some black) British people to understand Islamic culture in the UK, in the Middle East, in Indonesia, in Turkey - in fact, its various forms all over the globe. Our British Muslim students and staff are a major resource here, and we should be actively engaging everyone to join in a series of Islamic dialogues.
- **Encourage an international experience for all students by promoting and displaying international materials** – for example the Library collection of world film and literature.
- **Ensure access to international newspapers and other news sources online and/or in print.**

Assessment

- **Encourage assessment criteria to reward intercultural perspectives.** Many module assessments could have some weighted component that relates to this. The students are then “forced” to think about and address the issues.
- **Incorporate CCC into project work.** Almost all project work will involve ethical and CCC issues. Encourage students to consider these, and allow for such in assessment criteria.
- **Ask yourself “am I excluding/offending/disadvantaging anyone in my practice?”**. It might be wise, for example, to evaluate your assessment mechanisms with a disability specialist. Teaching examples centred on (say) cricket, should be complemented with other examples that cater for people from cultural backgrounds that don't include cricket.
- **Seek feedback through Library surveys/focus groups.**
- **Focus on content not form** - for example, “coherence” is often interpreted to mean “linear structure and argument” – but does an alternative structure to the presentation of ideas necessarily mean the learning outcomes for a specific module have not been achieved?

Teaching methods

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- **In class get them to use examples from their own experience.** When talking about health services don't just focus on the NHS but ask for opinions from a wider range of global health care services.
- **Use CCC in counter-arguments.** The lecturer I remember most from my (distant) undergraduate days could come up with an instant counter-argument to any point anyone ever made – a very effective way of encouraging critical thinking. Try to base such counter-arguments on CCC issues.
- **In design projects, encourage students to ask “who am I excluding?”** Even the most apparently innocuous design may inadvertently exclude; for example a computer system using text excludes people who cannot read. Even if their design is not excluding anybody, it's good to get students to consider the question.
- **Hold extra information skills sessions including during vacations.**
- **Ask Learning Advisers and other fund holders to liaise with academic staff in purchasing books and other library materials** with an international, or non-UK-centric perspective where possible and appropriate.

E-learning

- **Use e-Learning to actively build bridges and introduce collaboration with students in other countries.**
- **Start Podcasting** (<http://www.ipodder.org/whatIsPodcasting>, <http://audio.weblogs.com/>& http://www.podcastingnews.com/forum/link_18.htm) so that students can download materials appropriate to greater cultural awareness (different themes at regular times).

Staff development

- **Encourage (and pay for) staff to obtain a TEFL qualification** so they understand difficulties students have in not having English as first language + exposes to non UK culture.
- **Support some staff to do some overseas volunteer work.**
- **Organise a Plain English course for Library staff.**
- **Keep up-to-date with initiatives and good practice in other Universities.**
- **Share international perspectives** – staff returning from overseas visits lead a seminar each semester
- **Raise cross-cultural capability and global perspectives in your appraisal and staff development meeting**

Institutional change/implementations

- **Another implication is that this is a matter for an individual staff member with his/her students. But this initiative was just as much - perhaps more - about institutional change.** I wonder how successful has been the project of embedding the CCC perspectives in every course across the university?
- **Ensure access to Library facilities, especially email, during vacations and Bank Holidays and through longer opening hours during term-time**

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Related Links

Internal

The Global Perspectives Network at Leeds Met

www.leedsmet.ac.uk/gpn

Leeds Tourism - Sustainable Tourism

<http://www.leedsmet.ac.uk/lisif/the/sustainability.htm>

Leeds Met Strategy Documents

<http://www.leedsmet.ac.uk/staff/documents.htm>

THE – Sustainable Tourism

<http://www.leedsmet.ac.uk/lisif/the/sustainability.htm>

Existing CCC Review Reports

TO BE ADDED

UK Sites

Department for International Development (DfID)

<http://www.dfid.gov.uk/>

Royal Geographical Society – DFID Project on Global Perspectives in Higher Education (Project Reports, Case Studies & Links)

<http://www.rgs.org/templ.php?page=DFIDProject>

Development Education Association (DEA)

<http://www.dea.org.uk/>

Council for International Education (UKCOSA)

<http://www.ukcosa.org.uk/>

World Studies Trust – Global Teacher Project

<http://www.globalteacher.org.uk/index.htm>

Higher Education Academy (HEA)

<http://www.heacademy.ac.uk/>

HEA Subject Centres involved in work on Global Perspectives:

Philosophical & Religious Studies Subject Centre – Supporting Cultural and Religious Diversity Interim Report http://www.prs-itsn.ac.uk/diversity/interim_report.html

Business, Management, Accountancy and Finance Subject Centre

<http://www.business.heacademy.ac.uk/>

Economics Network

<http://www.economics.heacademy.ac.uk/>

Geography, Earth and Environmental Sciences Subject Centre

<http://www.gees.ac.uk/>

Hospitality, Leisure, Sport & Tourism Network

<http://www.hlst.heacademy.ac.uk/>

Languages, Linguistics and Area Studies Subject Centre

<http://www.llas.ac.uk/>

Sociology, Anthropology, Politics Subject Network

<http://www.c-sap.bham.ac.uk/>

HE Academy – Sustainable Development

<http://www.heacademy.ac.uk/sustainability.htm>

Forum for the Future

<http://www.forumforthefuture.org.uk>

HEFCE – Sustainable Development in HE

http://www.hefce.ac.uk/pubs/hefce/2005/05_28

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HEFCE – Equality & Diversity Monitoring

http://www.hefce.ac.uk/pubs/hefce/2004/04_14/

HEFCE – Successful Student Diversity case studies

http://www.hefce.ac.uk/pubs/hefce/2002/02_48.htm

HEA Equity & Diversity

<http://www.heacademy.ac.uk/1004.htm>

HEA Widening Participation

<http://www.heacademy.ac.uk/199.htm>

Commission for Racial Equality – re Race Relations (amendment) Act

<http://www.cre.gov.uk/legal/rra.html>

UK Socrates: Erasmus Council

<http://www.erasmus.ac.uk/>

International Sites

UNESCO – Decade of Education for Sustainable Development

http://portal.unesco.org/education/en/ev.php-URL_ID=27234&URL_DO=DO_TOPIC&URL_SECTION=201.html

United Nations – Millennium Goals

<http://www.un.org/millenniumgoals/>

American Council on Education

<http://www.acenet.edu/AM/Template.cfm?Section=International&Template=/CM/HTMLDisplay.cfm&ContentID=9578>

Association of International Educators (NAFSA)

<http://www.nafsa.org/>

National Service Learning (integrating volunteering and curriculum – USA)

<http://www.servicelearning.org/>

Campus Compact (integrating volunteering and curriculum – USA)

<http://www.compact.org/>

Council of Europe – European Year of Citizenship Through Education initiative

<http://www.coe.int/T/E/Com/Files/Themes/ECD/>

European Commission – Socrates Programmes

http://europa.eu.int/comm/education/programmes/socrates/socrates_en.html

European Association for International Education

<http://www.eaie.nl/>

Australian Government Research Database (International Education)

<http://aei.dest.gov.au/AEI/PublicationsAndResearch/ResearchDatabase/Default>

Curriculum Review Report Form

Please utilise the Key Questions form below as the basis for your review. Courses, (programmes or schemes), are encouraged to respond as appropriate for their own subject areas, student populations, and professional contexts. The table is a guide, not a tick list, and consideration of the key questions should be approached as a developmental process rather than simply an audit of existing practice.

Please email completed reports to: d.killick@leedsmet.ac.uk

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Curriculum Review Report Form

Title of provision:

School:

Person responsible for the report:

Date of review completion:

| Knowledge | |
|--|----------|
| Key Question | Examples |
| How does the course seek to incorporate the knowledge & understanding brought to it by students from diverse backgrounds? | • |
| How are students given the opportunity to analyse and recognise their own tacit knowledge and the influence of their experiences and cultural identity? | • |
| How does the course make students aware of the global impacts of professions related to the subject area? | • |
| What level of use does the course make of materials from outside the “traditional” canon? | • |
| How does the course enable other knowledge/ perspectives to be recognised and valued? | • |
| How does the course enable students to develop wider perspectives and respond positively to difference? | • |
| How are students given the opportunity to study particular issues of diversity and equal opportunity within their mainstream study? | • |
| In what ways are students helped to examine their own values, compare them with the values of others, and engage in respectful debate where differences occur? | • |
| In what ways does the course enable students to confront hostile discrimination? | • |
| In what ways does the course seek to link issues of cross-cultural | • |

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| | |
|---|--|
| capability, diversity and global responsibility to employability? | |
|---|--|

| Experience at Course Level | |
|--|---|
| How does the course respond positively to and encourage different learning cultures/ needs? | |
| How does the course encourage students to be curious beyond their own cultural boundaries? | • |
| How does the course encourage different approaches to teaching? | • |
| How does the assessment of the course respond to different success criteria | • |
| Where assessment involves work placements, what attempts are made to monitor and eliminate discrimination that might arise in the workplace? | • |
| Does the organisation and scheduling of assessment take into account diversity and difference? | • |
| Experience Beyond Course Level | |
| How does a student on this course benefit from/ contribute to the broader social context? | • |
| How does a student on this course benefit from/ contribute to the broader learning support facilities and opportunities? | • |
| How does a student on this course benefit from/ contribute to the broader educational culture? | • |
| How is a student from this course prepared to interact with/ benefit from/ contribute to diversity in the world beyond the University? | • |

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References

Jones E. Languages and Cross-Cultural Capability in Learning, Teaching and Assessment Strategy Leeds Metropolitan University Learning, Teaching and Assessment Committee paper 21st March 2002. Also supplementary paper 30th May 2002

Going Global @ Leeds Metropolitan University A discussion document from the Global Perspectives Network (2002)

Faculty of Information and Engineering Systems/ Chaplaincy Partnership, Globalisation and Ethics in the Workplace (Module Description)

HEFCE 2002 Successful student diversity: Case studies of practice in learning and teaching and widening participation (Nov 2002/48)

Equal Opportunities and the Curriculum, LMU Academic Quality and Development and the Equal Opportunities Curriculum Working Group (no date, 1999?)

Into LMU – Breaking the Barriers for Black and Disabled Students, LMU Education for Transformation Seminar Report (1999)