MODULE DESCRIPTION

MODULE TITLE: Designing and Developing an International Curriculum in HE (ICHE)
Formerly called: Internationalisation of the Curriculum

MODULE NUMBER: P70410

1. MANAGEMENT DETAILS

Module leader: Dr. Mary Deane
Level: 7
No. of credits: 10
Mode of delivery: Online
Pre-requisites: none
Co-requisites:
Barred combinations: N/A
Other restrictions or requirements:
Timetable information: TBC

Programme/s in which this module may be taken | Status on programme
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Postgraduate certificate in teaching in higher education (MU61) | optional
OCSLD Associates Programme (MU80) | optional
MA Education: Higher Education | optional

2. MODULE AIMS

The aim of this course is to introduce you to the concept of the Internationalised Curriculum for all Students and to familiarise you with practical strategies and resources in the area.

This is a fully online course based around principles of constructivism and collaboration. Participants will have the opportunity to work with colleagues from a number of tertiary institutions, in different countries, and will engage in sharing experiences, insights and reflections with other participants.
### 3. LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>On successful completion of this module, participants will be able to:</th>
<th>*Post/Graduate Attribute developed</th>
<th>Other GAs developed</th>
<th>Criteria: Taught, Practised or Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the concept of the internationalised curriculum as a transformative curriculum.</td>
<td>Academic literacy</td>
<td>Active citizenship</td>
<td>TPA</td>
</tr>
<tr>
<td>2. Demonstrate a knowledge of a range of IoC strategies and the application of these for working with IoC in your own institution or on your own courses.</td>
<td>Academic literacy</td>
<td>Critical self awareness and personal literacy</td>
<td>TPA</td>
</tr>
<tr>
<td>3. Draw up an action plan for taking IoC forward either in your institution or in your discipline.</td>
<td>Academic literacy</td>
<td>Critical self awareness and personal literacy</td>
<td>TPA</td>
</tr>
<tr>
<td>4. Engage with a global community of practitioners through online environments for learning, research and collaboration.</td>
<td>Digital and information literacy</td>
<td>Critical self awareness and personal literacy</td>
<td>Practised</td>
</tr>
<tr>
<td>5. Apply the concept of the internationalised curriculum to the development of assessment strategies in your institution or in your discipline.</td>
<td>Active citizenship</td>
<td>Critical self awareness and personal literacy</td>
<td>TPA</td>
</tr>
<tr>
<td>6. Evaluate the course and your engagement with the internationalised curriculum on a continuum of transformation.</td>
<td>Critical self awareness and personal literacy</td>
<td>Active citizenship</td>
<td>TPA</td>
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</tbody>
</table>

### 4. OUTLINE SYLLABUS

The course is structured around a series of learning activities, divided up into four topics but forming an integrated path through the topic and related issues. The full materials for each topic will become available a week before they are needed.

**Induction**

The week before the course begins is the induction period. There will be optional support to help participants become familiar with the online resources. There will be a quiz on managing your time, and an introduction to the Brookes Virtual environment. Participants will be invited to introduce themselves to the other members of their group by announcing their arrival and creating a profile for the course.

**Topic 1: Defining IoC: Institutionalised contexts**

Topic 1 introduces scholarship on internationalisation in HE. You will also be asked to explore your institution’s involvement with internationalisation and to contribute ideas on 'how to do it'.
Topic 2: The transformative curriculum
The second topic introduces the idea of the transformative curriculum and asks you to consider the 'how to' list in relation to ideas of transformation. You will be asked to discuss your placement of items on a 'continuum of transformation'.

Topic 3: Ways into IoC: Disciplinary contexts
The third topic offers a framework to consider IoC from a disciplinary perspective. You will be asked to populate the framework with the 'how to' ideas already generated and to search the Higher Education Academy (UK) subject centre website and other discipline-based resources to add to your ideas. You will be asked to consider how ideas that others have posted, might be adapted to your own discipline in terms of pedagogy and assessment.

Topic 4: Your role as change agent for IoC within your institution
In our last topic we will ask you to draw up an action plan for taking internationalisation forward either in your institution or in your discipline. You will also be asked to write a reflection on what you now understand by internationalisation in HE, and how this has changed over the course, and to evaluate the course.

5. TEACHING LEARNING AND ASSESSMENT STRATEGY

Active and participatory.

6. LEARNING HOURS

<table>
<thead>
<tr>
<th>Scheduled learning and teaching activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course readings</td>
<td>30</td>
</tr>
<tr>
<td>Online discussion</td>
<td>30</td>
</tr>
<tr>
<td>Formative assignment preparation</td>
<td>10</td>
</tr>
<tr>
<td>Final summative assignment preparation</td>
<td>30</td>
</tr>
<tr>
<td>Total 10 UK QAA Credits; 20 ECTS</td>
<td>100 hours</td>
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</tbody>
</table>
### 7. ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Word count/ length of exam</th>
<th>Learning outcome(s) assessed</th>
<th>Weighting</th>
<th>KIS category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select a current curriculum in your discipline that you would like to use to investigate internationalisation. Describe the aims of the curriculum and discuss the issues with internationalising this particular curriculum.</td>
<td>500</td>
<td>All</td>
<td>Formative but mandatory</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Word count/ length of exam</th>
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<th>Weighting</th>
<th>KIS category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building upon the writing you have already done for this course, take a curriculum in your discipline briefly describe the aims of the curriculum and discuss the issues with internationalising that curriculum. Use one example to illustrate how you could introduce or enhance internationalisation in that curriculum in terms of learning outcome(s), content, pedagogy and assessment.</td>
<td>2,500</td>
<td>All</td>
<td>100%</td>
</tr>
</tbody>
</table>
8. INDICATIVE READING LIST


Websites
- Centre for Curriculum Internationalisation (CCI) website
Internationalisation of the Curriculum

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For Validation

- http://www.brookes.ac.uk/services/cci/
- Higher Education Academy http://www.heacademy.ac.uk/home

<table>
<thead>
<tr>
<th>Date module first approved:</th>
<th>November 2014</th>
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<tbody>
<tr>
<td>Date of most recent revision:</td>
<td>13th January 2015</td>
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