

University of Glasgow

Academic Standards Committee – Friday 13 November 2015

**Strategy for Creating International Experiences for Students
(SCIES)**

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Introduction

1. The adoption of a KPI target of 20% outward mobility as part of our internationalisation strategy has given impetus to implementation of the University's SCIES policy formulated in 2013. This target is challenging but attainable (and modest in relation to other leading universities across the globe). However, SCIES recognises that *all* students should have (or at least be offered) some meaningful 'international exposure': i.e., any implementation must include a clear focus upon 'at home' activities.
2. At this stage, it is suggested that the focus be solely upon UG students: high numbers of PG students are already 'mobile' (but it is recognised that some attention to 'incoming' students – PG, study abroad, and inward exchange – is desirable).
3. The proposed implementation strategy (provisionally and tentatively entitled 'GlasGOW GLOBAL') seeks to increase UG student involvement in undertaking relevant activities with an international focus through an attractive and meaningful system of student participation allowing progression and recognition of achievement. In short, UG students will be offered a three-stage or –tiered approach leading to (a) recognition of the requisite level of achievement in a student's HEAR transcript; and (b) additional academic credit (and grade conversion) where relevant and possible. To this end, there is tentative and early exploration of the proposal that students should generally be able to undertake up to at least a minimum of 20 credits (out of a 360 or 480 UG degree programme, rather than in addition to such credit) for academic or workplace-based learning falling within the scope of this implementation strategy (i.e., by taking a language course, or participating in a summer school overseas).
4. Significant numbers of UG students already engage in short-term outward mobility activities (and indeed, in at least 2 subjects, 100% do) as part of existing programme expectations. At present, none of this is captured other than mobility of at least 3 weeks' duration (via HESA reporting) including study exchange programmes.¹ The adoption of the 20% target as a KPI requires new procedures for recording and also a new and wider definition of 'mobility' (both short- and long-term). The proposed definition is:

Participation over at least 5 days' worth of intensive academic or work-related learning involving a significant element of outward mobility and which may lead to academic credit or the satisfaction of other programme requirements.
5. Discussions with Planning on monitoring KPI attainment (a) by the University as a whole and (b) by subject-area has indicated a need to develop new criteria to

¹ At present, MaRIO records (a) HESA-qualifying short-term mobility of at least 3 weeks' duration; (b) international study exchange; (c) ERASMUS+ study exchange; (d) ERASMUS+ traineeships; (e) language year abroad; and (f) electives. These data will continue to be recorded for external reporting.

quantify participation levels² and thus to measure subject performance. These latter data will be published under 2 headings corresponding to 'explore' and 'exchange' – i.e., qualifying mobility involving traineeships or work-based learning will be counted separately from study exchange leading to grade conversion. Monitoring participation in non-mobility activities ('engage') would be desirable to establish the extent to which this has been successful in encouraging subsequent outward mobility.

6. Marketing 'GlasGOw GLOBAL' (i.e., the implementation strategy) would require some thought. A proposed text for pilot use (in hard copy, and as a pdf) is attached. Examination of how this could be supported by means of an 'app' (allowing direct access to on-line information, recording of progress, and submission of applications for HEAR transcript inclusion) is taking place.
7. Aspects of the implementation strategy will be piloted in 6 or so subjects/Schools over the period September – December 2015 to try to identify good practice and allow for its reproduction elsewhere. Further work will be required on procedures for approval for inclusion onto the HEAR transcript (Applications for recognition could be peer-assessed (i.e., by suitably-trained student volunteers – such as 'student ambassadors') with moderation as required; alternatively, could advisers of study be involved?)

Proposal: 'GlasGOw GLOBAL'

'Engage'

8. Participation in a number of qualifying activities sufficient to meet minimum expectations will allow a student to have this achievement recognised in the HEAR transcript. The activities seek to help promote awareness of 'internationalisation', or of 'global citizenship', and (largely) make use of existing opportunities available on campus. Participation would be on a voluntary 'sign-up' basis, and would be supported by an introductory module/lecture (or similar) on 'internationalising your CV' which would address the importance of why it is important to be mobile, to speak foreign languages, and to be able to engage with other cultures. Students would keep a log or record of activities, and would require to complete a reflective report on what they have gained in personal development. A minimum level of successful participation would lead to HEAR inclusion, with the possibility of an 'enhanced' award for additional activities.
9. There are 5 strands:
 - i. Language skills development and certification [via SMLC, on-line, outside providers and (and possibly) Open Access
 - ii. Engagement with incoming students from overseas [via SRC] and/or with agencies working in the Glasgow area with an international focus (e.g. BEMIS)
 - iii. Participation in seminars and lectures given by visiting academics from overseas/ other relevant UofG public lectures and seminars, etc.
 - iv. Participation in 'outreach into the community' activities

² The proposal is for recording and reporting of the number of students who (a) by graduation, have taken part in at least one period of outward mobility as defined; (b) annually have taken part in a period of outward mobility *other than* study exchange [i.e., including traineeships and language year abroad where this occurs outside university coursework]; and (c) annually have taken part in either 1 or 2 semesters of study exchange with academic credit upon their return. In respect of (c), a student on a fully joint programme of study (such as e.g. politics and history) will be counted *both* as politics and as history; but where the programme is not joint (such as law with languages) the student will only be recorded under the principal subject. As the KPI focuses upon outward mobility as defined, reporting will not consider any subject imbalances in FTEs (e.g., whether GU students tend to study abroad for a session rather than incoming students who remain only 1 semester).

- v. Other participation in international activities run by the UofG *not* falling within the scope of 'Explore' (e.g., study visits overseas, visits to EU institutions, etc.; and student initiatives involving voluntary work overseas where prior approval has been given).
10. Each 'strand' makes use of existing provision, and allows for student-driven initiatives. The resource cost in establishing this is thus not high, but there is a need to identify, to market, and to coordinate such opportunities. There is also a question of how this will be assessed. The proposal is for a points-based award with clear guidelines provided. There would be a need for applications for recognition could be peer-assessed (i.e., by suitably-trained student volunteers – such as 'student ambassadors') with moderation as required.

'Explore'

- 11. Adoption of a working definition of 'mobility' to include short-term mobility will permit new arrangements for reporting and recording short-term mobility. Work is also in hand to introduce regulations permitting the award of academic credit and grade transfer for short-term mobility involving academic and work-based learning such as participation in summer schools. Direct marketing of these opportunities (involving no-cost tuition) will allow UG students to make use of opportunities to enhance their academic studies and cv. Promotion of short-term mobility is also likely (on recent experience) to encourage uptake of long-term (i.e. semester or sessional) study exchange. Short-term mobility will carry recognition via HEAR; and may also include academic credit (*or* at least satisfaction of programme requirements via electives).
- 12. This area of activity will have 2 distinct stands: academic, and work-related learning. This latter category includes all work-based placements less than 8 weeks. There would be nothing preventing a student undertaking 2 (or even more) qualifying activities for recognition. While the majority of students will probably take part in short-term mobility at a later stage in their studies, there is merit in promoting this directly at level 1 students to help raise awareness of and interest in study exchange.

Exchange

This category includes semester/year-long study exchange and work placements exceeding 8 weeks. The marketing of study exchange as a unitary concept (rather than as 'international' and 'ERASMUS') will help address the negative perception of EU links as second-best, and as requiring language skills. Further development of EU links (via the establishment of 'hubs' and with significant increases in total numbers of student mobility places) will promote student confidence that partner links are being supported (and through 'safety in numbers'). Action has been taken to address significant weaknesses in grade conversion, and robust principles have been established. Implementation will be supported through SDS events. Development of moodle-based information sites on partners is happening (albeit slowly).

Additional background

This is stage 2 of implementation of the SCIES policy. Stage 1 concerned the '10-point plan' presented to ISG in June 2014:

- 1. Adoption of a clear mobility target of 20% by 2020 : *achieved – adopted as a KPI*
- 2. A wider definition of 'mobility' – *the working definition (for piloting) is given above*
- 3. Study exchange should be promoted as a unitary concept (rather than as 'international' and 'ERASMUS') – *to be implemented as from 2015-2016*
- 4. Programme regulations or expectations inhibiting exchange mobility should be addressed –*this will be examined during the pilots; and see point 9 below.*

5. University-wide coordination of exchange mobility agreements should be introduced – *implemented in respect of new agreements; and European ‘hubs’ being developed*
6. Students should be fully involved in promotional activities – *further work is required here. A ‘tier 4’ implementation strategy is proposed allowing for recognition of leadership and managerial responsibilities. The suggestion is also that senior UG students can be involved in peer-assessment of ‘tier 1’ recognition*
7. Mobility advisers should receive appropriate reward and recognition and support – *support will be provided via staff development service as from 2015-2016; mobility coordinators will be able to access language training at no cost; and discussions with HR continuing in respect of P&DR, etc.*
8. University-wide procedures for grade conversion should be introduced – *Senate agreement for implementation of principles contained in working paper circulated in late 2014; and to be supported by SDS and in pilot exercises*
9. General enabling regulations should be introduced permitting credit (and grade conversion) for short-term mobility involving academic and work-based learning – *in progress by Senate Office; and see comment above regarding the possibility of general regulations.*
10. Students should be offered a greater and more flexible range of opportunities for developing language skills – *a language strategy is in progress: and see proposals under ‘Engage’.*

Defining and measuring international experiences at the University of Glasgow – draft definitions for input from key staff

Version 5

<p>Engage (not counted towards 20 by 2020)</p> <ul style="list-style-type: none"> • On-campus / at home activities. • Very short-term mobility, up to one week
<p>Explore (counted towards 20 by 2020)</p> <ul style="list-style-type: none"> • Short-term outward mobility (between one week – ie. 5 full days of intensive academic or work-related learning – and 8 weeks) • Not necessarily credit-bearing
<p>Exchange (Counted towards 20 by 2020)</p> <ul style="list-style-type: none"> • Long term mobility (more than 8 weeks)

<p>Engage</p> <ul style="list-style-type: none"> • On-campus / at home activities. • Very short-term mobility, up to one week • Not counted towards 20 by 2020 	
Purpose of this category	Activities to be included
<ul style="list-style-type: none"> • Widening awareness of global issues and other cultures • Development of international understanding of academic studies and awareness for future career • Encouragement to participate in other forms of outward mobility, and potentially to progress to the 'explore' and/or the 'exchange' 	<ul style="list-style-type: none"> • participation in (optional) lectures and seminars • active membership of international societies • voluntary work in Glasgow with individuals from ethnic groups (eg, through Scottish Refugee Council, BEMIS, etc.) • secondary school 'outreach' activities promoting understanding of 'global citizenship' (e.g., language support, discussion of global issues, international human rights awareness, etc.) • language skills development (on-line, language cafes, classes)

<p>stages of outbound mobility</p> <ul style="list-style-type: none"> Develop culture of global citizenship among students 	<ul style="list-style-type: none"> participation in SRC 'language cafes'; self-organised language study helping overseas students integrate into Glasgow campus life leadership responsibilities for integration of incoming international students into student societies / SRC or student representative bodies participation as volunteer 'international buddy' to groups of incoming international students overseas conference attendance (Category 1 - at least one day, up to one week) Study visit and taster visit (Category 1 - at least one day, up to one week) Field trips and electives (Category 1 - at least one day, up to one week)
<p>Explore</p> <ul style="list-style-type: none"> Short-term outward mobility (between one week – i.e. 5 full days of intensive academic or work-related learning – and 8 weeks) Not necessarily credit-bearing Counted towards 20 by 2020 	
<p>Purpose of this category</p>	<p>Activities to be included</p>
<ul style="list-style-type: none"> Exposure to the workplace overseas Access to short courses offered by partner institutions additional to programme requirements Encouragement to participate in long term international mobility 	<ul style="list-style-type: none"> Activities in this category should be a minimum of one week's worth of intensive academic or work-related learning (five full days of intensive academic or work-related learning). Work and research placements (short term: up to 8 weeks) Internships (short term: up to 8 weeks) Summer schools Joint courses developed with partners and involving between one and 8 weeks of mobility Overseas conference attendance (Category 2 – between 1 and 8 weeks) Study visit and taster visit (Category 2 – between 1 and 8 weeks) Field trips and electives (Category 2 – between 1 and 8 weeks)

Exchange <ul style="list-style-type: none"> • Long term mobility (more than 8 weeks) • Counted towards 20 by 2020 	
Purpose of this category	Activities to be included
Full blown long term international mobility experiences	<ul style="list-style-type: none"> • Erasmus study exchange • Erasmus Work placement • Erasmus and other types of language Year Abroad placement • International Exchange • Work and research placements (more than 8 weeks) • Internships (more than 8 weeks)
Parameters <ol style="list-style-type: none"> 1. 'International experiences' at the 'Explore' and 'Exchange' levels is limited to activities outside of the student's home country or the resident country (ie. where they are doing their degree). This is to take account of international students studying in Glasgow. If an international student could count an international experience in their home country, the efficacy and robustness of our definitions – and therefore the quality of our international experiences - would be too easily called into question. Equally, an international student at Glasgow undertaking a work experience placement in the UK would not be able to count this towards 'Explore' and 'Exchange' as this would not be in the spirit of 'international experience'. 2. Students achieving the full three levels would receive the Global Citizen Award. 	

Draft University of Glasgow definition of international student mobility

Activity	Duration	Further/qualifying info
Summer Schools	<ul style="list-style-type: none"> At least one week (5 full working days) of intensive academic or work-related learning. 	<p>Non credit-bearing summer school subject and study to be approved by students' home subject and to be of useful/relevant benefit to students' final degree (this may include subjects taught out with their final degree, such as (but not limited to) languages or business subjects which will give 'added value' to the final degree) and be of useful relevance/benefit.</p>
Internships (short term)	<ul style="list-style-type: none"> At least one week (5 full working days) of intensive academic or work-related learning. Up to 8 weeks 	<p>Non-credit-bearing, semester/sessional Careers generally use a '10 week' cut off point to determine the difference between short and long term internships. However they have agreed that it would be appropriate that this be changed to 8 weeks so that there is alignment with fixed Erasmus definitions of short and long term.</p>
Internships (long term)	<ul style="list-style-type: none"> 8 weeks or more 	
Work and research placements (short term)	<ul style="list-style-type: none"> At least one week (5 full working days) of intensive academic or work-related learning. Up to 8 weeks 	<p>The work placement should be deemed to give 'Added Value' in some way to the final degree. Therefore it does not necessarily need to be a work placement in an industry/org related to the degree, but should somehow add value (eg in language skills, management skills, international cultural awareness) – ie this category of qualifying factors can be quite broad</p>
Work and research placements (long term)	<ul style="list-style-type: none"> 8 weeks or more 	<p>Recognised part of the course (credit bearing or not)</p>

Conference attendance (category 1) Study visit and taster visit (category 1) Field trips and electives (category 1)	<ul style="list-style-type: none"> • At least 1 full day • Up to 1 week 	Category 1 visits would be counted under the 'Engage' category and would not count towards the 20 by 2020 target
Conference attendance (category 2) Study visit and taster visit (category 2) Field trips and electives (category 2)	<ul style="list-style-type: none"> • At least one week (5 full working days) of intensive academic or work-related learning. • Up to 8 weeks 	Category 2 visits would be counted under the 'Explore' category and would count towards the 20 by 2020 target
Long Term Mobility		
Erasmus study exchange	<ul style="list-style-type: none"> • Erasmus study exchange – min three months, max 12 months 	With a recognised partner – student having applied and been nominated through the official application process
Erasmus Work placement	<ul style="list-style-type: none"> • Minimum two months 	
Erasmus language Year Abroad placement	<ul style="list-style-type: none"> • Language Year Abroad placement - full year abroad 	
International Exchange Erasmus traineeship	<ul style="list-style-type: none"> • International (study) Exchange – 1 semester or full year • Erasmus traineeship – min 2 months, max 12 months 	
Work and research placements	<ul style="list-style-type: none"> • 8 weeks or more 	Recognised part of the course (credit bearing or not)
Internships	<ul style="list-style-type: none"> • 8 weeks or more 	Not connected to course – would normally go through Careers service