

# INTERNATIONALISING THE CURRICULUM (IOC)

## INTERNATIONALISING CONTENT – PROFESSIONAL PRACTICE

This guidance links to the principal pillar of Intercultural and International Engagement within the CU Education Strategy

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*IoC in the disciplines “is related to the way in which disciplines and professions are culturally constructed, bound and constricted...to think outside of traditional boundaries...it has implications for programs – what is taught as well as how it’s taught” (Leask 2011)*

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### INTRODUCTION

In order to support and prepare *all* our students to live, learn and work effectively in global contexts, all aspects of learning - including the formal curriculum - should integrate international and intercultural dimensions.

Where possible, staff involved in creating or reviewing courses should incorporate content that fosters a global outlook, builds awareness to the plurality of perspectives in professional practice and develops intercultural competence to successfully engage with individuals, organisations and concepts originating from varied cultural, national or geographical backgrounds.



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### ABOUT THIS RESOURCE

- This document lists some of the ways in which courses can be internationalised with reference to professional practice.
- Examples here are not exhaustive and neither are they intended to be prescriptive. Internationalisation should be embedded within, and relevant to, the discipline with course teams selecting and/or adapting strategies accordingly.
- Approaches may be combined, or feature to varying degrees and depth in individual learning contexts, but must be progressively developed across the course and levels of study.

In this resource you will find:

- general strategies
- subject examples from Coventry University and wider literature
- associated learning outcomes which may be modified as needed

## INTERNATIONALISING CONTENT - PROFESSIONAL PRACTICE

### Influences on Practice

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- Include examples of cultural influence on professional practice using evidence from a range of sources such as:
  - case studies
  - speeches / interviews
  - social or commercial media / products
  - documentaries / research / models
  - green/white papers etc.
- Address and recognise the practical implications when subject knowledge is constructed, valued and prioritised differently within diverse academic, research and professional communities using:
  - alumni experiences
  - industry guest speakers
  - subject experts / webinars
  - peer learning across cultures and backgrounds (local and cross-border)
  - academic conventions / practices etc.

#### Example 1 Investment & Finance (UG)

**Source:** School of Economics, Finance & Accounting, Faculty of Business & Law

**Learning Outcome:** demonstrate understanding of implicit factors that influence trading and investment behaviours of people from different backgrounds, cultures and/or countries that may impact on decision-making, negotiation and returns

#### Example 2 Computer Science (PG)

**Source:** School of Computing, Electronics & Maths, Faculty of Engineering, Environment & Computing

**Learning Outcome:** recognise and demonstrate knowledge of various contextual factors that a consultant might need to consider when trying to comprehend, identify and define client needs

#### Example 3 Disaster Management (UG)

**Source:** School of Energy, Construction & Environment, Faculty of Engineering, Environment & Computing

**Learning Outcome:** compare field of study locally with professional traditions elsewhere (Taiwan)

#### Example 4 Management Information Systems (PG)

**Source:** School of Computing, Electronics & Maths, Faculty of Engineering, Environment & Computing

**Learning Outcome:** identify cultural enablers/barriers to knowledge processes: creating, sharing and reusing knowledge via human interactions in different milieus.

### International Standards and Regulations

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- Incorporate case studies to illustrate how codes of practice and industry standards vary internationally
- Employ global examples to illuminate how the legal framework and its enforcement differs greatly between countries and sector (DFID 2008:17)

- Include an examination of professional practice elsewhere by incorporating or researching various local and international content such as:
  - lecturer's own international experiences
  - legislation / charters
  - publications / research
  - codes of practice
  - international standards for professional qualifications e.g. Chartered Financial Analyst
  - criteria from international agencies / bodies e.g. International Engineering Alliance

#### Example 1 SPEC for Engineering Technician, Incorporated Engineer, Chartered Engineer

**Source:** UK Standard for Professional Engineering Competence (UKSPEC 2016)

**Learning Outcome:** ability to use appropriate codes of practice and industry standards

#### Example 2 Civil Engineering (UG)

**Source:** School of Energy, Construction & Environment, Faculty of Engineering, Environment & Computing

**Learning Outcome:** demonstrate the capacity to apply international standards and practices within the discipline and professional area.

#### Example 3 Procurement & Supply Chain Management (UG)

**Source:** School of Strategy & Leadership, Faculty of Business & Law

**Learning Outcome:** demonstrate knowledge of international practices, principles and strategies employed by multinational companies when sourcing globally with particular focus on supplier relationships and labour legislation

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## REFERENCES

This resource extracts, adapts and draws from literature below and the work of Coventry University staff as stated.

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