Undergraduate Annual Programme Evaluation – Internationalisation in the Curriculum Thematic Review

From: Professor Vicky Joffe, Academic Director, Internationalisation

Status: For information
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Executive summary

In 2018/19 all Undergraduate Programme Directors were asked to provide information about Internationalisation of the Curriculum by responding to two additional questions, as part of the Annual Programme Evaluations (APE). The two questions were:

1. How does your course support students in developing a global outlook? (This could include student exchanges, summer schools, international placements, different methods of facilitating sharing of different cultural, international and/or linguistic perspectives.)

2. In what ways do you embed internationalisation in the curriculum for your course? Please give specific examples/case studies.

The responses for each programme have been reviewed and analysed and can be found in appendices 1 and 2. Common themes across Schools, specific examples of good practice, a summary review of practices in each School and plans for further development are included in the main paper.

The information from the APE’s will inform the activities of the Task and Finish Group which has been set up to support staff in internationalising the curriculum.

| Action(s) required from the Committee: | A. Note the contents of the paper and next steps. |

The table below outlines which committees/groups have already seen the report and the resulting outcome/action from discussions.

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<tr>
<th>Committee date</th>
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<tr>
<td>11.04.19</td>
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1. Introduction

Internationalisation is becoming increasingly predominant on the Higher Education agenda. It is broad in scope ranging from creating an inclusive environment for international students to promoting global perspectives and opportunities for learning in a global context for all students. It helps equip graduates to live and work successfully in an interdependent, multicultural and global world.

Internationalisation of the curriculum is the purposeful incorporation of international, global and/or intercultural dimensions into the formal, informal and hidden curriculum for all students. (adapted from Leask, 2009 p.209; and Beelen and Jones, 2015).

Within this definition the curriculum incorporates three separate but integrated components:

Formal curriculum: the syllabus and all formal activities the student undertakes as part of the programme. Includes module and programme content

Informal curriculum: support services and additional activities organised by the university, including co-curricular activities, social activities, mentoring programmes and peer assisted study sessions.

Hidden curriculum: unintended implicit and hidden messages sent to students via the formal and informal curricula and institutional practices and conventions, including the specific text books chosen and content covered.

Internationalising the curriculum involves providing all students with global perspectives of their discipline and instilling them with intercultural insight and a broader knowledge base for their future careers. An internationalised curriculum and university experience can facilitate the development of a set of values and skills to operate appropriately and sensitively in diverse cultural and international environments. It encourages the development of a broadminded approach, and an understanding, respect and empathy for other people, their culture, values and ways of life.

Internationalisation can be embedded across all components of the curriculum, including:

1. Course Documentation
2. Course Content
3. Mode of Delivery
4. Assessment
5. Support Structures

Two questions were designed for insertion in the 2017/18 APEs to gain a greater understanding of the different practices staff across Schools and Courses have adopted to incorporate internationalisation in their teaching and courses.

This was a scoping exercise to hear more about what staff are doing, to share good practice and support further development in this area. The APE questions were:

1. **How does your course support students in developing a global outlook?**  
   *(This could include student exchanges, summer schools, international placements, different methods of facilitating sharing of different cultural, international and/or linguistic perspectives.)*

2. **In what ways do you embed internationalisation in the curriculum for your course? Please give specific examples/case studies.**
2. Common Key Themes across Schools

The following were re-occurring themes across the Schools:

1. Student Exchanges/Elective placements (including but not restrictive to Erasmus)
2. Diverse and Multicultural student and staff body
3. Curriculum and/or modules with global/international focus
4. International visiting and guest lecturers and visiting delegates
5. Blended teaching, learning and assessment to meet the needs of all students

3. Examples of Good Practice/ Successful Initiatives

- A range of areas of good practice were highlighted in the APE responses and these will be explored further by members of the Task and Finish Group in order to share them more widely across Schools. Specific examples include:
  - BSc (Hons)/PGDiploma Speech and Language Therapy and BSc Optometry: a range of volunteering opportunities for students, including City Cambodia project and Kyaninga Child Development Centre, Uganda, Vision Aid Overseas
  - BSc/PGDiploa Children’s Nursing and Mental Health Nursing: curricula based on ‘relationship-centred approach to care’
  - BSc (Speech and Language Science): modules with specific focus on internationalisation, for example, ‘Languages of the World’
  - BSc and PG Diploma Adult Nursing: variety of bidirectional international student exchanges, including Sweden and Hong Kong
  - BSc/PGDip Mental Health Nursing: students encouraged to work within mixed cultural groups and carry out intercultural peer evaluations
  - BSc (Hons) Radiography (Radiotherapy and Oncology) & BSc (Hons) Radiography (Diagnostic Imaging): students have the opportunity to attend seminars hosted at City with students studying a similar course from Indiana University to encourage students to develop a global outlook with regard to radiography and radiotherapy by sharing practice experiences and critically reflecting upon differences / similarities
  - SASS: committed to providing a global experience for students and support for students on exchanges, through a clear set of procedures, processes and structures of support managed by the Exchange and Placement Office and overseen by the Associate Dean for Global Engagement.
  - BA (Journalism): Third year student exchange with foreign partners in various international countries, including Canada, Australia, US, Hong Kong, France, Denmark, The Netherlands, Turkey and South Korea
  - BSc International Politics; BSc International Politics and Sociology; BSc Political Economy; BSc Politics: students given the opportunity to take a language module for credits during their first year of study, and non-credit language modules during the remaining years
  - BA (Journalism): in ‘British Media’ module, group presentations allow for sharing of international perspectives of journalism
• BMus Music; BSc Music, Sound and Technology: during induction, students have taster sessions with non-Western forms of musical performances and ‘sound walks’ sensitising them to diverse soundscape of London as global City
• BSc Sociology: two international officers within the department, one for teaching and one for research, who are responsible for developing global and international partnerships
• BEng/MEng Civil Engineering; BEng/MEng with Placement/Architecture and Placement: students participate in an Engineers Without Borders project looking at improving sanitation in a developing country
• BEng Civil Engineering BEng/MEng with Placement/Architecture and Placement: Students are required to produce design to a code following European standards
• BEng Electrical and Electronic Engineering: A BEng in Electrical and Electronic Engineering (Avionics and Control) is offered specifically to students from Nanjing University of Aeronautics and Astronautics
• BEng/MEng Mechanical Engineering: IMechE Formula Student Competition – annual international design exercise and competition for stage 4 Mechanical Engineering students
• BEng/MEng Civil Engineering; BEng/MEng with Placement/Architecture and Placement: summer internship
• GELLB: students, both during and after their degree are supported in seeking international placements and work opportunities in Europe and North America
• LLB: during induction, students participate in the ‘Exploring the Law’ exercise where they visit London sites relating to Law. Students are encouraged to write blogs about their experiences
• Graduate Diploma in Law: introduction of a session on Comparative Law
• Graduate Diploma in Law: students attend a number of internationally focused mooting competitions that help them engage with foreign students and legal systems
• BSc Actuarial Science; BSc Actuarial with Business Placement; BSc Actuarial Science with Study Abroad: international students have the opportunity to choose assessment topics which relate to their own country, for example, pension scheme, social security or medical
• Cass, all programmes: Language Centre offers a variety of extracurricular language courses at times that do not clash with core modules, to support students who want to expand their linguistic skills
• BSc Management: Millcaster Global Industries simulation for first year students is based around a company with its headquarters in London and operations spread around the world
• BSc Accounting and Finance: students are placed in coursework groups with classmates from different countries to expose them to working in multi-cultural and international groups
• Cass: opportunity for students to engage in the summer school
• Cass: An extensive range of international student placements and exchanges with leading international business schools
4. Overview of Internationalisation Practice for Schools

4a. School of Health Sciences

Students in SHS are taught to uphold professional standards according to their respective professional bodies (for example, Nursing and Midwifery Council, Health and Care Professions Council) and these include, for example, 1) recognising diversity, 2) meeting people’s language and communication needs, 3) consideration of cultural sensitivities, 4) avoiding making assumptions. The School is offering a growing number of international elective clinical placements and bi-directional international student exchanges to students, and hosts international delegations across health disciplines. Assessment specifications, materials and learning outcomes are reviewed frequently to ensure they are appropriate for the whole student body. The School follows a blended teaching, learning and assessment strategy ensuring the full engagement of all students. Certain modules within specific programmes include specific focus on internationalisation, for example, in the ‘Epidemiology module’, in the BSc/PGDiploma Public Health Course, where differences in mortality and morbidity rates across countries is considered; and in the ‘Instrumental Techniques’ module in the BSc in Speech and Language Science, where students apply analysis techniques to speech sounds across different languages.

4b. School of Arts and Social Sciences

SASS provide a range of opportunities to ensure that all students have the chance to gain international experience through studying overseas, offering a range of sandwich year options with European and Overseas partners. The School operates a large and successful study abroad programme with students from a range of countries choosing to study in SASS. There is commitment to provide City students with a global experience and to offer appropriate support for students on international exchanges through a clear set of procedures, processes and structures for support, managed by the Exchange and Placements Office and overseen by the Associate Dean for Global Engagement. The School also offer a range of modules which have a specific focus on internationalisation, including ‘Intercultural Studies’, ‘Post colonialism’, Global English and English Language Teaching’, ‘Comparative Political Economy’, ‘The Governance of the Global Economy’ and ‘Global Popular Music’. Many students in SASS take a language module for credits during their first year of study and are given the opportunity to take a non-credit language module in the remaining years. Group work, encouraging working with people from different countries, is embedded throughout programmes offered in the School. The School hosts a range of international speakers open to staff and students.

4c. School of Mathematics, Computer Science and Engineering

Internationalisation is implicitly embedded in many of the programmes taught in SMCSE as many of the subject areas, for example, maths and engineering, cut across national boundaries and cultural differences and are based on scientific principles which are universal. Students in SMCSE are encouraged to develop global perspectives and connect with students internationally through a range of social networks, including Engineers without Borders design project, European Global Product Realisation, and group design projects. The School hosts study abroad students across a range of their BSc courses. SMCSE has strong links with a number of leading institutions around the world, including the Nanjin University of Aeronautics and Astronautics, and Jiangsu University of Science and
Technology, both in China, Massey University, in NZ, Syracuse University in the US, and the University of Seoul, South Korea, where City students have taken the opportunity to study.

4d. City Law School

The GELB and LLB both have a strong diverse and international student body and therefore have strong international elements. The School has a close link with the Canadian-American Student Association and offers support to students, both during and after their degrees, in seeking international placements and work opportunities in Europe and North America. The School offers student exchanges through Erasmus and with non-European institutions. Students are encouraged to participate in a range of extracurricular activities through the CLS Student Law Society and Canadian Law Student Society. Other opportunities to gain international perspectives are provided through other initiatives, including the ‘Exploring the Law’ exercise during induction, where students visit London sites that relate to law, allowing international students to become familiar with London, both as a legal and international city. Students are encouraged to reflect on and share their experiences through the writing of blogs. A number of core and elective modules offered by the CLS have an international component, including, ‘Public International Law’, ‘International Human Rights’ and ‘International Criminal Law’.

4e. Cass

Cass offers an extensive range of core and elective modules with an international focus, including, ‘European Business Culture’, ‘European Studies’, ‘International Human Resource Management’, and ‘International Financial Management’. The School has a wide range of international student exchanges with high ranking business schools across the world, including, sandwich year exchanges, replacement year exchanges, shorter summer schools, summer internships, year-long placements and business placements at a company abroad or a multinational. The Language Centre offers a variety of extracurricular language classes to support students to expand their linguistic skills. Group work is an important feature of activity in Cass to capitalise on the international cohort and provide students the opportunity to learn and collaborate with students from different backgrounds and countries. The School offers a range of study abroad exchanges and runs a study abroad fair every autumn to advertise these study abroad opportunities. Cass also enjoys a successful and productive relationship with INTO who provide foundation courses aimed at students needing to supplement qualifications from their own countries.

Full details of all School responses can be found in Appendix 1.

5. Conclusions and Next Steps

The prioritisation of Internationalisation at City is evident in the two international PI’s for 2026. One of these PI’s specifically focuses on Internationalisation of the Curriculum:

*International curriculum: 60% of undergraduate courses to have been reviewed and, where possible, an international dimension to their curricular included by 2021.*

The review of current practice which has now taken place and is outlined within this report has been and will be used to support work towards achieving our International Curriculum PI target.
The three main actions which have arisen from this thematic exercise and have now been put in practice to further enhance Internationalisation of the Curriculum:

1. **A range of training sessions are being organised for staff to support them in developing this initiative further.**

2. **A Task and Finish Group has been formed with representation from all Schools, Student Union, Professional services and LEaD, to put together an international curriculum guide for staff to facilitate embedding internationalisation in the curriculum. This will form part of the University's Curriculum Toolkit.**

3. **Extend the learning from the Undergraduate Curriculum to Postgraduate Courses, and share good practice for internationalisation of the curriculum evident in postgraduate curricula.**

References


Professor Victoria Joffe
Academic Director, International
March 2019
Appendix 1:

Thematic Focus: Internationalisation in the Curriculum

SHS  SASS  SMCSE  LAW  CASS

Q1. How does your programme support students in developing a global outlook? (This could include student exchanges, summer schools, international placements, different methods of facilitating sharing of different cultural, international and/or linguistic perspectives.)

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<tr>
<th>Course Documentation, Course Content, Mode of Delivery, Assessment and Support Services</th>
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<td><strong>SHS UG</strong></td>
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**Adult Nursing**


1.3 avoid making assumptions and recognise diversity and individual choice
2. take reasonable steps to meet people’s language and communication needs, providing, wherever possible, assistance to those who need help to communicate their own or other people’s needs
3. use a range of verbal and non-verbal communication methods, and consider cultural sensitivities, to better understand and respond to people’s personal and health needs
20.7 make sure you do not express your personal beliefs (including political, religious or moral beliefs) to people in an inappropriate way

These standards are reflected in the Professional Values Assessment in the Practice Assessment Document (PAD) that students are required to complete in each practice placement they undertake.

Students in the second year of the UG Adult Nursing Programme undertake a 2 to 4 week elective experience. Students are encouraged where possible, to undertake an international elective and are provided information on appropriate organisations that may facilitate this.

In the 2017–2018 period students have been to a number of countries including Hong Kong and Sweden two of our close international partners.
### BSc (Hons) Speech and Language Therapy

We have the following international student exchange opportunities:

- Clinical exchange programme with Curtin University, Perth Australia - 3rd year students do their block summer placement in Perth.
- Clinical exchange with University of Barcelona, Spain.
- Since 2008 over 80 of our SLT graduates have worked as volunteers for periods of 3 months in Cambodia.
- Internship (post-course) for SLT graduates (BSc & MSc) in Barbados
- Summer volunteering opportunity in Kyaninga Child Development Centre, Uganda after completion of BSc SLT year 2.

### BSc Health and Social Care

Students are eligible to take part in SHS’s Erasmus Exchange Programme.

### BSc Health and Social Care

BSc and PG Dip Midwifery

A range of elective placements are available, for e.g., the co-compulsory Anthropology module MW2005 giving students the opportunity to gain experience either abroad or in a setting that would not be accessible to them in their placement areas. Likewise the students in the 3rd of the BSc programme have the opportunity for elective placements towards the end of their course. In addition this year has seen the elective placements available for students studying the Postgraduate Diploma.

### BSc (Hons) Radiography (Radiotherapy and Oncology) & BSc (Hons) Radiography (Diagnostic Imaging)

All 2nd and 3rd year students are able to undertake a two-week elective placement in a hospital of their choice. There is an exchange agreement between City and University of Malta with up to 8 students per year undertaking clinical practice in a diagnostic imaging or radiotherapy department.

### BSc/ Graduate Diploma/ Postgraduate Diploma/ MSc Public Health (Health Visiting, School Nursing and District Nursing)

The learning outcomes for all modules were reviewed and re-written as part of re-approval in 2016 ensuring they were understandable to all students. Working in central London our students work with staff and users from the UK and around the world. The students themselves are a diverse group originating from various parts of Africa, South Asia and Eastern Europe and this is utilised in teaching. This is evident throughout the programme but is particularly used in Early intervention for working with children, young people and families (PH3006/PHM010), Health Policy and Politics (PH300/PHM005), Professional Practice PH3004/PHM008 and Safeguarding the Health and Wellbeing of Children Young People and Families H3007/PHM001.

Student come from a variety of clinical backgrounds and many have lived or worked in different countries and settings; different cultural approach and political systems are explored. In addition the Public Health Nurse Students have worked with study abroad students from the USA on two core modules Some of the students are studying and working in their second (or third) language.

The programme and the NMC require students to undertake fifteen days of alternative experience. Five days of this is undertaken in a block in a practice area different from their own.

A visit by a delegation of nurse educators from Singapore visited in October 2017 and two from Japan came in 2018.
**BSc and PG Dip Children’s Nursing**

Students on the BSc and PGDip children’s nursing programmes are required to uphold the professional standards outlined in the NMC Code (NMC 2015) [https://www.nmc.org.uk/standards/code/](https://www.nmc.org.uk/standards/code/). In terms of internationalisation, the NMC alludes to ensuring registrants possess intercultural competence in some of their standards. See above section for BSc and PG Dip Adult Nursing for further details.

2nd year students in the UG Children’s Nursing Programme undertake 2-4 week elective experience. Students are encouraged where possible, to undertake an international elective and are provided information on appropriate organisations that may facilitate this. The children’s nursing degree also equips student with the skills and knowledge required to practice in many countries throughout the world. Students in both the UG and PGDip Nursing programmes have an opportunity to organise a placement with the Erasmus Programme.

**Foundation Degree in Ophthalmic Dispensing (FDOD)**

FDOD students are encouraged to apply for volunteer work abroad. For example, they will be encouraged to apply for bursaries for Vision Aid Overseas.

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**BSc and PG Dip Mental Health Nursing**

Students are required to uphold the professional standards outlined in the NMC Code (NMC 2015) [https://www.nmc.org.uk/standards/code/](https://www.nmc.org.uk/standards/code/). The NMC aims to be recognised as an organisation that upholds best practice in equality, diversity and inclusion. In terms of Internationalisation. See example of standards above.

The elective placement in Part 2 of the BSc programme, enables students to identify and arrange a placement either in the UK or abroad. PGDip Students have an opportunity to organise a placement with the Erasmus Programme.

**MSc Adult and Mental Health Nursing**

Erasmus Programme with current partners: University Cordoba Spain; Karolinska Institute, Stockholm Sweden. International staff and student visitors from Argentina, Sweden, Ireland, Japan and Spain. Our close links with the Karolinska in Stockholm includes employing an academic member of staff from the institute who works in SHS. The Student population reflects the many cultures from inside and outside the UK – this can be useful for electives as they often offer places in their home in other countries when planning elective placements.

**Foundation Degree in Healthcare (Nursing Associate)**

It has not been possible to offer the students international opportunities, however, students have had the opportunity to participate in activities that consider different cultural and international perspectives.

**BSc Optometry**

Up to 12, 2nd and 3rd year students go to the LV Prasad Eye Institute for a voluntary placement. We encourage year 02 BSc and FDOD students to apply for national Vision Aid Overseas bursaries for our students to work for 2 weeks in Africa. Day of peer to peer teaching for 20 French final year optical students by 20 City optometry students. Visit of 16 Chinese Rising Star ophthalmologists to Optometry department, meet with research labs.
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<th>Primary Care [Practice Nursing], BSc (Hons) top-up/conversion programme Primary Care (Practice Nursing)</th>
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<td>A key aspect of role of GPN is to gain an understanding of the health and social care needs of the ethnically diverse general practice populations that they serve.</td>
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<th>BSc in Speech and Language Science</th>
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<td>Programme has a focus on the study of ‘Languages of the World’ and in this respect the orientation is international. In various modules, students engage in the phonetic study of speech sounds of a very wide variety of the world’s languages and as a result they obtain fundamental insight into the articulatory possibilities of Mankind. This approach opens students’ eyes to linguistic diversity.</td>
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<th>MSc/PGDip in Speech and Language Therapy</th>
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<td>The programme supports students in developing global outlook in a number of ways. The fact that a number of members of staff (as well as a proportion of students) come from different countries and share their different perspectives means that the outlook is not exclusively UK centric. We also have visiting lecturers through, among other, the Erasmus programme, which has exposed students to varied perspectives and approaches. Students (and graduates) are also encouraged to participate in experiences overseas, including the City Cambodia project and the Kyaninga Child Development Centre (Uganda).</td>
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BA English
In 2017-18 we diversified our curriculum, introducing 2 new modules (EN1007 Post colonialism and EN2007 Reading London 2) and revising another (EN3008 Intercultural Studies) to incorporate post-colonial perspectives on writing in English and on the broader culture.
We offer a module at Stage III, Global English and English Language Teaching (EN3007), which introduces students to English as a global spoken language and the possibilities of a career teaching English abroad.
We have invited a series of speakers from international and ethnically diverse backgrounds. For e.g., last year Chimamanda Ngozi Adichie, the garlanded Nigerian writer (who has also lived in the US and UK) spoke to an audience of nearly 400.

SASS has a highly diverse international student body and it seeks to ensure that all students have the opportunity to gain international experience through studying overseas. The School is currently offering sandwich year options, with European Erasmus+ partnerships and a growing portfolio of exchanges in the US, Canada and Australia.

The School is committed to providing a truly global experience and to adequately supporting students going on international exchanges. Exchanges are coordinated by the Associate Dean for Global Engagement, and managed by the Exchange and Placements Office who follow a clear set of procedures, processes and structures for support. These include:
- Aligning closely with new and existing University-wide mobility partnerships
- Conducting better due diligence on prospective partners
- Seeking broader mobility arrangements, beyond bachelor's level where possible
- Further development of improved information booklets, advice services and communication methods
- Structured support throughout outgoing exchanges
- Reviewing the calendar of interventions in student progression regularly
- Structured development of information supports, drop-in sessions, booklets, online supports for interested students in outgoing exchanges
- Further development of interview procedures to facilitate minimisation of student withdrawal from exchanges
- Development of detailed information lectures on international exchanges.
- Enhancing post-exchange reflection and employability activities – opportunities to understand and build on the skills developed whilst on-exchange and how to relate these to future employers.

BSc International Politics; BSc International Politics and Sociology; BSc International Political Economy; BSc Politics
Has a highly diverse international student body and it seeks to ensure that all students, have the opportunity to gain international experience through studying overseas. The School is currently offering only sandwich year options, with European Erasmus+ partnerships and a growing portfolio of exchanges in the US, Canada and Australia. The School is committed to providing a truly global experience and to adequately supporting students going on international exchanges. See BA English above for details of exchange coordination and support structures.
**BA Journalism**

SASS benefits from a highly diverse international student body and it seeks to ensure that all students, UK, EU, international and widening participation, have the opportunity to gain international experience through studying overseas. The School is currently offering sandwich year options, with European Erasmus+ partnerships and a growing portfolio of exchanges in the US, Canada and Australia.

Journalism students have the option to spend their third year studying with one of our foreign exchange partners in destinations including Canada, Australia, the US, Hong Kong, France, Denmark, The Netherlands, Turkey and South Korea. As a result of the promotion of the exchange programme at events in which returning students are heavily involved, journalism has the highest percentage of students going on exchange than any department in SASS. Last year 13 students, around a fifth of the cohort, applied to study abroad.

The School is committed to providing a truly global experience and to adequately supporting students going on international exchanges. See B.A. English, above, for details on exchange coordination and procedures, processes and structures that have been set up.

**BMus Music; BSc Music, Sound and Technology**

A global outlook is in the first instance fostered by the diverse origins, research interests, and international engagement as performers and scholars of the Department of Music’s academic staff. This includes fieldwork on Iranian music, solo piano recitals at venues throughout the world, performances of Eastern European sacred vocal traditions on two continents, and regular creative collaborations by composers with colleagues abroad that informs the content of core and elective modules, as well as the content of concerts offered for City students and the wider community. We also have offer an international cast of artists and scholars as guest performers (notably in our Tuesday evening public concert series) and speakers. This past year we opened up a new collaboration with the University of Paris, with singers from City journeying to France to participate in a joint performance of the German Requiem by Johannes Brahms. Three BMus students studied abroad as international exchange students and we continue to promote such exchanges for the future in a range of ways, including

SASS benefits from a highly diverse international student body and it seeks to ensure that all students have the opportunity to gain international experience through studying overseas. The School is currently offering only sandwich year options, with European Erasmus+ partnerships and exchanges in the US, Canada and Australia.

The School is committed to providing a truly global experience and to adequately supporting students going on international exchanges. See BA English for details on exchange coordination and procedures, processes and structures that have been set up.
BSc Psychology; BSc Psychology with Cognitive and Clinical Neuroscience; BSc Psychology with Counselling and Health Psychology; BSc Psychology with Child Development; BSc Psychology with Organisational Psychology and Behavioural Economics; BSc Criminology and Psychology

Psychology has highly diverse international student body and seeks to ensure that all students have the opportunity to gain international experience through studying overseas. The School is currently offering only sandwich year options, with European Erasmus+ partnerships and a growing portfolio of exchanges in the US, Canada and Australia. The School is committed to providing a truly global experience and to adequately supporting students going on international exchanges. See BA English for details on exchange coordination and procedures, processes and structures that have been set up. Psychology has an international platform with many staff attending International conferences and reaching an international audience with their research.

BSc Sociology; BSc Sociology with Quantitative Methods; BSc Sociology with Psychology; BSc Sociology with Psychology and Quantitative Methods; BSc Media, Communications and Sociology; BSc Media, Communications and Sociology with Quantitative Methods; BSc Criminology; BSc Criminology with Quantitative Methods; BSc Criminology and Sociology; BSc Criminology and Sociology with Quantitative Methods; BA Cultural and Creative Industries (Programme suspended – Year 3)

While the majority of our students are from Greater London, they have complex needs and come from a variety of cultural and international backgrounds. Sociology has highly diverse international student body and it seeks to ensure that all students have the opportunity to gain international experience through studying overseas. The School is currently offering sandwich year options, with European Erasmus+ partnerships and exchanges in the US, Canada and Australia. The School is committed to providing a truly global experience and to adequately supporting students going on international exchanges. See BA English for details on exchange coordination and procedures, processes and structures that have been set up.

SMCSE UG

BEng Civil Engineering / Civil Engineering with Placement; MEng Civil Engineering / Civil Engineering with Placement; BEng Civil Engineering with Architecture / Civil Engineering with Architecture and Placement; MEng Civil Engineering with Architecture / Civil Engineering with Architecture and Placement; MEng Structural Engineering / Structural Engineering with Placement

Students participate in an Engineers Without Borders project (usually) looking at improving sanitation in a developing country. Students have, and are encouraged to take summer internships and these are often overseas.

BSc (Hons) Business Computing Systems; BSc (Hons) Computer Science; BSc (Hons) Computer Science with Games Technology; MSci (Hons) Computer Science; MSci (Hons) Computer Science with Games Technology; MSci (Hons) Computer Science with Cyber Security

There are no specific schemes for student exchanges, or summer schools available as part of our UG programmes. There are examples of Study Abroad students attending some of the modules in our BSc and MSci courses. This helps our students network with the visiting students (and vice-versa), and share experiences about education, employment etc.
### BSc Mathematics; BSc Mathematics with Finance and Economics; BSc Mathematics and Finance

Mathematics is by its very nature a discipline that transcends national boundaries. Our student and staff body is very international. This provides our students many opportunities to interact with fellow students from other countries, with very different cultural backgrounds. This creates a multinational environment that enriches the student experience, as students are confronted in their daily university life with different cultural and academic backgrounds and styles of teaching.

### BEng Electrical & Electronic Engineering; MEng Electrical & Electronic Engineering; BEng Biomedical Engineering; MEng Biomedical Engineering; BEng Computer Systems Engineering; BEng Engineering with Management and Entrepreneurship; BEng Electrical & Electronic Engineering (Avionics & Control) (including placement where present)

The EEE at City University London is proud to foster very close links with a number of leading institutions around the world. Currently, the most important links are with Universities in China: the Nanjing University of Aeronautics and Astronautics and also with the Jiangsu University of Science and Technology. Other links included Massey University in NZ through the EU-NZ mobility programme, a strong exchange programme with the Syracuse University in the US and collaboration with the University of Seoul, South Korea. Our students have taken the opportunity to study abroad in those Institutions.

### BEng Aeronautical Engineering; MEng Aeronautical Engineering; BEng Mechanical Engineering; MEng Mechanical Engineering; BEng Engineering; MEng Engineering

Engineering is a global industry and we aim to train and develop our students to be able to work in every corner of the world through our curriculum development and maintaining international recognition of our programmes. Our engineering design projects are specifically focused on problem solving and providing solutions to engineering challenges faced by the world. We encourage students to develop a global perspective of engineering and connect with students internationally through the following social networks:

- Engineers without Borders (EWB) design project
- City Engineering Facebook
- Ingenious Engineering Tumblr blog

### LAW UG

**Graduate Diploma in Law**

The course is mainly domestic in focus in terms of the law taught because it only aims to equip students to prepare for legal practice in the UK (although EU practice is possible with some additional study). We do get around 25% non-UK students (split evenly between EU and non-EU) nevertheless. We want to help this group acclimatise better and will introduce a session on comparative law and institutions to this end. The course content has EU law as the main comparative source but there is also foreign law in the Public Law, Equity and Tort fields which look to Commonwealth sources on some topics.
**GELLB**

The GELLB programme has strong international element, with the majority of the students being international, particularly from North America. The Programme Director and Course Officer have liaised with and facilitated the work of the Canadian-American Student Association. The students both during and after their degrees are supported in seeking international placements and work opportunities, including placements in continental Europe, as well as North America. Law has international staff able to share their perspectives, experiences and professional connections, with some specialising in various aspects of private or public international law with strong international networks.

**LLB**

Has diverse and international student body.

Student Exchanges: through Erasmus and with non-European institutions.

The restructured LLB considered the ways these opportunities could be expanded. This has resulted in students from year 2 and can opt to take one term abroad and year 3 students also a term or a full academic year.

Extra-Curricula Activities: Alongside the general CLS student law society, there is the Canadian Law Student Society. A large number of our international students are members of a number of cultural and national societies the Student Union.

During induction, students take part in the ‘Exploring the Law’ exercise in which they visit for London sites that relate to law, allowing international students to become familiar with London, both as a legal and as an international city. Students from all parts of the world to share their experiences with each other, and this exchange of experiences and/or a comparative focus is often reflected in short ‘blogs’ they write after the visits.

**LLB Legal Practice**

This occurs through the nature of the modules studied on the programmes. There are no international student exchanges.

Relocating the apprentices’ monthly tuition days to Northampton Square provides opportunities for students to socialise with City’s diverse and international student community.

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**CASS UG**

**BSc Actuarial Science; BSc Actuarial Science with Business Placement; BSc Actuarial Science with Study Abroad**

Students have the opportunity to take extracurricular language courses.

Students can spend a sandwich year on Study Abroad between their 2nd and final year.

Some students spend a year out on Business Placement at a company abroad or a multinational.

**BSc Banking and International Finance (BIF)**

Undergraduate programmes at Cass and BIF in particular share a common focus towards a global perspective. Students a) have an international curriculum and are taught international finance, international regulatory rules, international banking, risk management etc., b) are offered a wide international exchange programme, c) are offered placement with multinational corporations, d) can engage with the existing summer school and e) the language centre offers a variety of languages to expand students’ linguistic skills.
Business Studies
Students are encouraged to do a Replacement 2nd Year in a partner university, or undertake the sandwich year option in placement or in another university. From 2018/19, we also allow students to take a replacement term abroad. A number of exchange students come to Cass, and our students are encouraged to form groups with them for coursework and presentation tasks.

BSc Finance (Fin)
Undergraduate programmes at Cass and the Finance in particular share a common focus towards a global perspective. This comes in different forms. See BSc Banking and International Finance (BIF) above for details.

BSc Accounting & Finance
International student cohort (over 40 nationalities in 2017/18). Students are placed in coursework groups with classmates from different countries (e.g. in the Professional Skills module) to expose them to working in multi-cultural groups from their first term. All students eligible to attend the 1-year sandwich exchange programme with university partners from across 20+ different countries or shorter summer schools. Each term new exchange students from our partner universities come to study at Cass and interact with our students. The Cass UG study abroad office runs a Study Abroad fair every autumn to advertise opportunities to study abroad. Teaching is multi-cultural and utilises methodologies reflecting their cultural heritage. Some students opt for summer internships or year-long placements abroad, whilst international students seek internships and placements in the UK. We have modules which offer an international perspective, e.g. International Business Environment. Core modules, like Intermediate Financial Accounting 1, include discussion about the global market for accountancy and how accounting is practiced across various jurisdictions.

BSc Investment & Financial Risk Management
Cass undergraduate programmes, and the IFRM in particular share a common focus towards a global perspective. This comes in different forms. See BSc Banking and International Finance (BIF) above for further details.

BSc Management
Highly international cohort, with students from countries as diverse as Germany, Vietnam, India, and Sweden. Group work in the first year activity ensures a measure of diversity so that working as part of an international group becomes an integral component of the course. For the consultancy assignment, final year students have the option of choosing which colleagues they would like to work with, subject to a certain level of diversity within each group. Very international student body, and an excellent relationship with INTO who provide foundation courses aimed at students who need to supplement qualifications from their own countries, facilitates this.
There are opportunities to study abroad: replacement term and sandwich year. There is an option to combine two study-abroad sessions, or a study-abroad session and an international placement in industry. International Business is one of the specialist pathways within the new Business Management degree.
Q2. In what ways do you embed internationalisation in the curriculum for your programme? Please give specific examples/case studies.

<table>
<thead>
<tr>
<th>Course Documentation, Course Content, Mode of Delivery, Assessment and Support Services</th>
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<tr>
<td><strong>SHS UG</strong></td>
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<tr>
<td><strong>BSc and PG Dip Adult Nursing</strong></td>
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<tr>
<td>Erasmus program (Cordoba, Spain and Karolinska Institute, Stockholm, Sweden) for clinical placement. Students from Karolinska Institute came on a practice placement with our practice partners. A lecturer from Karolinska Institute is teaching on the HSM043. Bi-directional student exchange with Hong Kong POLYU.</td>
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<tr>
<td><strong>BSc (Hons) Speech and Language Therapy</strong></td>
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<tr>
<td>Materials that are provided to our students are written in a way that is clear and accessible to all students. All assessment specifications and materials are reviewed in the Assessment Forum to ensure they are appropriate. The nature of the BSc SLT programme, where students are trained to consider a client that they will work with in a holistic way, lends itself to developing a broadminded approach, an understanding, respect and empathy for other people, their culture, values and ways of life. These core values that underpin the programme have been endorsed by the HCPC (Health and Care Professions Council) and RCSLT (Royal College of Speech and Language Therapists).</td>
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<tr>
<td><strong>BSc Health and Social Care</strong></td>
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<tr>
<td>Though the programme is open to international students, the students so far have come exclusively from the UK. After graduation students are likely to stay in the UK and seek employment within the NHS or other UK-based organisations. The programme’s content thus tends to focus primarily on UK-relevant issues. However, the international dimension is emphasised wherever appropriate, e.g. students are introduced to recent international health and social care-related policy thinking and developments. Module leaders and lectures are encouraged always to stress the international dimension of their topics, in terms of e.g. supra-national governance, differing policy and socio-political contexts, research evidence and case studies/examples of good practice.</td>
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</tbody>
</table>
**BSc (Hons) Radiography (Radiotherapy and Oncology) & BSc (Hons) Radiography (Diagnostic Imaging)**

Ensuring that learning Outcomes are written in a way that are clearly understood by all students. All learning outcomes were reviewed as part of the 2016 programme re-approval process with relevant PSRBs and subsequently in 2017 Periodic Review of provision.

In 2018-19, students will have the opportunity to attend seminars hosted at City with students studying a similar course from Indiana University. The aim of this is to encourage students to develop a global outlook with regard to radiography and radiotherapy by sharing practice experiences and critically reflecting upon differences / similarities. Students are encouraged to develop intercultural competence, particularly in relation to their practice placements. Throughout the programme, students are encouraged to adopt a broadminded approach to developing their understanding, respect and empathy for other people, their culture and values so that their clinical practice evidences a non-judgmental approach and advocates high standards of patient care aligned with PSRB expectations. Weekly tutorials provide opportunities for reflection of clinical experiences so that students can critically review their professional development and intercultural competence. In this way, students are supported to live and work successfully in an interdependent, multicultural and global world upon graduation.

A blended teaching, learning and assessment strategy ensures that all learners are offered the opportunity to engage with assessments and/or teaching styles providing opportunities to share different perspectives.

**BSc/ Graduate Diploma/ Postgraduate Diploma/ MSc Public Health (Health Visiting, School Nursing and District Nursing)**

The curriculum looks at international issues within the teaching. For instance within epidemiology the difference of morbidity and mortality rates between different counties are explored. As professionals in district nursing, health visiting and school nursing, successful students will work with users and staff from different backgrounds. The Professional Practice module in particular, which includes the 50% practice element of the programme, fosters a broad minded approach together with understanding, respect and empathy for other people, their cultural values and approach to parenting and health.
The existing nursing curriculum is based on a ‘relationship-centered approach to care’ (Tresloni and Pew-Fetzer Task Force, 1994) which is underpinned by six senses:

- Security – to feel safe
- Belonging – to feel part of things
- Continuity – to experience links and connections
- Purpose – to have a goal(s) to aspire to
- Achievement – to make progress towards these goals
- Significance – to feel that you matter as a person

As such, students undertake a variety of sessions throughout the curriculum that enable them to develop a broadminded approach, understanding, respect and empathy for other people, their culture, values and ways of life. These include for instance, a lecture on FGM from a health professional and survivor of FGM and the founder of the Revive Foundation http://www.revivefoundation.org.uk/. This provides students with the opportunity to hear how and why FGM is performed, females who are most at risk as well as the physical, emotional and psychological impact it has on victims of this practice.

In June 2017, the Programme Director for Children’s Nurses attended the European Cystic Fibrosis Society (ECFS) Conference in Seville and collected data from Health professionals’ worldwide on their experiences of communicating positive newborn bloodspot screening results to families. These data were the presented at the ECFS conference in Serbia in June 2018 and are currently being written up for publication in a peer-reviewed journal. These data have also been shared with students undertaking HS2043 to illustrate how this is an international issue that is of relevance throughout the world.

The following actions are taken to ensure that inclusivity is a practised with the mental health nursing curriculum:

1. Learning outcomes and assessment guidelines are regularly scrutinised to ensure they are accessible to all students, and represent a range of international and global perspectives where appropriate
2. Teaching staff to ensure that there is intercultural dialogue within seminar discussions, e.g., that all students are encouraged to participate. Students are encouraged to work within mixed cultural groups, and carry out intercultural peer evaluations, for example.
3. Teaching staff share what they notice about student participation, where there are ethnic and cultural splits within groups. This is to encourage students to think about their relationships and perceptions about each other.
4. Students are encouraged to conduct compare and contrast activities following elective placements for example, where students have visited other cultures. They can be encouraged to consider the strengths and limitations of differing cultural perspectives regarding mental health care.
5. Programme offers a range of culturally diverse placement areas including City and Hackney, Newham and Tower Hamlets. These enable the students to encounter a range of differing international and global perspectives and insights into the lives of service users from a range of cultural backgrounds.
### BSc Optometry
Awarded an Erasmus International Credit Mobility for 2017/18. This funding supported four City Optometry academics to spend one week at Hadassah Academic College (Jerusalem, Israel) in May 2018, where they worked with international academics, taught multicultural students and gained knowledge about the optometry curriculum there. They returned with perspectives that will add to the global nature of our own optometry curriculum.

### Primary Care [Practice Nursing], BSc (Hons) top-up/conversion programme Primary Care (Practice Nursing)
Students are exposed to international literature and research that influences and impacts on their role as a GPN. A number of examples follow.
In the students’ first core module of the programme (e.g. NM 3146 – Introduction to General Practice Nursing), immunisation teaching relates to World Health Organisation (WHO) priorities in concerning the target that all practitioners involved in national immunisation programmes should adhere to, i.e., at least 95% of a targeted population need to receive the relevant vaccine in order to prevent local outbreaks. Regarding the national immunisation schedule, the influence that the WHO strategy on viral hepatitis has had on new changes to the UK schedule is included in immunisation teaching.

### BSc in Speech and Language Science
In the Instrumental Techniques module, students apply analysis techniques to speech sounds in a wide variety of languages in the world, for e.g., analysis of vowels of Dutch and Zulu, which informs them about language-specific structures of vowel systems and their differences. These are then placed against the background of phonetic inventories of vowel systems so that they can understand the sound-producing capability of human beings.

Students learn about cultural sensitivities in collecting speech data by means of e.g. video and audio recordings and other instrumental techniques. In different cultures there are all kinds of sensitivities with respect to showing the tongue, touching the mouth etc.

### MSc/PGDip in Speech and Language Therapy
The curriculum is dictated by the guidelines of the HCPC and the RCSLT with the curriculum primarily focused on the national context, but with a strong emphasis on the importance of considering patients/clients form diverse national, cultural and linguistic backgrounds. This permeates all aspects of clinical training – for example when covering assessment of children’s language, alternatives to standardised assessments (unsuitable for non-monolingual English speakers) are discussed. This enables students to work in a variety of contexts – including potentially in international settings.

### SASS UG

### BA English
We participate in the university’s international exchange programme, although uptake for year-long exchanges is low due to the current portfolio of overseas universities offered by City, which is less attractive to our students, and also because of family and work-related obligations outside study.
We offer a module at Stage III, Global English and English Language Teaching, which introduces students to English as a global spoken language and the possibilities of a career teaching English abroad.
BSc International Politics; BSc International Politics and Sociology; BSc International Political Economy; BSc Politics

Internationalisation is embedded in the learning outcomes of the programmes. For example, BSc International Politics aims to “provide you with understanding of political globalisation through the development of transnational and trans-governmental relations”. BSc International Political Economy aims to “Analyse the different ways in which key economic and socio-political relationships inform, and are shaped by, national, regional, local and global structures of power and authority. BSc Politics aims to “Identify key differences in the political systems and institutions of a range of countries across the world, and have an appreciation of how these affect, and are affected by, local, regional and global, economic, cultural, religious, social and institutional forces”

Most modules deal with empirical issues whose scope reaches beyond the national boundaries and push students to gain awareness of global trends. Example, the learning objectives of the BSc International Politics and the BSc International Politics & Sociology are designed to provide students with the tools understand developments in global politics and relations between states and other actors at a transnational level (e.g. “International Relations Theory”, “Global Governance”), as well as modules exploring the politics of specific regions (e.g. “International Politics of the Middle East”)

The BSc Politics has an emphasis on the application of the comparative methods in order to shed light over political developments occurring in different countries and it includes a number of modules exploring political trends within and across different countries (e.g. “Comparative Asian Politics”, “Puzzles in Comparative Politics”). The BSc International Political Economy has a number of modules investigating the functioning of global markets and variations in economic and political institutions across countries (e.g. “Comparative Political Economy”, “States and Markets in the Global Economy”, “The Governance of the Global Economy”). The BA History includes a number of modules which explores the history of a number of countries and regions (e.g. “Comparative Empires in the Modern Era”, “Modern Germany: from Bismarck to Merkel”, “History of East Asia”).

Almost all courses include seminars and other student-centred learning activities which provide opportunities for students to share knowledge and interact in small groups. Both significant portion of our UG and PG students are international students. The interaction within class (e.g. joint projects, seminar discussions) and outside class allow our domestic and international students to share different perspectives. Our teaching staff is highly international, and our students are therefore exposed to a variety of perspectives and regional areas of expertise.

In most UG programmes students are given the opportunity of taking a language module for credits during the first year. Non-credit language modules remain available for all students during the remaining years. UG Students have the possibility of spending one year studying abroad in a different academic institution.

Summative assessment requires students to apply theories and concepts from the module to the analysis of specific countries or international events. We are diversifying the curriculum to ensure that students are exposed to a curriculum that reflects the diversity of international politics as an academic discipline, while also ensuring that our students have comprehensive education in the fundamental empirical and theoretical knowledge of the discipline. For example, Mustapha Pasha and Gurinder Bhambra, two academic leaders in curriculum reform provided us with guidance on diversification, followed with a teaching day in which staff engaged in sharing good practice and collaborative learning in implementing diversity awareness.
**BA Journalism**

In core modules, e.g., JO1202 British Media, group presentations allow students to share international perspectives of journalism. Work is underway to further develop the international outlook in JO1205 History of Journalism. Readings are being introduced to reflect post-colonial perspectives from India, Southeast Asia and Australia.

Our foreign language programme is a key part of the offering in the formal curriculum enabling our students to work successfully in a globally connected journalism. All students study a foreign language in year one and have the option of continuing language study in later years.

Several of our elective modules are led by academics with world-leading international research, for e.g.,
- JO2209 Reporting Conflict focuses on journalism’s successes and failures in covering war with the aim of providing a theoretical framework for outstanding journalistic practice. Students analyse the coverage of conflicts which followed global events such as the collapse of the USSR and the attacks of September 11th, 2001.
- JO2206 Humanitarian Reporting looks at the background to foreign reporting, in particular, the way western media cover the developing world. Students assess how the nature of this has changed in the post-cold war period and the digital era. Students are exposed to case studies involving foreign disasters and their media interpretation and changing patterns of foreign news coverage in the post war period, with particular reference to the developing world.
- JO3112 International News provides a critical understanding of key issues in the international news system today, and an appreciation of their historic context. Students evaluate political, economic, social and cultural factors that affect what international news is gathered and published and appraise the key ethical, academic and political aspects.

Around half of our students are recruited from outside the UK. Since group work is embedded throughout our curriculum, students are routinely involved in developing journalism projects with students from different cultures and backgrounds. This results in an international flavour to the practical journalism they produce, in particular in JO3109 APJ Print/Online magazine projects in which third year student’s work in groups to produce a print magazine and companion website.

**BMus Music; BSc Music, Sound and Technology**

Internationalisation is embedded in the UG curriculum from Induction Week prior to Year 1, when students have taster sessions with non-Western forms of musical performance and ‘sound walks’ sensitising them to the diverse soundscape of London as a global city. This continues in core modules such as Ensemble Performance – for which Indonesian Gamelan, Balkan Music and African Dance and Drumming are options – and the Year 1 BMus Music in Culture Sequence, which begins by considering ancient musical traditions around the shores of the Mediterranean. Elective modules such as Global Popular Musics sensitise students to a diverse range of global perspectives.

**BSc Psychology; BSc Psychology with Cognitive and Clinical Neuroscience; BSc Psychology with Counselling and Health Psychology; BSc Psychology with Child Development; BSc Psychology with Organisational Psychology and Behavioural Economics; BSc Criminology and Psychology**

Psychology has ++ Study Abroad and International students. Curriculum is designed to be open and accessible to International students. Researchers in Psychology contribute to City’s international standing. Our PhD trainees are representative of International Diversity. Strong intake of JYA students and although core methods and statistics modules cannot be offered to them due to pre-requisites of the BPS curriculum, many study our 3rd year electives.
**BSc Sociology; BSc Sociology with Quantitative Methods; BSc Sociology with Psychology; BSc Sociology with Psychology and Quantitative Methods; BSc Media, Communications and Sociology; BSc Media, Communications and Sociology with Quantitative Methods; BSc Criminology; BSc Criminology with Quantitative Methods; BSc Criminology and Sociology; BSc Criminology and Sociology with Quantitative Methods; BA Cultural and Creative Industries (Programme suspended – Year 3)**

Sociology is a global topic. Crime, media and sociology are global phenomena and many of our areas of research and topics of study address internationalisation and globalisation. As a department we also actively engage in internationalisation in the following ways:

- Student exchange programme at level two, so our second years get the option to study abroad if they wish.
- Two internationalisation officers within the department, one for teaching and one for research - responsible for developing our global and international partnerships.
- We have one of the biggest intakes of JYA students within the schools and actively encourage them onto our curriculum at all levels.
- Teaching day in March 2019 covers de-colonising the curriculum, e.g., including more readings from Southern Hemisphere within our modules.

**SMCSE UG**

**BEng Civil Engineering / Civil Engineering with Placement; MEng Civil Engineering / Civil Engineering with Placement; BEng Civil Engineering with Architecture / Civil Engineering with Architecture and Placement; MEng Civil Engineering with Architecture / Civil Engineering with Architecture and Placement; BEng Structural Engineering / Structural Engineering with Placement**

Engineering is based upon scientific principles which are universal. Students are encouraged to be creative during the design process but when they are required to produce design to a code they follow the European Standards. Teaching material contains examples and cases from all around the word as different areas of the world have different challenges that all Engineers should have an appreciation of.

**BSc (Hons) Business Computing Systems; BSc (Hons) Computer Science; BSc (Hons) Computer Science with Games Technology; MSci (Hons) Computer Science; MSci (Hons) Computer Science with Games Technology; MSci (Hons) Computer Science with Cyber Security**

Through Professional Liaison Unit (PLU), we support international placements for our students. Although a small number of students have taken these up in the past, the interest has grown over the last two years. In “Professional Development in IT” module (a core Stage 2 module for all our courses), an annual lecture – The IT industry and International Perspective – is delivered by Google. In 2018/19 PLU are starting work with Pagoda Projects (formerly known as Intern China) to facilitate placements in China. We are contributing with Prof Stanton Newman, the Vice-President International, within The Internationalisation Committee (at Home) to devise a plan to implement City’s Internationalisation Strategy. As a specific example, we are agreeing on the number of MoU (Memorandum of Understanding) we should target in 2019/20 and subsequently for SMCSE, to which the CS Department will contribute.

**BSc Mathematics; BSc Mathematics with Finance and Economics; BSc Mathematics and Finance**

Internationalisation is implicitly embedded in the Maths programmes in so far as Mathematics is oblivious to national boundaries or cultural differences.
Students are encouraged to develop a global prospective of engineering and connect with students internationally through social networks through the followings:

- Engineers without Borders (EWB) design project
- EGPR – European Global Product Realisation provide students the opportunity to work with teams from other European countries to design an industrial sponsored project concluding with a final workshop for showcasing and demonstrating the final designs by the various teams in one of the host countries.
- A variety of Stage 3 and Stage 4 Individual and Group Design Projects about sustainability in global issues.

In addition, we offer a BEng in Electrical and Electronic Engineering (Avionics and Control) specifically to students from Nanjing University of Aeronautics and Astronautics (NUAA). Our students mix with the students from NUAA in different modules and gain experience from the working practices of those highly qualified students, a majority of whom tend to be amongst the best students in the Department.

EGPR – European Global Product Realisation. This is a design project undertaken by our Stage 4 students as an M-level elective. City students work in a team with students from 4 European universities through video conferencing during the course of the design exercise, and present their finished product which normally takes place in a host country in Europe.

- IMechE Formula Student Competition – An annual international design exercise and competition for Stage 4 Mechanical Engineering students where they meet and compete at Silverstone against many teams from other universities all over the world.
- AIAA Design, Build and Fly – A design exercise and competition for Stage 4 Aeronautical Engineering students involving students designing, building and flying a radio control aeroplane with the aim to participate in the final competition with teams from many other universities all over the world.
- The theme of sustainability is embedded in our programmes through a number of modules in Stages 3 and 4 of our programmes

LAW UG

Graduate Diploma in Law

Beyond core subjects of EU and Public Law, students attend a number of international focused mooting competitions that help them engage with foreign students and legal systems, including the European Moot Court competition, International Arbitration Mooting Competition, International Arbitration Mooting Competition in Vienna, and the English-Speaking Union moot open to Commonwealth students. We plan to offer a session for non-UK students on the UK constitution and modern history to help them start the course in possession of this core knowledge which they will not have from their education.
**GELLB**

The curriculum is internationalised in two ways. Firstly, core modules, while focusing on qualifying students to practice law in this country, increasingly include international and comparative elements. For e.g., the first year core module in Constitutional and Administrative Law develops a range of comparative examples and approaches in investigating the structure and function of constitutions in order to show the difference of the UK system and highlight the increasing international influence on the domestic system. Constitutional law is often linked to international law, including EU law. The latter is both integrated in all core modules, despite the current challenges posed by Brexit, and taught as such. Secondly, the students are taught a range of elective courses in international law. There are courses in Public International Law, International Human Rights Law, International Criminal Law, International Trade Law, and International Arbitration. Students are also encouraged to participate in research activities which expose them to both international issues and international academics.

**LLB**

Despite focus on the common law, the LLB curriculum offers a wide range of internationally relevant courses which include a number of modules devoted to EU law, policy and practice beyond the ‘core’ requirement. Likewise, the LLB offers a relatively large number of international electives in the areas of human rights, international public and private law, international commerce, international banking and international trade. A number of international scholars are invited to present for which students are encouraged to attend and are offered the opportunity to hear perspectives that differ from those prevalent in England and Wales.

**LLB Legal Practice**

Modules studied in year 2 particularly embed internationalisation in the curriculum as EU Law is an in depth study of EU institutions, laws, procedures and the UK’s relationship with the EU. Similarly, Constitutional and Administrative Law focuses on an international themes through the study of human rights, the relationship between EU law and parliamentary sovereignty and the European Court of Human Rights. In the context of Brexit, students have found the module fascinating and they have engaged fully with the impact of international jurisdictions upon the UK’s constitution and governance.

**CASS UG**

**BSc Actuarial Science; BSc Actuarial Science with Business Placement; BSc Actuarial Science with Study Abroad**

The curriculum contains several mathematical subjects. By its nature, mathematics has a uniform approach such that students with a weaker command of English can still be successful in such modules. Wherever possible, we comply with actuarial notation that is internationally accepted and recognised. This applies in particular to the modules AS1201 Financial and Investment Mathematics, AS2205 Contingencies and AS3205 Advanced Contingencies. Students are able to largely chose their own final year project topic (as long as it is relevant to the degree and a supervisor can be found). Several international students choose a topic related to their home country, e.g. a pension scheme, social security, or medical.

**BSc Banking and International Finance (BIF)**

BIF is a very practical course and hence the multinational aspect of the curriculum is demonstrated in various ways across different modules. For e.g., when taught a) financial institutions, the emphasis is not only on the UK market, but also on other financial hubs such as NY, EU, Asia, Japan etc. b) risk management, the focus is on all international regulatory frameworks such as Basel, Solvency II etc., c) international finance, the course covers all aspects of multinational trade, d) bank management, the module embraces frameworks from the international banking community. Almost all modules in finance have an international aspect, since finance have overcome the national geographic barriers and is a practice/arena within the global markets.
<table>
<thead>
<tr>
<th><strong>Business Studies</strong></th>
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<tbody>
<tr>
<td>Two elective modules, European business culture, and European Studies are offered as elective to Part II students. International financial management is also offered as an elective in Part III.</td>
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<td>Please see BSc Finance (Fin) above which addresses this question.</td>
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<tr>
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<tr>
<td>IFRM is a very practical course and the multinational aspect of the curriculum is demonstrated in various ways across modules. See BSc Finance above for details.</td>
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<th><strong>BSc Management</strong></th>
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<tr>
<td>A number of elective modules with an international emphasis are offered, e.g., international financial management and international human resource management. At both stage 2 and stage 3 there are options which focus on European issues. It is apparent that many students consciously choose to take options such as European studies, and value the resultant international outlook. Modules covering subjects such as management science and strategic management give students a range of tools which they can apply in a number of different contexts. Many students choose to use these tools to gain new insights into management issues in their home countries. This also applies to the Final Year Project and the two highest marked projects in 2018 both came into this category, one referring to management challenges in Bangladesh and one to Romania.</td>
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| **The Millcaster Global Industries simulation used in first year is based around a company with its headquarters in the UK and operations spread around the world. Global challenges, such as how to deal with changes in legislation introduced by the Chinese government, are embedded in the simulation. The potential use of technology for communication across national boundaries is explored, along with the implications for a manager on call wherever they are and would need to have access to the data for decision making.** |