

EMBEDDING GLOBAL OUTLOOK AS A GRADUATE ATTRIBUTE AT LEEDS BECKETT UNIVERSITY

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Embedding a global outlook as a graduate attribute at Leeds Beckett University



Key points:

This document sets out to support course teams in their work to align the broad graduate attribute of a global outlook with course and module development and review based on the [Course Development Principles](#). A global outlook is most relevant to the principles concerning key concepts, a strong course identity, an inclusive environment, and activities linked to student experience. Further information about inclusive assessment and course design can be found in the [Inclusive Assessment guidance for academic staff](#) and through the use of the [Inclusive Course Design tool](#).

- A global outlook is concerned with enabling effective and responsible engagement in a multicultural and globalising world. It comprises two broad and interrelated dimensions: inclusivity and global relevance.
- A global outlook carries forward our work on internationalisation, encompassing as it does cross-cultural capability and global perspectives.
- It is not expected that global outlook will be visible in learning outcomes in every module. However, as with the University's other two graduate attributes, a global outlook is to be embedded throughout the curriculum, explicit within learning outcomes, constructively aligned within course content, activities, and assessments, and progressively developed across levels of study. It is important that both components of the global outlook attribute (i.e. inclusivity and global relevance) are embedded appropriately in course and module learning outcomes at every level.

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Introduction

This document provides guidance to course teams on embedding a global outlook within the curriculum. It offers specific guidance on the framing of course and module learning outcomes which synthesise and embed a global outlook *within* the discipline and the specific course. This is premised on the view that through the process of constructive alignment, the learning outcomes will drive and shape appropriate approaches to learning, teaching and assessment. By setting the work in the context of curriculum internationalisation, a project that many colleagues at our University have been progressing for several years, it shows how the refocusing of the curriculum, and, in particular, the graduate attribute of a global outlook, enables us to embed that work more deeply within each student's programme of study.

There are companion guidelines for our digital literacy and enterprise attributes, and a further set of documents offering suggestions for helping students to develop each of their graduate attributes.

What a global outlook means to students

If students are to engage with developing their global outlook, we need to be able to articulate not only what it is, but *why* it is important to them. This is a draft generic statement, which could be adapted for specific subjects.

The world in which we all live and work is (increasingly) culturally diverse and globally interconnected. Gaining a global outlook will help you to navigate this world by, for example:

- Developing your employability skills to fit multicultural and global employment environments;
- Helping you locate your own values, skills, attitudes within international and multicultural contexts;
- Enabling you to identify sustainability issues and solutions in your discipline and your professional life;
- Enabling you to work and live effectively with peoples of different cultures, locally and globally;
- Helping you respond to global events in ethical, confident, and informed ways;
- Enabling you to access and evaluate information and activities from a variety of sources and perspectives;
- Equipping you with valued capabilities when competing for jobs.

Defining a 'global outlook'

Enabling effective and responsible engagement in a multicultural and globalising world

A global outlook builds on our University's leading work on curriculum internationalisation by encompassing cross-cultural capability and a global perspective. When related to a programme of study, a global outlook involves the *capacity* and the *inclination* to bring considerations prompted by living, working and sharing a planet with people with different belief systems, habits of existence, life experiences, capabilities and aspirations to bear on issues and actions related to the discipline and its application. It is important to stress that in focusing on the global, the local is not forgotten; rather, local issues and local actions are set within the global context.

A global outlook implies curriculum content, delivery and assessment which embed inclusivity and global relevance throughout the learning experience, contextualising both appropriately within the subject area and each student's programme of study.

Such considerations are key to enabling graduates to make their way in the world in an age where working and social lives are enacted among diverse peoples and/or across diverse places, and where safeguarding 'environmental, social and economic wellbeing, both in present and for future generations' (QAA, 2014: 5) are of concern to all. The sort of questions that a global outlook will prompt and support a student in responding to are:

- how does [this issue or action] look to, or impact upon, somebody living in a different country, on a different continent, etc?
- how does [this issue or action] look to, or impact upon, somebody living locally who has a different belief system and culture, etc?
- how is [this issue or action] impacted by concerns or events in other global contexts?
- how will the way I respond to [this issue or action] impact upon the way others see it/respond to it?
- how could [this issue or action] be approached to achieve greater environment sustainability and/or wellbeing locally and globally?
- how does my own culture represent, judge, value [this issue or action] (and how much of my 'personal' response is, in fact, based unthinkingly upon that cultural one)?
- how is [this issue or action] dealt with by relevant institutions, industries, governance or political structures elsewhere?
- how I can communicate, live, study and work effectively among such diverse peoples?

- what are the practical, ethical, social, professional and personal consequences of [this issue or action] for a diverse local and/or global community?
- what are the practical, ethical, social, professional and personal consequences of [this issue or action] in terms of global/local sustainability, social justice, cultural degradation, etc?

Course teams will be able to define how a global outlook relates directly to their own students and might find the suggested achievements by academic level helpful in embedding this attribute.



Embedding a global outlook ‘deeply’ across the curriculum

To embed a global outlook across the curriculum, the issues and actions that it encompasses need to be drawn from/related back to the subject matter being studied, not viewed as an add-on or peripheral matter to be ‘dealt with’ elsewhere.

Indeed, it is important that both components of the global outlook graduate attribute (global relevance and inclusivity) should be embedded at every level. (Bosanquet et al, 2012)

Developing a global outlook is not about the introduction of extra content, it is about how we **locate** current content. So, for example, global relevance does not imply ‘teaching’ computing students about differential global wealth (necessarily), but it might involve asking them to address in a project how a software program could be developed to run efficiently in a context where memory capacity is low, internet access is limited, bandwidth is small, and electricity is only available when the generator is switched on. This might also involve them identifying a specific location where this would apply.

Alternatively/additionally, students in the same project might be asked to develop a software program which included tools to measure the carbon footprint of a business action (for example). It may be that some modules do not readily lend themselves to the global relevance dimension, but it seems unlikely that most modules within a student’s full programme of study could not, or should not, be seeking to embed elements of this.

The inclusivity component clearly applies across the board without exceptions if we are to provide a ‘level playing field’ and support full equality for all our diverse student body. To embed a global outlook in this way requires careful work at both module and programme/course levels. The requirement is for all to ensure our graduates achieve the attributes promised to them as an entitlement by the University should ensure that a global outlook finds expression in course/programme aims and objectives, which are then given concrete form as appropriate in module aims, objectives, learning outcomes, content, delivery and assessments. The starting point for this work lies in the considerations of course identity but will find its strongest expression in the learning outcomes which define how that identity is to be manifested by the students, and which go on to drive the learning experience.



Examples of learning outcomes to encompass a global outlook

As noted in the introduction, this document is focused around learning outcomes because these are seen, through constructive alignment, to be the drivers of content, delivery and assessments within any 'good' module design. The discussions in other sections point towards potential generic learning outcomes which relate to a global outlook. A few examples follow, prior to a review of work undertaken by the global outlook project team to illustrate how more subject-specific learning outcomes, drawn from existing course documentation, might be modified to incorporate diversity and global dimensions.

Examples of Generic Learning Outcomes

A few examples of more generic outcomes are given for illustration only. It is not being suggested that these should be adopted, nor that all would be suitable for particular disciplines.

Students will be able to [make appropriate subject-specific substitutions to the bracketed sections]:

- explain how [specific aspects of practice] impact upon the lives of people locally and in diverse global contexts
- critically review [current UK practice] through reference to practice in [two] other countries
- present an analysis of [the subject] appropriately for an audience of diverse cultures and first languages
- make a significant positive contribution as a member of a multicultural/international team work project
- effectively conduct primary research involving participants from a range of cultural backgrounds
- synthesise a range of international data sources as the basis for an analysis of potential problems and benefits associated with [the expansion of this practice]
- evaluate the environmental impact of [a subject-specific activity] in contrasting international contexts
- critique the themes presented in [this area] from [two] alternative international perspectives
- find commonly acceptable ethical and future-facing solutions to complex global problems relating to [this area]
- present a critically reasoned and respectful argument in favour of one specific socio-cultural response to [this area]
- detect bias, stereotypical thinking and prejudicial opinion in published material relating to [this issue]

- advance creative solutions for [this problem] which demonstrate appropriate consideration of at least one global (non-UK) context in which they will be applied.

Examples of Specific Learning Outcomes

The examples below illustrate how specific learning outcomes, adapted from existing course documentation, might be modified to embed elements of a global outlook.

This is not to suggest that the original learning outcomes are inappropriate, ill-phrased or in any sense inadequate as they stand in their original context, but these 'living' examples helpfully illustrate some ways in which aspects of a global outlook might be embedded. Two particular issues are worth noting – that of being explicit, and the question of whether or not all learning outcomes/modules will lend themselves to incorporating aspects of a global outlook.

Issue: Are 'international', 'cross-cultural', 'inclusive' (etc) already inherent/implicit/assumed in the subject area?

The project team had a great deal of discussion about this – with strongly held views that we might be seen as stating the obvious, and potentially come across as ignorant of the discipline or patronising towards colleagues (and students). The main questions our discussion revolved around were:

- Are any such implicit assumptions understood by students (i) relatively new to the discipline? (ii) coming to study at the university from other international/cultural contexts?
- Might members of a course team coming from different cultural/educational backgrounds or professional contexts recognise these as implicit when they join a course team?
- Are they understood to be implicit to external stakeholders outside the discipline (e.g. university QA, parents, industry)?
- If they are not explicit within the learning outcomes, are we able to require such perspectives within an assessment?
- Should such issues be made explicit at course level rather than (or in addition to) module level learning outcomes?

Are there learning outcomes which (legitimately) do not lend themselves to the inclusion of a global outlook?

While we felt that much could be done with many learning outcomes, we did come to a clear position that not every learning outcome and not every module would lend itself to the explicit development of a global outlook.

- It is not necessary to facilitate a global outlook in all learning outcomes or even in all modules – but it needs to be addressed:
- within a course, AND
- across each level, AND
- developmentally – progressing over levels, reflecting progression in course learning outcomes (see below re ‘developmental’).

To illustrate the point that a global outlook is not limited to ‘international’ knowledge, the first examples are adapted from a single subject which is already highly international in its focus

Original Learning Outcome Students will be able to ...	Modified Learning Outcome Students will be able to ...	Comment
Analyse market opportunities in the international business environment	Analyse market opportunities in two contrasting international business environments	There is scope in the original LO to assume homogeneity across international business environments, and no <i>requirement</i> to seek out differences which might set markets apart. In this case, we have limited it to two environments to encourage ‘deeper’ engagement, but, of course, it might be that a broad range would be more appropriate for the module/cohort/level.
Interpret processes used by international marketers	Interpret processes used by international marketers in contrasting market segments	Within the original LOs, students could (legitimately) focus their work among a wealthy élite – the revised LOs encourage students to consider more diverse local and/or international contexts. Students gain opportunities to critique some processes against others. Just as the example above limits the task to two
Investigate a range of international marketing strategies	Investigate the environmental issues relating to a range of international marketing strategies within different socio-economic and cultural context	environments, each of these could be quantitatively limited without losing the more global outlook.
Evaluate the impact of key international issues in marketing	Evaluate the impact of key issues in marketing in contrasting cultural contexts	
Design and implement a market primary data collection instrument	Design and implement a market primary data collection instrument which takes account of the diversity of the target population	

The following are examples where multicultural/international dimensions are very likely to be assumed/inherent/understood/deeply embedded in the discipline/profession – and which are here modified only to make this explicit and transparent to all stakeholders

Original Learning Outcome Students will be able to ...	Modified Learning Outcome Students will be able to ...	Comment
Debate the ethical responsibilities of science in society with reference to current issues	Debate the ethical and environmental responsibilities of science with reference to current issues in a multicultural society	The location of ethical issues in a multicultural society might be implicit, but making it explicit directs students' attention and makes it less likely to be overlooked when devising content/assessment.
List the different components of fitness and evaluate their contribution to functional capacity	List the different components of fitness and evaluate their contribution to functional capacity with appropriate reference to issues of race, gender and cultural contexts	This is an example of how this LO might be altered to explicitly address the social and global objectives, though it is understood that, given work at earlier levels in this subject, existing students would recognise this as inherent within the original LO.
Consider how different kinds of bodies [for example, fat, thin, old, impaired, sporty, 'fit'], and their various meanings, are socially constructed	Consider how different kinds of bodies [for example, fat, thin, old, impaired, sporty, 'fit'], and their various meanings, are socially constructed by different communities	This is an example of how this LO might be altered to explicitly take into account different local or global communities and their socio-cultural constructions of the body, perhaps helping develop greater critical awareness of own culture 'norms'.

The following are from two highly UK-centric subject areas, where students are focusing on UK/English practice. The modification can be seen to enhance skills and/or critical understanding of the core subject through the 'external' element

Original Learning Outcome Students will be able to ...	Modified Learning Outcome Students will be able to ...	Comment
Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions	Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions to a client accustomed to operating in a different national context	In addition to considerations of the transparency and accessibility of their own communication skills, students will have to identify, and to think the conduct and regulation issues through more critically by having to put themselves in the shoes of someone from outside the UK.
Identify and describe issues which have been created and debated due to changes in the modern British education system since 1988	Identify and describe one or two key issues which have been created and debated due to changes in the modern British education system since 1988 with reference to contrasting practice in one other national context	This change has moved the depth of engagement required, and may have thereby lost a breadth which is required within the module. It has, though, brought students to engage with British issues/debates/changes from a more informed perspective – perhaps enabling them to view established norms from a more critical stance.

The following illustrates how what may be interpreted to refer to a local context ('the sector' in this case) can be given a more global and/or multicultural focus

Original Learning Outcome Students will be able to ...	Modified Learning Outcome Students will be able to ...	Comment
Review the role of the organisation within the changing context of the wider sector	Review the role of the organisation within the changing local and global contexts of the wider sector	The revised LO directs students to look specifically at both local and global contexts; in the original 'the changing context' (singular) may be interpreted to be more limited in scope.
Evaluate key issues, trends and initiatives in education, drawing upon the ideas of educational thinkers as relevant	Evaluate key issues, trends and initiatives in education as they apply to faith and non-faith schools, drawing upon the ideas of educational thinkers as relevant	The revised LO <i>requires</i> students to consider established educational thinkers in the context of (one aspect of) a diverse society. Adding this dimension not only situates dimensions of a global outlook in the work, but the evaluation now requires more critical consideration of the 'educational thinkers'.

The following are examples of LOs which it may not be possible or necessary to modify by including the development of a global outlook

Original Learning Outcome Students will be able to ...	Comment
Outline quantitative and qualitative research methods and techniques	<i>At this level ('outline')</i> , this does not need further development. However, as the student progresses, issues of appropriateness of (e.g.) interview 'techniques', differential ethical considerations and the like will require an ability to apply appropriately cultural knowledge, skills and attitudes in the selection/development of research methods/ techniques.
Reflect on their own learning, evaluating their performance and evidencing their learning and professional development	Although this could quite easily be modified, we noted that if other LOs <i>within the module</i> are explicit in their inclusion of intercultural/international dimensions, there is no need to change this one, as students will be reflecting upon these. We also noted, however, that this expectation would be explicit within the assessment task(s) and criteria associated with this LO.
Show an awareness of the basic features of a computer program and how they interrelate	While these may not lend themselves to a global outlook, other LOs for the programme/course at this level should develop appropriate attributes. By way of example, the two LOs below are taken from another module at the same level on the same course. We also commented that it would also be appropriate for learning and teaching strategies <i>within</i> this module to develop (e.g.) cross-cultural capabilities such as multi- cultural team working.

Original Learning Outcome Students will be able to...	Modified Learning Outcome Students will be able to...
Demonstrate an awareness of the range of professional, ethical and legal issues relevant to the professional environment of their discipline	Demonstrate an awareness of the range of professional, ethical and legal issues relevant to the global professional environment of their discipline.
Design and implement a project in a professional manner and evaluate the effectiveness of both product and process in addressing the original problem	Design and implement a project in a professional manner appropriate to the socio-cultural context, and evaluate the effectiveness of both product and process in addressing the original problem.

A global outlook at each academic level of study

The global outlook project team wondered if a taxonomy-type description of a global outlook might be developed. However, two considerations led us away from this:

- As course teams embed aspects of the graduate attribute *within* subject learning outcomes at both course and module levels, progressive development is dealt with concurrently.
- Different aspects of any graduate attribute are likely to be achieved with different levels of proficiency depending upon their relevance to the discipline/professional context – but given that caveat, graduating with a global outlook is a promise/expectation for all.

While avoiding a detailed taxonomy, the following can be considered *required achievements* for learning associated with a global outlook at each level of study. ‘Global contexts’ is taken here to include (but not be limited to) diverse local contexts:

At Level 4 students will be able to discuss:

- their individual socio-cultural values and practices
- the role of their discipline in diverse cultural and global contexts
- the impact of diverse cultural and global contexts on their discipline.

At Level 5 students will be able to evaluate and apply:

- their individual attitudes, values and skill set for diverse cultural and global contexts
- the social and environmental impact of diverse cultural and global contexts upon aspects of their discipline
- the impact of aspects of their discipline within diverse cultural and global contexts.

At Level 6 students will be able to apply their subject, work-based and generic life skills:

- in multicultural and global environments
- in ways which seek to contribute to global sustainable futures
- within a personal ethic which is informed by a critical awareness of diverse cultural and global contexts.

What sort of activity might be associated with developing a global outlook?

The project team spent some time considering how the graduate attribute of a global outlook might be reflected in student activity. As an illustration, we drew up the three potential entitlements below along with some examples of how each might be realised.

1. To have international or intercultural experience *as an integral part of your course*.

- On the ground, dependent on the student's choice of course, examples may include:
 - Campus-based intercultural/international learning activities:
 - Online team projects conducted with international peers/partners
 - Multi-cultural group work both online and face to face
 - Case studies located in diverse cultural/national contexts
 - Project work involving cross-cultural teams or located physically or virtually in culturally diverse local organisations
 - Situated learning experiences in overseas or multicultural contexts:
 - Work placements
 - International study tours or field trips
 - Volunteering/service learning in an overseas or a local intercultural context
 - Studying abroad on a student exchange programme

2. To have your intercultural and global learning recognised and accredited within your course.

On the ground, dependent on the student's choice of course, examples may include:

- Assessment tasks that encourage students to draw upon their own international/cultural experiences and social perspectives (see [Inclusive Assessment Guide](#))
- The facility to have prior or international/intercultural experience accredited within a programme of study.

3. To have a learning environment that recognises, respects and values diverse perspectives and experiences, and enables you to do the same.

On the ground, regardless of the student's choice of course, examples include:

- Drawing upon diverse international and cultural sources to frame your subject knowledge and competence. Embed this thinking into your assessment (summative and formative) and class discussion (online or physical).
- Working in respectful environments
- Developing your capabilities to live and work among diverse cultures and environments.

Appendices

Internationalisation of the curriculum and our graduate attributes

We are introducing three graduate attributes for all our students:

- a global outlook
- enterprise
- digital literacy.

Of these, the most obvious link to internationalisation of the curriculum sits within a 'global outlook', and this is discussed in detail below. However, it is also relevant to note that internationalisation of the curriculum also supports students in their journeys towards being more enterprising and digitally-literate. To be enterprising in a globalising world requires a global outlook on the plans one is developing, on intended 'products', on dealing with one's customers, audience, competitors, or partners – wherever they are from, however they live, whatever they hold true or valuable. Effective digital literacy in a globalising world also requires, for example, a global outlook on the contexts in which information technologies and their various applications might be applied – for example, issues of access, availability, political/social attitudes, local impact and legal restrictions.

An overview of curriculum internationalisation

Internationalisation of the curriculum has been a focus of much activity in UK higher education. Leeds Beckett started the journey before most, and our work on cross-cultural capability and global perspectives is regarded by many as a lead project in the sector (Jones & Killick, 2007; Killick, 2006). We can now embed this work more deeply throughout the curriculum as we progress the refocusing of the curriculum project. In this section, we set out to facilitate this by:

- reviewing the internationalisation of the curriculum rationale
- making the links between internationalisation of the curriculum and equality and diversity work more explicit.

Rationale

Some confusion persists around internationalisation of the curriculum activity in large part because it is focused on two distinct, though related, rationales. These can be summarised as ensuring that our curricula (objectives, content, delivery, assessment, etc) are both fully inclusive and globally relevant. (See the [Inclusive Assessment Guide](#) and the [Inclusive Course Design Tool](#)).

Both are encapsulated in the graduate attribute of a global outlook:

1. **inclusive** – non-discriminatory, appropriate, transparent, etc, for the wide range of students we recruit. While in internationalisation of the curriculum this work has tended to be directed towards ‘international’ students, the issues raised and responses required are no different in principle from those that surround working with any student. Each student is part of the diversity of the institution, and as such they benefit when we interrogate and improve our practice to best meet individual student needs and value individual student perspectives and contributions whatever their nationality, ethnicity, gender, etc. A similarly inclusive attitude towards ‘others’ locally and globally is encompassed in the graduate attribute of ‘global outlook’.
2. **globally relevant** – for all students graduating, seeking employment and going on to shape their personal lives in a multicultural, globalising world, with its increased connectivities, unpredictabilities and mobilities. In internationalisation of the curriculum work, the concern is to ensure the student sees how their discipline and the professions to which it relates fit into this rapidly evolving global context, and to equip them with attributes such as cross-cultural capability and global perspectives, which will enable them to ‘make their way’ responsibly in this world, professionally and personally.

These are both rationales which, in some way or another, have informed ongoing curriculum reviews anyway. A focus on internationalisation of the curriculum is not intended to suggest that there is not already much ongoing good practice which supports students. However, it is helpful to ensure that this work is explicit and transparent in order to recognise good practice, and to uncover what might be done even better. This applies to disciplines that might have a ‘natural’ tendency towards more inclusive practices or global perspectives because of their cohorts or their subject focus as much as it does to those more traditionally dealing with relative homogeneity and/or ‘culturally neutral’, technical subjects.

The links between internationalisation of the curriculum and equality and diversity

Inclusivity

Inclusivity, we know, is about much more than meeting legal obligations. It is not only about what ‘we’ (the institution) do, but also about what ‘I’, the individual employee and the individual student, do.

Internationalisation of the curriculum grounds these in our responses to international students. Too often such responses are couched in what has become known as the deficit model of the international student as someone who needs help, who is less capable, who has special needs. It is also very common to find international students presented as if they

themselves constitute a homogeneous group, rather than the richly diverse body they truly are. Those familiar with the discourse around, and responses towards, students with disabilities, black and minority ethnic (BAME) students, or any other 'under-represented' group will recognise these tendencies towards deficit and stereotypical models.

A significant move in the inclusivity agenda in internationalisation of the curriculum at our University are the explicit recognitions that:

- (i) international students are also individuals, each of whom will have strengths and weaknesses; and
- (ii) that these individuals carry with them perspectives and experiences to inform their peers and their area of study.

Within that mix of individuals, of course, some international students do have support needs; these might be any of the issues pertaining to non-international students: learning disabilities, family caring commitments, or weak information literacy, for example. However, there are also some issues that might be more commonly raised among international students (reflecting on any of these, however, will show that taking steps to address them might be of benefit to many other students, too). For example:

- needing written and spoken information to be delivered in clear English; where reasonable, for this to be made easily available – say, in advance of a lecture via the VLE, or as a handout given out at a seminar
- needing assessment practices, regulations, and criteria to be explained in ways that make sense to them; a particular example is that of 'plagiarism', which may be made more complex because of different cultural interpretations/practices, e.g. regarding veneration and 'knowing my place' as a student
- needing guidance on how to work in groups; needing monitoring/management when working in groups
- finding things which are contextualised to their own experience more easy to understand
- needing feedback on work to be couched in explicit language which gives clear guidance on how to improve as well as making clear what are the strengths of the work
- needing guidance on the unwritten 'rules' of university life – such as: "(When) can I approach my tutor or academic advisor in person?" (one example of practice that might need rather careful attention, given differences in individual practice among colleagues); or (more general): "What role does gift-giving play in student- tutor relations?"
- needing some sensitivity from staff and peers around norms, practices and values of the individual; this includes not assuming that the individual holds dear something which another student from that country/culture may hold dear (not all

Chinese students believe the 'collective' is more important than the individual; not all Saudi students believe women not wearing the burka are immodest, etc).

Inclusivity is not only about meeting needs; it is also about affording students equal respect and opportunity. Specific examples of this would include:

- valuing diverse perspectives and experiences brought into the course (whether in informal discussions, in seminars, or in assessed work, for example); enabling other students also to see the value in these
- providing meaningful integration into class/group activities (i.e. avoiding 'tokenism')
- building sensitivity towards/acceptance of/respect for different ways of working together
- utilising examples, case studies, literature and resources to be drawn from diverse national/cultural contexts.

It is in these, especially, that we begin to see how internationalisation of the curriculum, and equality and diversity agendas also link to global outlook.

For example, diverse perspectives and experiences relate as much to, say, sexuality as they do to nationality (perhaps even more so). But also, different cultures themselves bring different perspectives to bear upon and shape the experience of different sexualities. Responding appropriately to the diverse needs and lives and lenses of our home and international students, and valuing the contributions that diversity makes, can be understood as part of our own global outlook, and something to model to our students throughout their learning experiences.

Global relevance

A curriculum that has global relevance may look very different across subject areas, but will always recognise that this subject is being studied by students who carry out their lives, and will need to be enterprising and employable, and to understand the importance of contributing to the sustainability and wellbeing of local and global societies in their globally interconnected world.

Part of the distinctiveness we are offering our graduates through a globally relevant and inclusive curriculum lies in developing their ability to locate their discipline and their personal and professional lives in such a world.

The subject itself might be very UK-centric (one example might be British tax law) or might be considered devoid of cultural considerations because of its technical or scientific nature (one example might be human physiology). But in both cases, students will be living and working alongside people from different countries and cultures to research and apply their

knowledge. This might involve, for example, explaining a technical issue to someone whose own knowledge of/perspectives on the issue derive from a different set of practices, values or assumptions. This may suggest that in some modules a more global focus may not be required, as long as this is addressed elsewhere in the student's programme of study. This might well be the case, but it is always worth considering what value might be added through the inclusion of some examples drawn from beyond the UK. In the case of British tax law, for example, it may help the student to gain a critical perspective on a specific way a tax matter is dealt with in the UK by reflecting on its relative merits when compared to the approach of another country – that is, using an international context to deepen students' understanding of British tax law; at the same time, this can enhance more generic attributes such as thinking outside the box, questioning the status quo, recognising the validity of alternative points of view, understanding the environmental impacts of their actions, etc.

Some generic aspects of global relevance which could be appropriately applied to your subject area might be:

- How is this specific practice approached elsewhere?
- How does this practice impact upon people (landscapes, industries, health and wellbeing, etc) elsewhere?
- How is this practice impacted upon by people (landscapes, industries, health and wellbeing, etc) elsewhere?
- How would someone with a different belief system see this issue?
- How could this issue be presented/explained to someone with a different belief system?
- How could this issue be effectively communicated to people for whom English is a foreign language?
- How would somebody living outside the industrialised world see this issue/practice?
- How would this issue/practice look different if it had been developed with global rather than local consequences in mind?
- How would this issue/practice look different if it had been developed with local rather than global consequences in mind?

Notes on terminology

A global perspective: being aware of relationships between local and global actions and consequences, and having an appreciation of how decisions and actions which I am involved in personally and in my work may be seen by others.

Cross-cultural capability: the ability “to communicate effectively across cultures, to see one’s discipline and subsequent professional practice in cultural perspective, and to recognise the legitimacy of other cultural practices in both personal and professional life” (Killick, in Jones, 2010, p. 88).

Culture: used very broadly in this document to encompass not only nationality, ethnicity, etc, but also socio-economic-, gender-, sexuality-, age-based groupings, etc.

Service learning: a model in which local or international volunteering is directly linked to the learning outcomes/assessment of a module to enable the award of credit based upon learning derived from the activity. Service learning projects are set up in equal partnership with the hosting volunteer organisation to ensure real benefit to them, project sustainability, and appropriate management. Highly popular and widely researched across higher education in the USA.

References

For references and resources for further reading, see the [Global Outlook section](#) of the [Graduate Attribute Talis Reading List](#).

Original Project team (2014)

Viv Caruana

Carol Cook

Laura Dean

Stephanie Jameson

Elsbeth Jones

David Moore

Jayne Mothersdale

Catherine Sanderson

Editor: David Killick

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<https://teachlearn.leedsbeckett.ac.uk/teaching-and-learning/course-design/design-a-new-course/graduate-attributes/>

