Questionnaire on Internationalisation of the Curriculum (QIC)\textsuperscript{1}

\textbf{A Stimulus for Reflection and Discussion}

The purpose of this questionnaire is to stimulate reflection and discussion amongst teams of teaching staff about internationalisation of the curriculum in their PROGRAM\textsuperscript{2}. It is intended as an aid to identifying what is already happening and, where appropriate, what action might be taken to further internationalise the PROGRAM.

Internationalisation of the curriculum is ‘the incorporation of an international and intercultural dimension into the content of the curriculum as well as the TEACHING AND LEARNING [ARRANGEMENTS] and support services of a program of study’\textsuperscript{3}. This definition implies that an internationalised curriculum will:

\begin{itemize}
  \item Engage students with internationally informed research and cultural and linguistic diversity,
  \item Purposefully develop students’ international and intercultural perspectives - the knowledge, skills and self awareness they need to participate effectively as citizens and professionals in a global society characterised by rapid change and increasing diversity,
  \item Move beyond traditional boundaries and dominant paradigms and prepare students to deal with uncertainty by opening their minds and developing their ability to think both creatively and critically,
  \item Be supported by services focussed on the development of intercultural competence and international perspectives
\end{itemize}

The questionnaire looks at the context in which the PROGRAM is taught, as well as individual elements of the curriculum such as content, assessment and TEACHING AND LEARNING ARRANGEMENTS. Respondents are asked to locate different aspects of their PROGRAM on a continuum, like the one below, using the descriptors provided as a guide. At the end of the questionnaire respondents are asked to locate the PROGRAM as a whole on the continuum.

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A localised curriculum & & & An internationalised curriculum
\end{tabular}

NOTE: It is not necessarily desirable or appropriate for all aspects of all COURSES in a PROGRAM to be located at the same place on this continuum. One of the purposes of the follow-up discussion is to identify future goals in relation to internationalisation of the curriculum for the PROGRAM and develop a plan to achieve them, given what is already happening in individual COURSES across the PROGRAM.

\begin{center}
\textit{It is important that all program team members involved in the discussion have completed the questionnaire prior to the team meeting where the individual and collective responses will be discussed.}
\end{center}

\begin{footnotesize}
\textsuperscript{1} V13, 13/08/2011
\textsuperscript{2} Throughout this document expressions in upper case refer to common higher education concepts that often have different names in different universities. Please refer to the glossary at the end of this document for clarification.
\end{footnotesize}
Completing the Questionnaire

Program name .................................................................

There are 15 main questions in the questionnaire. There are also some questions ‘For further consideration’ related to each of the main questions. These questions will be discussed when the team comes together to share their individual responses to the main questions. However, you may want to think about your responses to the ‘For further consideration’ questions prior to that meeting. It should you between 30 minutes and one hour to complete the questionnaire, depending on the amount of detail you choose to include in explaining your answers.

In answering the questions, consider which is the most appropriate response for your COURSE or PROGRAM, as far as you know, at this time. If you think that your COURSE or PROGRAM best fits somewhere between two numbers indicate that on the scale.

On the continuum, 4 indicates a higher level of internationalisation than 1.

In the comments section associated with each question you should:
• make a note of why you have placed the item at the point you have on the continuum
• highlight any issues that have influenced your answer
• describe any changing circumstances
• list questions for further discussion around the item.

These comments will be important when you have the discussion with your colleagues in Step 3.

Before you start the questionnaire please take a few minutes to record your thinking on relation to the following question:

BACKGROUND

How important is internationalization of the curriculum in this PROGRAM?

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Why?
Rationale

1. How clearly is the rationale for internationalisation of the curriculum in this PROGRAM understood by members of the PROGRAM team?

1.1 Reasons for internationalisation of the curriculum in this PROGRAM are never discussed
1.2 Reasons for internationalisation of the curriculum in this PROGRAM are sometimes discussed but we never seem to reach agreement and so nothing happens
1.3 The rationale for internationalisation of the curriculum in this PROGRAM is frequently discussed and debated by members of the PROGRAM team
1.4 The reasons for internationalisation of the curriculum in this PROGRAM are understood and agreed by the PROGRAM team

Comments:

For further consideration

What, for you, is the most compelling reason to internationalise the curriculum in this PROGRAM?
COURSE Level – Learning Outcomes

2. In the COURSE for which you are responsible, how clearly defined and articulated are any international/intercultural learning goals, aims and outcomes?

2.1 No COURSE specific international/intercultural goals, aims and learning outcomes are defined
2.2 There are some desirable and intended international/intercultural goals, aims and learning outcomes but they are not explicitly described in the COURSE information.
2.3 The COURSE has clearly defined and articulated learning outcomes related to the development of international/intercultural perspectives and these are communicated to students and staff.
2.4 The COURSE has clearly defined and articulated learning outcomes related to the development of international/intercultural perspectives within the context of the discipline and these are systematically developed and assessed.

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**Comments:**

If you located your COURSE at or between point 3 or point 4 on the continuum, describe the relevant outcomes.

**For further consideration**

How do the international/intercultural learning goals, aims and outcomes of this COURSE relate to those of other COURSES in the PROGRAM?
COURSE Level – TEACHING AND LEARNING ARRANGEMENTS

3. In the COURSE for which you are responsible, to what extent do the TEACHING AND LEARNING ARRANGEMENTS support students to work effectively in cross-cultural groups and teams?

3.1 The TEACHING AND LEARNING ARRANGEMENTS do not support students to work in cross-cultural groups
3.2 The TEACHING AND LEARNING ARRANGEMENTS encourage students to work in cross-cultural groups
3.3 Students are taught how to work in cross-cultural groups and how to reflect on and learn from their experiences in more than one COURSE in this PROGRAM
3.4 Students are given extensive training and support so that by the time they graduate they will be able to work effectively in a variety of cross-cultural group work situations

Comments:

For further consideration

To what extent do the TEACHING AND LEARNING ARRANGEMENTS across the PROGRAM support students to work effectively in cross-cultural groups and teams?

Is this appropriate? Why? Why not?
4. In the COURSE for which you are responsible, to what extent do the TEACHING AND LEARNING ARRANGEMENTS encourage intercultural interaction?

4.1 The TEACHING AND LEARNING ARRANGEMENTS do not encourage intercultural interaction
4.2 The TEACHING AND LEARNING ARRANGEMENTS provide opportunities for students to participate in intercultural interaction but it is up to them whether they do or they don’t take these up
4.3 The TEACHING AND LEARNING ARRANGEMENTS actively encourage all students to participate in intercultural interaction
4.4 The TEACHING AND LEARNING ARRANGEMENTS actively encourage and reward student engagement in intercultural interaction

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Comments:

For further consideration

To what extent do the TEACHING AND LEARNING ARRANGEMENTS across the PROGRAM encourage student engagement in intercultural interaction and international experience?

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5. In the COURSE for which you are responsible, to what extent do the TEACHING AND LEARNING ARRANGEMENTS assist all students to develop international and intercultural skills and knowledge?

5.1 The TEACHING AND LEARNING ARRANGEMENTS do not include any activities designed to assist students to develop international or intercultural skills and knowledge.

5.2 The TEACHING AND LEARNING ARRANGEMENTS include some activities designed to assist students to develop international or intercultural skills and knowledge but no constructive feedback is provided.

5.3 The TEACHING AND LEARNING ARRANGEMENTS include a range of activities designed to assist students to develop international and/or intercultural skills and knowledge, and constructive feedback is provided.

5.4 The TEACHING AND LEARNING ARRANGEMENTS include a range of activities designed to assist students to develop international and intercultural skills and knowledge, these are integrated into the COURSE and constructive feedback is provided on their development.

Comments:

For further consideration

To what extent do the TEACHING AND LEARNING ARRANGEMENTS across the PROGRAM assist all students to develop international and intercultural skills and knowledge?

Is this appropriate? Why? Why not?
COURSE Level – Assessment Tasks

6. In the COURSE for which you are responsible, to what extent do assessment tasks require students to consider issues from a variety of cultural perspectives?

6.1 Students in this COURSE are never required to consider issues from more than one cultural perspective in an assessment task
6.2 Sometimes students in this COURSE are given the option to consider issues from more than one cultural perspective in an assessment task
6.3 Students in this COURSE are sometimes required to consider issues from more than one cultural perspective in an assessment task
6.4 Students in this COURSE are always required to consider issues from more than one cultural perspective in an assessment task

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Comments:

If you located your COURSE at point 4 on the continuum, explain how you do this or give an example.

For further consideration

To what extent do assessment tasks across the PROGRAM require students to consider issues from a variety of cultural perspectives?

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Is this appropriate? Why? Why not?
7. In the COURSE for which you are responsible, to what extent do assessment tasks require students to recognize intercultural issues relevant to their discipline and/or professional practice?

7.1 Students in this COURSE are never assessed on their ability to recognize or discuss intercultural issues relevant to their discipline and/or professional practice

7.2 Sometimes students in this COURSE are given the option to discuss intercultural issues relevant to their discipline and/or professional practice as part of an assessment task

7.3 Students in this COURSE are sometimes required to discuss intercultural issues relevant to their discipline and/or professional practice as part of an assessment task

7.4 Students in this COURSE are always required to discuss and analyse intercultural issues relevant to their discipline and/or professional practice as part of an assessment task

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Comments:

If you located your COURSE at point 4 on the continuum, explain how you do this or give an example.

For further consideration

To what extent do assessment tasks across the PROGRAM require students to recognize intercultural issues relevant to their discipline and/or professional practice?

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Is this appropriate? Why? Why not?
8. In the COURSE for which you are responsible, to what extent are assessment tasks culturally sensitive?

8.1 Patterns of assessment task completions and results are never analysed for signs of any difficulties for particular groups of students
8.2 Patterns of assessment task completions and results are rarely analysed for signs of any difficulties for particular groups of students
8.3 Patterns of assessment task completions and results are sometimes analysed by some staff for signs of any difficulties for particular groups of students
8.4 Patterns of assessment task completions and results are systematically analysed for signs of any difficulties for particular groups of students

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Comments:

If you located your COURSE at point 4 on the continuum, explain how you do this.

For further consideration

To what extent are assessment tasks across the PROGRAM culturally inclusive?

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Is this appropriate? Why? Why not?
PROGRAM Level – Learning Outcomes

9. How clearly defined and articulated are the international/intercultural learning goals, aims and outcomes of this PROGRAM?

9.1 No PROGRAM specific international/intercultural goals, aims and learning outcomes or graduate attributes are defined for this PROGRAM
9.2 There are PROGRAM specific international/intercultural goals, aims and learning outcomes and/or graduate attributes but no COURSES specifically focus on their development and assessment
9.3 The PROGRAM has clearly defined and articulated learning outcomes and/or graduate attributes related to the development of international/intercultural perspectives within the context of the discipline and these are communicated to students and staff
9.4 The PROGRAM has clearly defined and articulated learning outcomes and/or graduate attributes related to the development of international/intercultural perspectives within the context of the discipline and these are systematically developed and assessed across the PROGRAM

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Comments:

If you located your PROGRAM at point 4 on the continuum, explain how you do this in relation to at least one PROGRAM learning outcome.

For further consideration

What international, intercultural or global perspectives do graduates of this PROGRAM need? Why?

What are the 2-3 most important international/intercultural learning outcomes for graduates of this PROGRAM?
PROGRAM Level - Curriculum

10. To what extent is the content of this PROGRAM internationalised?

**NOTE:** When considering ‘content’ you should think not only about the nature of the subjects or topics covered in text books and readings but also about the substantive information contained in your lecture slides and notes, PROGRAM and COURSE information booklets etc.

10.1 The content of the PROGRAM is *only informed* by research and practice from *within the national or regional context*, and *only* dominant viewpoints and commonly accepted ways of thinking in the discipline are presented, invited and rewarded

10.2 The content of the PROGRAM is *predominantly informed by research and practice from an international context*, and *only* dominant viewpoints and commonly accepted ways of thinking in the discipline are presented, invited and rewarded

10.3 The content of the PROGRAM is predominantly informed by research and practice from an international context, and dominant viewpoints and ways of thinking in the discipline are the *main focus, but the presence of non-dominant viewpoints is acknowledged*

10.4 The content of the PROGRAM is predominantly informed by research and practice from an international context, and a *broad range of dominant and non-dominant viewpoints and ways of thinking in the discipline are presented, invited and rewarded*

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**Comments:**

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**For further consideration**

*What are the main blockers to internationalisation of the content in this PROGRAM?*
11. To what extent are students required to apply knowledge and skills in different national and cultural contexts?

11.1 The PROGRAM focuses only on the application of knowledge and skills within local contexts in ways that do not require engagement with the perspectives of those from other national and/or cultural backgrounds.

11.2 The PROGRAM focuses mainly on the application of knowledge and skills within local contexts, but some COURSES within the PROGRAM give students the option to engage with the perspectives of those from other national and/or cultural backgrounds.

11.3 The PROGRAM focuses mainly on the application of knowledge and skills within local contexts, but some COURSES within the PROGRAM require students to engage with the perspectives of those from other national and/or cultural backgrounds.

11.4 The PROGRAM focuses on the application of knowledge and skills within a range of different national and cultural contexts and requires students to engage with multiple perspectives and points of view.

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**Comments:**

**For further consideration**

What is the appropriate balance in this PROGRAM between the application of knowledge and skills within different national and cultural contexts? Why?
Program Level – Teaching Team

12. To what extent do COURSE COORDINATORS understand the cultural foundations of knowledge and practice in the discipline and related professions?

12.1 COURSE COORDINATORS are not required or encouraged understand the cultural foundations of knowledge and practice in the discipline and related professions

12.2 COURSE COORDINATORS are encouraged to develop their understanding of the cultural foundations of knowledge and practice in the discipline and related professions

12.3 COURSE COORDINATORS are expected to have a good understanding of the cultural foundations of knowledge and practice in the discipline and related professions

12.4 COURSE COORDINATORS are expected to have a good understanding of the cultural foundations of knowledge and practice in the discipline and related professions and to ensure this is reflected in the course in some way

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Comments:

For further consideration

What mechanisms would you expect to see in place in a PROGRAM at point 4 on the continuum?
13. To what extent are teaching staff in this PROGRAM expected to understand the international context of the discipline and related professions?

13.1 Teaching staff are not encouraged or required to have a good understanding of the discipline and related professions internationally.

13.2 Some teaching staff are encouraged to have a good understanding of the discipline and related professions internationally.

13.3 Some teaching staff are required to have a good understanding of the discipline and related professions internationally.

13.4 All teaching staff are encouraged and required to continually develop their understanding of the discipline and related professions internationally.

Comments:

For further consideration

What types of support and assistance are most effective in developing the understanding of teaching staff of the international context of the discipline and related professions?

How should/are teaching staff rewarded for continually developing their understanding of the international context of the discipline and related professions?
14. To what extent are teaching staff in this PROGRAM expected to employ teaching strategies that engage students from diverse cultural backgrounds?

14.1 Teaching staff are not encouraged or assisted in or rewarded for employing teaching strategies that will engage students from diverse cultural backgrounds

14.2 Teaching staff are encouraged to develop teaching strategies that will engage students from diverse cultural backgrounds

14.3 Teaching staff are assisted &/or supported to develop teaching strategies that will engage students from diverse cultural backgrounds

14.4 Teaching staff are encouraged, assisted and supported in the employment of teaching strategies that engage students from diverse cultural backgrounds

### For further consideration

**Comments:**

What types of support are most likely to be effective in assisting teaching staff to develop strategies that engage students from diverse cultural backgrounds?

What types of reward and recognition are (or could be) provided to teaching staff who do this effectively?
Overall Rating for this PROGRAM

15. Considering the above, overall where would you locate the curriculum of your PROGRAM on this scale?

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A localised curriculum

An internationalised curriculum

Comments:

Other related questions and issues

Are there any other questions, issues, considerations or discussion topics related to internationalisation of the curriculum that you would like to raise?
**Step 4: Developing the Action Plan**

This plan should be developed by the PROGRAM Director in consultation with the nominated team after the QIC has been completed and the responses discussed by the team. The focus of this step is to consider, given the individual responses of the team to the QIC and the resulting team discussion, what should be done, why, by whom and by when? Additional resources to support the development and implementation of the Action Plan are available from [www.ioc.net.au](http://www.ioc.net.au).

**Internationalisation of the Curriculum Action Plan**

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Glossary of terms used in the QIC

PROGRAM = a course of study leading to a qualification offered by the university, e.g. Bachelor of Nursing. In some universities the terminology used is ‘course’.

COURSE = the components of a PROGRAM, e.g. Nursing 1, Anatomy and Physiology 1. In some universities the terminology used is ‘subject’ or ‘unit’.

COURSE COORDINATOR = the academic position with administrative and academic leadership of the COURSE, often the lecturer

GRADUATE ATTRIBUTES = formal statement of generic competencies of a university graduate, usually associated with a formal process of ensuring the PROGRAM curriculum contributes towards the development of these competencies

SCHOOL = the second level of subdivision of the academic function of the university, e.g. Faculty of Business, School of Management

TEACHING AND LEARNING ARRANGEMENTS = the combination of face-to-face and online delivery of content and development of skills including for example use of lectures and tutorials and opportunities within those for group work and discussion; the use of online tools such as discussion groups and simulations; opportunities for practical experience

ACADEMIC MAJOR = the primary focus of a degree; the sequence of COURSES embodying that focus