



Supporting International Students Training Package


Module 4: International Students and the Quality
Enhancement Framework





Session plan	
Module 4: International Students and the Quality Enhancement Framework	
Resources	Data projector/laptop Flip chart + pens
Environment	Tables + chairs set up to enable small group work, max 5 per table.
Aim	This module will provide a context for the valuable role of international students if they are effectively involved in quality enhancement processes. It will explore this at an institutional, national and international level.
Objectives	<ul style="list-style-type: none">• have identified the issues when involving international students in quality processes;• have identified ways to better engage International Students in Quality Processes and representation;• have discussed the value of involving international students in QA and QE; and• be able to confidently explain national and international quality mechanisms.

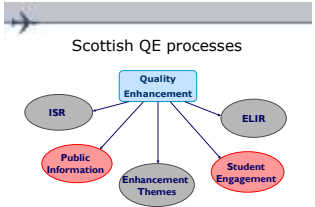


Session	Plan	Trainer notes	Slides	Time
<p>Welcome</p>		<p>Welcome everybody and introduce yourself.</p> <p>Go over housekeeping if you have new participants or it's an unfamiliar venue.</p> <p>This is the final module of four that aim to develop your skills and knowledge to better support international students and engage them in their university experience.</p> <p>It will last for 2 hours.</p> <p>You have handbooks containing additional information, and questions relating to some of the work we'll be doing during the session so you can fill it in as we go along. I'll also give you other resources that might be useful.</p> <p>Read through aims and objectives.</p>	<p>→</p> <p>Supporting international students</p> <p>Module 4: International students and the Quality Enhancement Framework</p>  <p>Aim</p> <p>→</p> <p>Aim</p> <p>This module will provide a context for the valuable role of international students if they are effectively involved in quality enhancement processes. It will explore this at an institutional, national and international level.</p> <p>Objectives</p> <p>→</p> <p>Objectives</p> <p>By the end of this module you will:</p> <ul style="list-style-type: none"> • have identified the issues when involving international students in quality processes; • have identified ways to better engage international students in quality processes and representation; • have discussed the value of involving international students in QA and QE; and • have devised an action plan to increase the involvement of international students. 	<p>5</p>
<p>Icebreaker</p>	<p>This will only be needed if you have different participants to other</p>			<p>10</p>




	<p>sessions or if you're giving this module as a 'stand alone' session. There are two icebreakers as part of the full trainer pack that can be used if necessary. Alternatively, you may just want to ask people to introduce themselves, their role and reasons for being here.</p>			
<p>University procedures Aim To provide institutional context to the discussion.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Know which policies/regulations exist. • Know which committees/staff are 	<p>Presentation to the whole group on university policy, regulations, committees and staff that are responsible for quality assurance and enhancement.</p>	<p>Q: Can anyone tell me what policies or committees exist to support international student representation?</p> <p>Talk through the slides. Explain the policies or guides that explain representation to students, highlighting any particular reference to international students. Talk about where students might find this information.</p> <p>Q: Has anyone looked for this information</p>	<p>Tailored slides</p>	<p>20</p>



<p>responsible.</p>		<p>or needed to use it?</p> <p>Explain the committees and staff responsible for managing this process particularly if it relates explicitly to international students.</p> <ul style="list-style-type: none"> • representation structures • international officers/committees (institutional and SA) • QA/QE processes. <p>This is a brief overview so don't go into too much detail and refer participants to the regulations and guidance for detail.</p>		
<p>QE framework</p> <p>Aim</p> <p>To become aware of the various quality mechanisms that exist internationally.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Identify QE partner organisations – 	<p>Presentation on QEF processes ad partners.</p>	<p>Show Processes slide.</p> <p>The Quality Enhancement Framework is the approach adopted by all universities in Scotland to enhance the student experience.</p> <p>It consists of five elements: enhancement led institutional review, internal subject review, public information, student engagement and enhancement themes.</p>	<p>Processes</p>  <p>Partners</p>	<p>5</p>



<p>Scotland, Europe and internationally.</p> <ul style="list-style-type: none"> • Explain Scottish QE processes. 		<p>Show Partners slide.</p> <p>There are a range of national organisations that work in partnership to support the framework.</p> <p>Show International slide.</p> <p>While all countries will have a different approach, often an assurance model rather than an enhancement model, there is an international context that Scotland is part of. There is more detail on each of these organisations and structures in back of your workbook.</p>	<p>→</p> <p>Scottish QE partners</p>  <p>International</p> <p>→</p> <p>International quality context</p> <ul style="list-style-type: none"> • European Association for Quality Assurance in Higher Education. • European Students' Union. • International Network for Quality Assurance Agencies in Higher Education. • International Student Barometer. 	
<p>Why involve international students?</p> <p>Aim</p> <p>Discussion about why international students should explicitly involved.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Identify reasons for explicitly involving international students. 	<p>Small group discussion where they identify why specifically involving international students is important. 5mins</p> <p>Feedback. 5mins</p>	<p>One of the key principles in the Quality Enhancement Framework is student engagement. There is anecdotal evidence collated in the Beyond Borders report that international students may not be engaged in quality processes in the same way as other students, or as effectively.</p> <p>Show Task slide. Break them into groups and explain the task.</p> <p>In your groups, take 5 minutes to discuss:</p>	<p>Task</p>	<p>10</p>



<ul style="list-style-type: none">• Identify issues specific to that group that they might raise.		<p>Q: Why might it be important to involve international students as an explicit group?</p> <p>Q: What might an international student bring that a domestic student might not be aware of?</p> <p>Ask the groups to share their discussions.</p> <p>Raise any of the following that might not have been discussed:</p> <ul style="list-style-type: none">• The Beyond Borders research found that issues raised by international students are similar to those of domestic students.• Increasing numbers of international students from increasingly diverse backgrounds. Their experiences are likely to be different to other students.• International disabled students might not identify as disabled as we recognise the term so providing support can be difficult.• Their life experiences may be different which could impact on their educational	<p>→</p> <p>Task: Why involve?</p> <p>In your groups, take 5 minutes to discuss:</p> <ul style="list-style-type: none">• Why might it be important to involve international students as an explicit group?• What might an international student bring that a domestic student might not be aware of?	
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		<p>experience.</p> <ul style="list-style-type: none"> • If they aren't familiar with representation structures they won't know to communicate their issues and opinions. • They are possibly more aware of issues such as induction information; how teaching processes are communicated; provision of accommodation; communication of learning processes. <p>Refer participants to the Students Without Borders Report where all the issues are fully discussed.</p>		
<p>Issues for involving international students</p> <p>Aim</p> <p>Chance to discuss issues around international students and formal representative structures.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Identify possible 	<p>Full group work discussion 10mins of the issues followed by a presentation. 5mins</p>	<p>Involving students in representation can be seen as challenging generally, but when considering international students there may be additional factors that act as barriers to involvement. Other modules have also explored various barriers for international students in other contexts.</p> <p>Q: Can anyone remember what these barriers might be?</p>		<p>15</p>



<p>barriers to engagement.</p> <ul style="list-style-type: none">• Consider the approach of the Students' Association to minimise these barriers and how successful they could be.		<p>Show Barriers slide, bringing each issue up separately.</p> <p>Issues:</p> <ul style="list-style-type: none">• Language/cultural barriers <p>We've addressed these issues more thoroughly in other modules. Anyone remember some of the issues?</p> <p>Q: Does anyone want to provide a bit more detail about these issues?</p> <p>Talk through the following:</p> <ul style="list-style-type: none">• Expectations about the role of SAs <p>The institution might expect the SA to take the lead role in recruiting and supporting international reps. The international student might see the SA as more of a social or club organisation rather than having a learning and teaching focus.</p> <ul style="list-style-type: none">• Time pressures <p>International students pay to study here and might devote their entire time to this. Representation is seen as being time consuming possibly with little added value</p>	<p>Barriers</p> <p>→</p> <p>Barriers to engagement</p> <ul style="list-style-type: none">• Language/cultural issues.• Expectations about the role of the students' association.• Time pressures.• Different groups might engage to different levels.
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		<p>for the international student.</p> <ul style="list-style-type: none">• Different international students engage to different degrees <p>They aren't a homogenous group. For instance, Chinese students may be less likely to engage due to cultural or educational differences and possible resistance to engage in democratic processes.</p> <p>Q: Can you give any examples of what your students' association is doing to overcome any of these barriers?</p> <p>Often SAs try to overcome barriers by using face to face contact or international events. What are the pros and cons of each?</p> <p>Facilitate a brief discussion before adding any points not already covered.</p> <p>Face to face;</p> <p>Pros – a personalised approach, the student feels directly valued, it's possible to personalise any adjustments made in</p>		
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		<p>terms of language or culture, Cons – can only target small numbers of students, don't get them to see the full picture. Events: Pros – target more students quicker, can involve domestic students easier Cons – becomes a 'one size fits all' approach, difficult to accommodate different students needs,</p>		
<p>Solution focussed planning Aim Opportunity to assess what the SA/institution currently does. Objectives</p> <ul style="list-style-type: none"> • Focus on positive aspects of the SA/institution's work. • Identify additional work that would make a 	<p>Small group task where they discuss and identify issues the SA/institutions could work on. 15mins Feedback to full group. 10mins</p>	<p>Based on the discussions so far, we hope that you can take something away to think about, discuss with colleagues or students, or try to implement in your work with students, class reps and others. To help you do this, the final exercise is in two parts. The first part asks that you reflect on your actions while the second part encourages you to come up with practical ideas that you can take away with you to work on as a students' association. Show Task slide. Break them back into</p>	<p>Task</p>	<p>25</p>



<p>positive difference.</p>		<p>their small groups.</p> <p>So, start by thinking about what the SA or institution does well. Keep it focussed on the positive. What could you do better and what could you try?</p> <p>Make notes in your workbook.</p> <p>Feedback</p> <p>Q: Can each group share one idea from each question?</p> <p>Q: Why did you come up with that point?</p>	<p>→</p> <p>Task: Reflecting on practice</p> <p>In your groups consider what do you, your students' association and your institution...</p> <ul style="list-style-type: none"> • do well? • do, but could do better? • not do, but would like to try? 	
<p>Action planning</p> <p>Aim</p> <p>Action plan a way forward.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Identify actions that can be taken forward by the participant, SA and institution. • Identify who and how. 	<p>Small group work where they action plan how they/SA/institution could progress one of the issues. 20mins</p> <p>Each group will record their answers and feedback briefly. 10mins</p>	<p>This final task builds on the previous one and at the end of it you will have identified key issues you can develop and work on.</p> <p>Show Task slide.</p> <p>In your groups, I'd like you to identify at least one action point for the Students' Association from either the 'could improve or change' or 'could try' rows.</p> <p>If possible or practical, ask everyone to share these with the whole group or the small group they are in.</p>	<p>Task</p> <p>→</p> <p>Task: Your actions</p> <p>In your groups discuss:</p> <ul style="list-style-type: none"> • What do you want to do or change? • How can this be done? • Who else do you need to involve? • How can you measure the impact of this action or change? 	<p>30</p>
<p>Summary</p>	<p>A round up of the key</p>	<p>Q: What is the key thing you have learnt</p>	<p>Objectives</p>	<p>10</p>



	<p>points and issues learnt during the module.</p>	<p>during this module? Show Objectives slide. In this module you've discussed the importance of involving international students in quality processes, and the barriers that they might face when trying to engage. You've identified some positive work already taking place at your institution and have action planned how this could be developed and built on. Refer to the resources section on the back page of their handbook. Review the learning objectives. Q: Have the learning objectives been met? Q: Are there other things you still want to know? Ask them to fill in their evaluation form.</p>	<p>→</p> <p>Objectives By the end of this module you will:</p> <ul style="list-style-type: none"> • have identified the issues when involving international students in quality processes; • have identified ways to better engage international students in quality processes and representation; • have discussed the value of involving international students in QA and QE; and • have devised an action plan to increase the involvement of international students. <p>Questions</p> <p>→</p> <p>Questions or comments?</p> 	
<p>Close</p>		<p>Thank everyone for coming.</p>		