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A Greater Manchester University

ILIA
Innovative Learning in Action

Issue One: Internationalising the Curriculum

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Education Development Unit

The Queen's Anniversary Prizes 2000

Introduction

Welcome to the first edition of the University of Salford's 'Innovative Learning in Action' (ILIA). The journal will be published bi-annually and is intended to provide recognition for and to celebrate the good practice of staff who - across campus - strive to innovate in pursuit of the quality learning experience. The dissemination of good practice will provide positive encouragement to those considering new approaches to student learning and support and act as a springboard for collaboration, shared experience, mutual support and reflection within and across schools and faculties.

The journal aims to be inclusive, therefore the Editorial Board welcomes a varied range of contributions from those who are seasoned and experienced researchers in the field, to those who are embarking upon their first engagement with publishing in the domain; from tried and tested innovations which may be transferable to other disciplines to work in progress and embryonic developments; from academic and related staff to those performing roles in support of student learning. The tone of the journal is quite informal, providing an illustrative rather than exhaustive overview of innovations and authors are encouraged to describe and reflect upon their experiences in their own individual styles.

The theme of this first edition is 'Internationalising the Curriculum' a concept that is at the very heart of the University's Learning and Teaching Strategy:

'…preparing students for careers that will be in the global economy and to enrich the wider student experience by integrating the knowledge and experience of our international students.'

(University of Salford, Strategic Framework 2003-2004)

Contributions that explore innovative programmes and collaborations underway at the University provide a range of perspectives on curriculum development and design, signifying ways in which other colleagues might pursue an international agenda in their teaching and learning practice.

Finally, I would like to take this opportunity to extend my warmest thanks to all contributors who have devoted their time and effort to commit their thoughts to paper without which the launch of this venture would not have been possible. Particular thanks go to Dr. Viv Caruana and Jean Smith in the EDU whose energy has been the driving force behind this first edition.

Contents

Notes for contributors

Submission details (for papers and 'snapshots')

We will be pleased to receive papers, case studies and 'snapshots' which demonstrate innovation in learning and teaching at the University of Salford. Potential contributors new to writing might find the following article 'Writing Academic Papers: the *Clinical Effectiveness in Nursing* experience' useful:

http://www.harcourt-international.com/journals/suppfile/flat/cein-writing.pdf

Length

Papers and case studies should be a maximum of 3,500-4,000 words without references.

'Snapshots' should be a maximum of 600 words without references.

For both papers and 'Snapshots' authors should include a full word count, (preferably with and without references) with submission.

Page size

All submissions should be left-right justified on an A4 page with 3.5cm margin on the left and 2.54 margins at the top, bottom and on the right

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Normal text: 11 point Arial font

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DO NOT include page numbers and headers/footers in your submission. These will be added when the publication is assembled. Footnotes should be in Arial 8 point.

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Figures or tables should be inserted at the appropriate point in your text and have a figure caption in normal Arial 11 point font, at the bottom and left justified.

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Use single quotation marks throughout unless quoting within a quotation. Substantive quotes should be indented with no quotation marks.

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Include three or four key words to increase the likelihood of potential readers searching the literature accessing your article.

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Please make sure that your paper is in clear, readable and proper English. Please make consistent use of British dialect of English. Please write for a cross-disciplinary and international audience.

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- Use common and basic vocabulary and avoid jargon
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Acknowledgements

Acknowledgements should be included under a separate heading before the references at the end of the paper. For example,

We thank Dr. Joe Bloggs and Prof. Joanne Bloggs of the University of Salford for their comments on earlier versions of this paper. This project was made possible by funding from the University of Salford TLQIS.

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For Chapters: Walker, R. (1987) Techniques for Research, in: R.Murphy & H.Torrance (Eds) *Evaluating Education: Issues and Methods*

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Internationalising the curriculum - in terms of values?

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The effect of internationalisation

As we internationalise the curriculum, our learners will increasingly come from different backgrounds and cultures, with different expectations of what higher education should entail and with different value frameworks upon which they will found their learning. Research into this aspect of learning is sparse, at best. Teachers like me still don't have any basis, other than past experience (Cowan, 1996), to enable us to cope with cultural diversity and consequent learning needs in higher education.

Nowadays we have well established methods and pedagogy with which to approach differences in prior learning (e.g. Biggs, 1999; Moon, forthcoming; Ramsden, 1992; Brockbank and McGill, 1998). We know how to find out what our students do and do not know, what they each cannot do, and with which aspects of that we should assist each of them (e.g. Angelo and Cross, 1993). We even have methods to deal with groups whose members are at different stages in their development of relevant abilities (e.g. Gibbs, 1992; Wertsch, 1985). But we are groping in the dark when it comes to much more important questions, in respect to differences in values.

I seek to establish at least a starting point for investigations in this area, by identifying, from a succession of personal experiences, the questions which I believe we urgently need to address – and answer.

A tale of three cultures

Some 30 years ago, I undertook a tour in Scandinavia (Cowan, 1977), meeting with academics who had expressed an interest in resource-based learning. I was surprised to discover that the Norwegians expected me to formally lecture, the Swedish groups looked for me to make short inputs in response to questions arising from discussions amongst themselves, and the Danes looked for me to structure a workshop for them. Three Scandinavian countries – and three different educational cultures, with three different preferred styles of finding out about a new approach to learning and teaching.

This experience established for me the educational importance of cultural differences, and warned me to apprise myself accordingly when next I was to operate outwith my familiar environment.

Attempting to acclimatise

I was invited to plan and arrange a conference in Syria (Cowan, 1984) promoting possible developments in engineering education. I negotiated that a colleague and I would first spend two or three weeks on campus, in the University of Aleppo. We would reside in a hall of residence, attend lectures, attempt to establish friendly relationships, talk with students who were prepared and able to talk with us, and talk with lecturers. Together with a Syrian colleague, we undertook a study (Asfari et al, 1986; Cowan and Fordyce, 1987; Cowan et al, 1987) which focused on two question areas:

1 "Think of an excellent student. Don't tell me who it is. Describe for me the qualities which have influenced you to tell me that this student is excellent. What is it that they *do* which makes them special?"
2 "Think of an excellent teacher. Don't tell me who it is. Describe for me the qualities which have influenced you to tell me that this teacher is excellent. What is it that they *do* which makes them special?"

Steadily as we analysed our data a consistent picture emerged. The excellent teacher in Syria was someone rather like a Hebrew priest – someone privileged to have access to the holy of holies, wherein is wisdom; someone who is therefore *intimate* with wisdom, though wisdom is not *of* him. The excellent teacher can bring his (they were all male) acquaintance with wisdom to his students, within the teaching and learning relationship. The excellent student is one who assimilates from that relationship all that he or she can manage.

I pursued the same two enquiries of Edinburgh students and lecturers. The excellent teacher for them was someone, rather like a travelling salesman who had acquired and so was able to pass on a relatively rich collection of knowledge, useful ideas and developmental tasks. The excellent student did a good job in picking up that knowledge and wisdom, and in working on it later, on his or her own, to good effect in deepening understanding and applying it.

I observed a student in Aleppo who apparently slept through almost all of a two-hour lecture. He told me later that he was doing all that he could to understand, at the time, what the lecturer was telling him; and he gave me a concept-perfect summary of that lecture. I have never heard of an excellent student in my home town behaving in this manner in class, and after it.

Clearly the values (and abilities) on which the Syrian higher educational system is founded differed markedly from those in Scotland. Clearly learning activity within an culture unfamiliar to the learners requires to be planned accordingly, unless one seeks to change the culture. My only effective way of coping, at the time, was to empathise as best I could with the Syrian values, and advise academics there accordingly.

Fortunately, in my next experience, I was able to engage in a brief action research project, wherein I and three students explored, and built upon, the similarities and differences in what we valued, within a little oasis of hybrid culture.

Developing in partnership

I taught a year-long course, in the penultimate year of an engineering degree at Heriot-Watt University (Cowan, 1986b). Six hours per week of notional student effort were allocated to open-ended student-directed effort. Students could choose any learning outcomes, provided these were likely to enhance the value of their degree, and were not discipline-specific. They also had to plan activity to achieve them, with assessment to confirm their achievement.

I was approached by three students of Chinese extraction, direct entrants from Singapore. Their spokesman explained: "We would like to make it our aim to develop our ability to learn independently". I asked how they proposed to do this. He responded immediately: "We would like you to *teach* us to be independent learners, Sir".

We talked about why they wished me to "teach". I identified with their starting point, provided they would identify with mine. We negotiated that I would accept their request, but only for half of the scheduled time – provided they, in turn, would engage on their own and in their own way develop an ability for independent learning, during the other half of their time.

It was thus for *them* to plan their own activities. In *my* part of the time, I arranged an exploration, on both our parts, of basic values. I modelled this on an experience many years before, which had radically changed my approach as a university teacher. In a course at UMIST, Professor Bill Morton had brought me, and a score of others, through close fellowship and deep discussion, to share his belief that we should stop thinking in terms of teaching, and start thinking in terms of learning. We then began to work out what that implied for us. So this model appealed to me, in my work with the would-be independent learners.

Four months later the Singaporean spokesman approached me. "My friends and I don't think we need you any more" he intimated. "We think we can now manage our own independent learning" – and he told me how they had satisfied themselves of their progress towards this outcome.

The values on which the UK educational system is founded were rightly seen here by students and teacher to differ markedly from those of Singapore. Both value frameworks, in relation to independence in learning, were encountered and at least partly assimilated within a meaningful and respectful relationship between the teacher and the students. Values travelled in both directions, to be explored and questioned together before being tested, adopted and put into practice in activities acceptable to the new, hybrid culture.

My next attempt to explore different values within a two-way relationship was to be less successful.

One-way communication

I went to Sri Lanka, to help a School of Engineering there to update their curriculum. In preparation, I undertook my two enquiries, as in Syria (Cowan, 1986a). I discovered that, in Sri Lanka, the excellent teacher was seen as someone of whom wisdom was inherent, someone to be respected as what I would call a guru, although they did not use that term or concept. The excellent students sat at the feet of the excellent teacher, and hoped to acquire from that respectful relationship some of his inherent wisdom, by a sort of osmosis.

One of the teachers learnt of my interest in helping students to develop study skills. He asked me if I was interested in how he did that, in Peradeniya. I expressed real interest. I had seen some distinctly positive student evaluations.

Mysteriously, he asked me to promise that I would disregard time. We drove up a steep mountainside to a small monastery, and were taken into a dark cave by two men in flowing gowns. They talked to me, as apparently they did with students, about the meaning of learning. Eventually it began to dawn on me that much of what they were telling me was in accordance with the thinking of the Gothenburg Group (Marton et al, 1984), although it was expressed in rather different vocabulary and concepts. I tried to contribute that common ground to our discussions. But they didn't want to know that Europe and Sri Lanka probably had concepts in common. They simply wanted to enlighten me, as they did their students.

([Interestingly, Dr Bani Bhattacharya, e-mailing to me of the educational culture in India, commented that "It is akin to the situation you describe in Sri Lanka. I think both countries have a common educational system of what was called *gurukuls in the* Vedic age. During that time, students would be sent to the house of the teacher called a *guru*. He would be a very wise man, eminently knowledgeable and living a spartan and idealistic life in some remote *ashram* in a forest. Students would sit at his feet, and learn the *Vedas* from him orally (i.e. he would talk about it and they would hear and absorb). This is why the other name for the *Vedas* is *shruti* – which means "learning by hearing", in Sanskrit. Students would live with him for about ten years and absorb knowledge and the values of life. Only then would they return home. The *guru* was infallible, and the most wise of persons"(Bhattacharya, 2003).

Many hours later, as we returned downhill from our short time with these *gurus*, I commented "Well, that was a completely new experience for me". Astonished, the lecturer responded "Is that not how you develop study skills in Britain?"

The values on which this educational culture was founded in respect of learning development were certainly conveyed to me in a markedly different manner from that followed in my own country. In the context of that intense relationship with people whose views I had attempted to understand and value, I acquired relatively little enduring understanding of the Sri Lankan values. With hindsight, I put this down to the fact that, within our relationship which contrasted two different cultural approaches to learning, values were expected to travel almost entirely in one direction, with thinking declared by one side and assimilated by the other.

My final example concerns an experience in pleasant contrast to that one.

Learning from learners

I went to Colombia, to assist in improving the effectiveness of support for students on final year projects (Cowan, 1982). I found that the faculty's teaching was powerfully enriched by the service offered by well-established graduates, who would return once a week, to repay by their teaching something of what they had received, during their education there.

I went to work with one project group, in a remote village. Their project was to provide villagers with a reasonable water supply. The group had carefully and consciously enlisted the villagers from the outset - in making parts of the equipment, installing it, and hence learning how to care for it and in due course repair it. They had negotiated with the villagers that, in further exchange for this contribution by the students, a bright young teenage girl would be taken out of the economy, to be taught how to set up and teach in a primary school, for the village. One of the group explained to me that they had carefully thought through the implications of this project for the village. They did not wish the villagers to feel patronised; but, as undergraduates with an opportunity to better themselves, they felt a commitment to serve their underprivileged countrymen.

I was impressed by the way the ethical and social implications of service and obligation had become such an integral part of the project and of their values. I was told quite simply that I had only to look at the contributions made by returning graduates, which the students greatly admired, to see where they had "learnt" or acquired their values.

The values on which that educational culture was founded differed markedly, and commendably, from those from which I had come. The students' values had been acquired in the context of meaningful relationships with graduates who altruistically returned to repay a debt by contributing to the development of their university and their country. They were personalities whom the students respected; their values were "caught", not taught, and were transferred to me in a similar manner.

What do these experiences say to me about the demands of internationalisation?

It seems to me that when people from different cultures are brought together educationally, common ground for effective action can emerge; and that this will occur through effective two-way relationships. I need to know *how such relationships can best be established,* effectively and cost-effectively.

I need a *vocabulary and concepts,* with which (for example) to analyse the three Scandinavian cultures I encountered, to obtain real meaning in the differences between them. Only then can I confidently anticipate other differences. I need to work in that vocabulary, and with these concepts, to accumulate understanding of cultures, so that I can develop effective learning activities accordingly, and not merely conform with another culture, as I had to do in Syria.

I need a *pedagogy*. It must be one through which I can effectively help

such as the Singaporean trio to develop the ability to cope in a different educational culture; one through which I can plan to bring to my students the values and social awareness of the Colombian students; one through which will enable me to table values and ensure they will be properly considered – without any sinking to indoctrination, on my part.

I would also welcome a compendium of *proven good practice.* I would benefit from a source which I could pillage for examples of how teachers have managed to move swiftly to the building of relationships within which values can be explored and developed to good effect. I would welcome access to examples of how teachers have effectively discerned and adjusted to the cultural luggage which students bring to a situation which is international. I could use examples of practices which effectively accommodate students from a number of markedly different educational cultures.

I need a *methodology for action research* in this area. I need an approach which will enable me quickly to learn about and understand the difficulties which a shift into another culture brings. I need to be able to learn about and understand the effects, positive and negative, of what I do – and what I ask students to do – in relation to the culture from which they have come, and to which I should relate.

In the literature at present, I find little to help me with these teacher's needs Have I missed something? Do you share some of my needs with me? If so, what are we, the profession, going to do about them?

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Internationalising curricula in Fashion Design: a survey

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Abstract

The paper discusses the recent research undertaken by the author which examined the level of international elements in a number of BA Fashion programmes in five countries. It examines ways of developing three areas of the fashion design curriculum which have the capacity to increase student perception and understanding of the requirements of the international fashion industry, in particular looking at the areas of Design, Business and Marketing, and Critical and Theoretical Studies. The paper looks at opportunities for internationalisation within the existing curriculum and considers how these areas can develop their input.

Introduction

This paper discusses the research that surveyed fashion design degree courses to assess levels of internationalism. A gap was identified in the area of international fashion awareness and it was noted that courses were not reflecting the current global focus of the industry. This is a concern shared by educational experts whose research has looked at internationalisation strategies in a general higher education context (Andersons, 1997; Hamilton, 1998; Sadiuki, 1999; Van der Wende,1997).

The focus of this study is on the feedback from selected fashion educators on the international awareness of their students and the internationalisation of their programmes. Several methods of development are suggested to enable the curriculum to reflect diversity and multi-culturalism.

Internationalism is the term that I have applied to a group of attainable skills that the research has revealed are lacking in fashion design graduates particularly in the United Kingdom. I argue that these skills are necessary for all students studying fashion design, whether their career develops through the commercial industry or start-up business. The benefits of acquiring these skills whilst at University will impact on employability in terms of students' understanding of the global context of the industry and will contribute to the growth, sustainability and longevity of small and micro-fashion businesses started in the years after graduation.

The purpose of the study was to assess the level of fashion internationalism in a number of BA fashion design courses in the UK and overseas. Information was requested from Deans, Heads of Department, and course leaders of fashion courses known to the author, from various institutions in the UK, Singapore, South Africa, Australia and New Zealand, and two unknown to her in the United States of America.

Definitions of internationalisation are generally specific to higher education policies and directives (Knight, 1994; Lawrence, 1999; Hamilton,1998). However, I have not found a definition of internationalisation that reflects the context of fashion education or industry. Therefore for the purposes of the recent research study, internationalism was defined thus:

"The processes that drive the domestic and global fashion industry, knowledge of world markets, international business practices, cross cultural sensitivity, that exists beyond our own fashion capitals which fuel the supply chain from creation, inception, to product in market."
(Jones, 1998)

This definition prefaced each survey that was sent to participating institutions.

Research Method

An electronic (email and attachment) questionnaire was prepared and distributed to the selected educational experts. In all, thirty- four institutions were contacted and a response rate of approximately 42% was achieved.

Each questionnaire was prefaced with the researcher's definition of internationalism in fashion so that a degree of parity could be assured.

Questions were structured around ten areas that measure the international dimension of the curriculum:

- Student international awareness
- Industrial links
- Industrial placements
- Working with other institutions
- Overseas study trips
- Business and marketing
- Language provision
- Student exchange
- Staff exchange
- Desirable skills for future fashion graduates

Results and analysis

The results of the questionnaire were cross- tabulated to identify trends in the responses. A matrix correlation method was used which measures root mean square distances (Williams, 1999).

The results and analysis of the study revealed a number of findings. 100%

of the respondent institutions thought that internationalism can be taught and is a desirable skill for graduates. The pilot survey highlighted differences between three-year degree courses in fashion design and increased definition courses, (i.e. Fashion Design with Technology etc.) which are generally four years in duration. Also revealed were differences in attitude towards international aspects of the industry due to geographical location. Institutions and students in Asia are fully aware that they are situated in the midst of several large manufacturing and distribution centres for the clothing industry with multinational companies having representation close at hand.

The results of the pilot survey also revealed that students in the UK are not as internationally aware as their equivalents in Asia, Australia, South Africa and New Zealand. This can be attributed to the fact that in the Southern Hemisphere travel is part of the natural characteristic of a country's nationals, many travelling overseas for their education, where invariably, lecturers have themselves been educated overseas. Others are conscious of the fact that travel is a necessary part of their education or post-education, if they are to be competitive in the job market. The majority of UK students are educated in Britain, taught by lecturers who are products of the British fashion education system. It is only recently that British students have seen that experience of travelling and working overseas directly after their education can be a distinct advantage, popularised by back-packing and gap years. Mobility within the curriculum generally, has a low take-up rate both in the UK and overseas institutions selected for this research study.

Internationalising the Curriculum

Through a series of semi-structured interviews with fashion industry and educational experts (Chapman, Wong, Ratcliffe, 2000) and third year BA fashion design students in the UK, this group of skills were identified as being desirable for fashion students at graduation:

- Awareness of international markets
- Ability to access those markets
- Ability to negotiate with and assess these markets
- Knowledge of some cross cultural practices, and business strategies
- Cross cultural sensitivity
- Confidence when alienated from the home environment

Certain aspects of internationalisation is present in Fashion Design programmes and can be located in terms of external and internal aspects of the curriculum. External aspects are mediating factors that are sourced by, or have impact upon, staff and students:

- Industrial experience
- Student and staff exchange
- Industrial links
- Visiting speakers from industry

Internal aspects, which are accessed by the student in the teaching and learning environment:

- Design modules
- Business and marketing modules
- Language provision
- Clear assessment criteria (for placements and overseas study visits)
- Library resources

Modularity has made curriculum development relatively easy, new modules and 'options' run concurrently with core modules. For the purposes of this research, curriculum development has been looked at within three areas of the programme:

- design practice
- business and marketing
- critical and theoretical studies

Internationalising Design Practice

The results of the pilot survey confirmed that 22% of respondents had successfully completed joint briefs with overseas partners and 47% had structured design projects around a multi-national company, often resulting in student placement, cash for designs and sometimes designs in production. 67% of the respondents had links with overseas institutions for exchange purposes. However, the aims and objectives of these projects were not revealed due to space restrictions within the survey. Therefore it was not possible to ascertain the angle of these 'international design projects'.

The design project, which uses a large multi-national fashion company for design project briefs, is often supported by a visiting spokesperson from the company, or a visit to the company by the student group. Indeed, these aspects serve to underpin the wholeness of the experience but learning outcomes must be clear at the outset:

- To increase the awareness of international markets
- To understand international working practices
- To design for a specific overseas market

Often, preference is given to market research or 'product design/ development, which detracts from the emphasis on increasing international awareness.

Internationalising Business and Marketing

The pilot survey revealed that 45% of the respondents do not include international aspects of business and marketing in related modules. 67% of the sample stated that the students' perception of these modules was 'useful', (scale ranged between boring, not relevant, necessary, useful, very useful and very interesting), a clear indication that the content needs developing and modifying.

Business and Marketing is an important aspect of the curriculum in terms of raising international awareness. But as the research has pointed out, success in this area does depend on the lecturer and the delivery. If the lecturer has no experience of international fashion markets or working with other cultures, students will receive a biased and narrow account.

Desirable attributes for business and marketing lecturers:

- A fashion industry background
- Understanding of international markets and practices in the fashion industry
- Experience of working with other cultures in fashion markets
- Use of examples of international fashion companies as indicators

An example of good practice has been identified in the Department of Business and Management at the University of Salford. The BSc (Hons) Business Studies with International Business is a three-year degree with an optional fourth year in industry. International business is delivered in level three, by a series of workshops and seminars where students learn how to work with other cultures through role-play exercises. The programme tends to have a large proportion of international students, in 2000/01 about 48% (as opposed to 1.3% in Fashion Design) and care is taken to separate students from the same institutions or countries. Student groups are asked to take on certain roles given to them from a scenario after observing an appropriate video documentary. From this they play out their roles, becoming the factory worker/agent/production manager/ consumer/company executive etc.

Students are oblivious to the fact that they are also observing one another, (remembering the high percentage of international students on this particular course), learning about differing perceptions and perspectives of situations through the various culture representations. Bearing in mind the different student profiles within fashion student groups[i] this type of workshop, supported by video/documentary screenings is a teaching model that should not be confined to Business and Management, as it is applicable to any design course which has an interest in internationalising the curriculum.

Internationalising Critical and Theoretical Studies

The curriculum for the academic/theoretical component of the fashion design degree tends to vary between institutions. It can include historical aspects of dress, chronological examination of changing social structures, issues of image and identity in historical dress and is in the UK usually eurocentric.

Some years ago, fashion programmes revised the teaching of this area to include issues such as femininity, masculinity, gender, sexuality, identity and meaning in terms of dress. After a general first year delivery, the second year concentrates on these issues. At this point, students begin to understand and equate the content with relevant contemporary issues[ii].

In a recent research study by Howse, Hines & Swinker (1998), retail buyers were asked to rate the importance of educational criteria. 'Buyers did not rate highly the educational criteria related to historic textiles and costume studies…' They continue 'although these criteria may not be important to buyers in their career, they may provide the underlying knowledge for other criteria in the study. For example, the buyers did not identify the construction criteria as important but they did identify the importance of educating the workmanship of garments, - 'and the former is an aid to the latter'. (They also suggest that the lower rated criteria, which range from 'how primary and secondary references are used to document historic costumes and textiles', to 'relationship between social/cultural, economic, political, religious and technological factors on the style of dress from historic periods' (Howse, Hines and Swinker, 1998) may be part of the basic core knowledge that all clothing and textiles programmes should include regardless of emphasis. Their suggestion appears arbitrary when the research points to the perceived irrelevance of these criteria of those surveyed. However, the lower rated criteria are skills that critical and theoretical lecturers rate highly, such as primary and secondary sources and theoretical research techniques. International issues can be identified here too: 'Effects on the social/cultural, economic, political, religious and technological factors…' The study concludes that 'continued assessments of curricula by

[i]Student groups in fashion are often multi-cultural, but born and brought up locally to the university

[ii]Evidenced in student monitoring and evaluation, and quality assessment forms

professionals are essential to ensure that programmes are meeting the changing needs of the field' (Howse, Hines and Swinker, 1998).

Evaluation, development and reflection is necessary to ensure that both the changing needs of industry, and the perceptions of fashion graduates are met.

It is also important to ensure that courses incorporate the skills and competencies needed for the profession. Indeed, evaluation of both design and theory modules must take place in order to match relevance with market needs, if students are to be competitive.

The possibility exists within this area to update historical contexts with the study of international cultures in fashion, particularly focussing on developing and transitional countries where much of the fashion and textile industry have manufacturing operations. These issues are contextualised by critical and theoretical comment such as 'An Investigation into ethical sourcing practices: Levi Strauss & Co.' and video screenings such as 'Gap and Nike No Sweat' (15.10.00, Panorama, BBC), the relevance and context, manifested in a realistic and internationalised programme.

However, difficulties exist in the delivery of such programmes when academic staff are not sufficiently experienced in the international fashion industry (Andersens, 1997).

An innovative and challenging solution to the problem of accessing lecturers with appropriate skills and experience in international fashion markets could create a flexible and mobile inter-institutional expertise-matching network, encouraging staff mobility between institutions, working together on internationalising their design programmes.

"Teacher exchanges have a synergistic effect on the other academic fields of the institutions involved.… This refers to the research contacts that are often made and to the comparison of teaching material. Moreover, teacher exchanges can also be regarded as a way of internationalising the institutions teachers"

(Andersens, 1997)

Design or Theory?

The responsibility for internationalising the fashion curriculum rests with no specific area alone. In the example of the teaching methods practised by the area of Business and Management at the University of Salford, the delivery is through experience and role-play, an example of an academic degree choosing to deliver an element of the course through practical means.

In art and design education, there are many areas that have to interact together but often in fact do not exist in harmony (Coldstream, 1970), not for discussion in this paper. However, in her account of the wrangling between fine art, fashion design and commerce, McRobbie (1998) comments that as part of the process of professionalism, fashion design distinguishes itself vigorously from production even though this is harmful to the industry as a whole.

"It does not help students that they are not actively encouraged to know about the history of production and manufacture, and indeed, labour relations in the industry for which they are being trained….. Fashion design education finds it difficult to integrate the skills and techniques upon which it is dependent into its vocabulary because these are too reminiscent of the sewing and dressmaking tradition…"

(McRobbie, 1998)

Generally, this vision is too parochial and domestic for many fashion design programmes, particularly those that are known for being conceptually-based.

Summary

Fashion programmes in the UK lack an internationalised content. *(See Snapshots for an update on my current research in this area.)* This impacts on students who are not fully prepared for the international fashion industry. The delivery of *international* business and marketing specifically for fashion has been identified as a missing course component.

This paper discussed an example of effective teaching practice in the area of international markets from the BSc International Business and Management at Salford University. Revising aspects of the programme curriculum is suggested, through the areas of design, business and marketing, and critical and theoretical studies. These suggested developments may go some way to internationalise the curriculum and student experience. The problem of accessing expertise in this area was identified and a flexible 'expertise matching needs' network was suggested.

Conclusion

Fashion Design programmes in the UK must internationalise their curricula by constant evaluation and reflection by staff delivering fashion design business, marketing and fashion theory. Internationalisation is essential if UK fashion graduates are to appear employable, viable and competitive in the global job market.

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Trans-national online activities for students – a pragmatic approach

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Abstract

We examine the drivers for internationalising the curriculum within the context of the growth of the Internet and the increasingly global market for Higher Education. We present a pedagogical model and a set of guidelines that can be used to design trans-national online student collaboration, and discuss how these can be operationalised in a selection of scenarios for internationalisation of the curriculum. Lastly we encourage colleagues at Salford to build on our work by adapting and refining our model and guidelines, and integrating activity-based approaches with broader strategies for internationalisation of the curriculum.

Introduction

The potential of internet based information systems to transform business sectors is particularly relevant where the primary activities of the business are information-intensive, as in Higher Education. Global competition presents threats and opportunities to UK Universities, who are working hard to expand their markets globally by attracting international students (often using Internet marketing) to their campus-based programmes; and by offering distance learning programmes, whose curriculum and support can be wholly or partially delivered via the Internet. For example, Australia has been highly successful in the export of Higher Education services, with more overseas students per capita than the USA, the UK or Canada, an export trade that generated $3 billion in 1996 (Currie & Vidovich, 2000).

However, marketization of education may also be understood, within the context of education for the private and public good, as a coping strategy that emerges from the grass roots as a response to changes in funding (Kwong, 2000). The commodification of Higher Education can be observed in national as well as institutional policies, but it is important to balance the development of international markets with improvements in the quality of provision via internationalisation (Knight, 1999).

Universities may also engage in partnerships with educational partners at home and overseas to attract students and to enrich the range and content of their programme offerings. Thus, the supplier can benefit by retaining or expanding the market for their existing campus-based programmes, and by offering new services, such as distance learning programmes. From the customer perspective (students and their sponsors), there are benefits in improved choice of campus-based programmes, in lower costs of distance learning programmes, and in support for selection of programme. Therefore students can find a programme suited to their needs that may be offered by a University in another country. They can investigate potential programmes using marketing information supplied by the Universities and third party information such as Teaching and Research Quality Assessment information that is now made available through the Internet. If students do not wish to study abroad, for personal or financial reasons, they may be able to study the programme by distance learning. Educators are also aware of the need to enable their graduates to operate effectively in multi-cultural societies and global business environments.

The relationship between globalisation and internationalisation is captured in the following quotation:

"Globalisation is the flow of technology, economy, knowledge, people, values, ideas ... across borders. Globalisation affects each country in a different way due to a nation's individual history, traditions, culture and priorities. Internationalisation of higher education is one of the ways a country responds to the impact of globalisation yet, at the same time respects the individuality of the nation" (Knight & de Wit, 1997).

Knight offers a typology of approaches to internationalisation: activity, competency, ethos and process. Early work in international education focussed on *activities*, that today include international students, development assistance and academic mobility. The *competency* approach looks at the impact of internationalised curricula on the competencies developed by students, faculty and technical/administrative/ support staff, involved in these curricula, and has led to a lively debate on the definition of international competencies. In the *ethos* approach, the emphasis is on developing a culture with an explicit international dimension, whilst the *process* approach stresses the integration of an international dimension into the guiding policies and procedures of an institution, and hence into academic programmes, with an emphasis on sustainability (Knight, 1999).

E-learning has opened up additional opportunities for international activities in Higher Education. Whilst computer-mediated communication

(CMC) is no substitute for the rich cultural experience offered by student exchanges, it can complement exchanges and visits for students who travel abroad or host visiting students as part of their programme. CMC can also offer an opportunity for trans-national collaboration to those who may not otherwise experience it. Since online learning is less constrained by time and space, students and lecturers have the opportunity to expand the learning community, even across national borders and time zones, without incurring the time and financial costs of student and lecturer exchanges (Slavin 1990). CMC offers additional opportunities for progressing staff networking from contacts made, usually in face to face meetings at conferences or via exchanges.

In this paper, we use the findings from two years of Action Research to explore how this work may inform trans-national collaborative activities as part of a wider programme of internationalising the curriculum. In relation to Knight's typology, our work was focussed primarily on activities, but the pedagogical model used includes learning outcomes that could include competencies related to internationalisation. The further capacity for these activities to contribute to developing an ethos, and be part of a process for internationalisation lies elsewhere. The research explored the outcomes of the online discussion and exchange of feedback between groups of students from different countries, and with different experiences and learning goals. The outcomes were guidelines to assist those engaging in such an activity and a rich case study (Whatley & Bell, 2003).

In the second section, we discuss the pedagogical issues raised and present the adapted networked learning model that can be used for trans-national collaboration. In the third section, we introduce the case study and the findings from the Action Research, followed in the fourth section by a discussion of how these findings and the pedagogical model could be used to design trans-national collaborations as part of broader strategies for internationalising the curriculum.

Pedagogical Issues

In designing the trans-national collaborations, we reflected the recent shift to constructivist approaches to learning, (see Figure 1), (Goodyear, 2001). Whether one is viewing reality subjectively, as socially constructed, or objectively as being independent of observer or social context, affects the way one understands learning and designs tools for its support. In practice, it can be difficult to be completely faithful to a constructivist approach, particularly in the complex situation presented by trans-national collaboration. Our approach was pragmatic, seeking to make the collaborations "work" for all stakeholders.

Goodyear et al's pedagogical model for networked learning can be used to inform networked learning projects of varying scope (Goodyear, 2001). The model has three main elements: pedagogical framework (covering philosophy, pedagogical strategy and tactics), educational setting, and organisational context. Since each of these differed for the different groups in our collaboration, we adapted the model to accommodate trans-national collaborations of students studying different subjects and with different desired learning outcomes, as in our case study.

Figure 2 highlights that two groups of students can share a networked learning activity in a shared technical environment but pedagogical framework, tasks and learning outcomes can all differ.

This allows us to stress the interdependence of the different groups of students.

Asynchronous media, such as computer-mediated conferencing systems, offer increased opportunities for reflection and evaluation, including reflection on practice (Goodyear, 2001; Manheim & Watson-Manheim, 1999). Since contributors have time to reflect on the contributions of others and time to compose their own contributions,

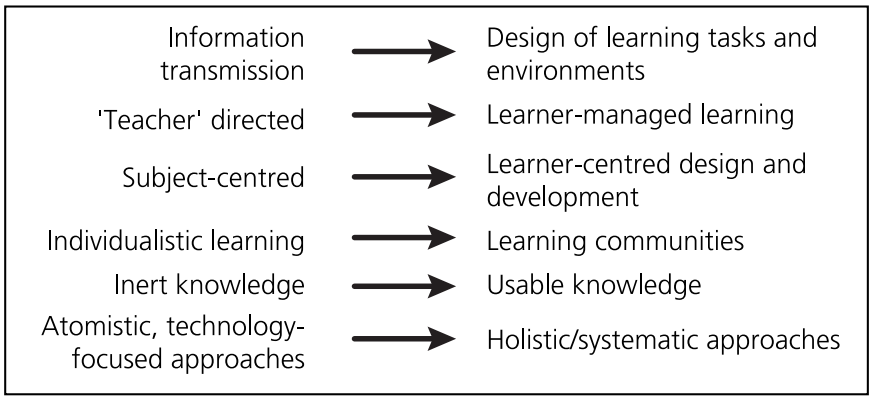

Figure 1 - The Constructivist Shift, after Goodyear, 2001

the interaction can be richer (Goodyear, 2001). Slavin identifies the promotion of cross-cultural relations as one of the benefits of cooperative learning (Slavin, 1990). Assessed tasks tend to be more structured than totally learner-managed ones, and may inhibit the development of a learning community but we should seek to achieve 'facilitative' rather than constraining structure (Morgan & O'Reilly, 1999).

Case study and findings

Action Research is a cyclical approach that can simultaneously create organisational change, and study the process of that change (Avison, Baskerville, & Myers, 2001). It allowed us to identify twin cycles of problem-solving and research in order to clarify validity claims (McKay & Marshall, 2001). The research covered two cycles of action and reflection in trans-national student collaboration between students from the Information Systems Institute (ISI) at Salford, Instituut voor Information Engineering (IvIE) at Almere in Holland, and University of Applied Sciences – Hochschule der Medien at Stuttgart in Germany. The collaboration was initiated from lecturers who met at a conference and discovered that they shared an interest in critical reflection, and was later extended to include a University whose students had visited the ISI.

We shall use as examples two student groups from one of these cycles to illustrate how the pedagogical model, see Figure 2, illustrates the learning activity from the perspective of each group, and allows activities to be set up without major overhaul of the curriculum of each student group.

The first group of students, from Salford, were studying a final year optional module, Developing Teaching and Learning Systems, whose module leader was organising the collaborations and significantly involved in the action research. Thus the collaboration was in line with the *philosophy* for that module, and was an integral part of the *pedagogical strategy*. The second group of students, from Almere, were studying English. Since they were enrolled at the last minute, to replace the intended group from Stuttgart whose module failed to run, the collaboration was not part of a planned *strategy*.

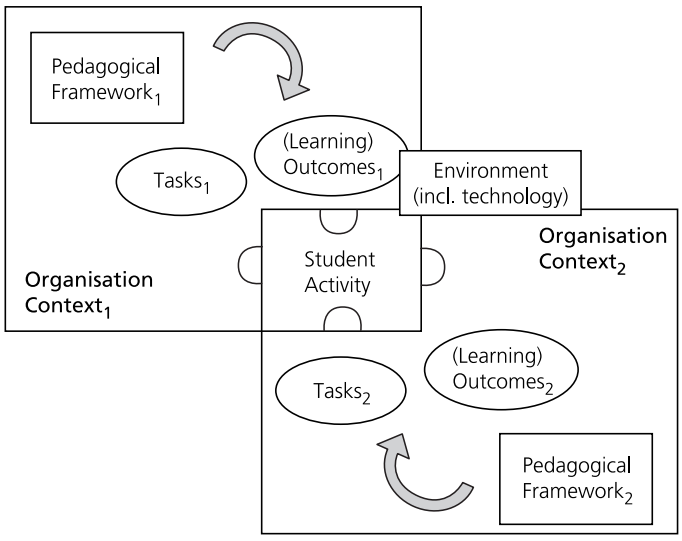

Figure 2 - Pedagogical Model for Trans-national Collaboration

Figure 3 indicates the transaction between the two groups where each can derive a different benefit. The rapid agreement of the Almere lecturer to participate can be explained by the fact that the Salford and Almere lecturers had met as part of a visit to Salford by Almere students, and they realised that their general philosophies to education were not in conflict, and that this activity was aligned with the existing relationship between the two departments providing the required organisational context. As a result of this visit, the lecturers knew a little of the *educational setting* of each others' modules, but the students participating knew little about the context of the other group, until they began to talk to each other. By using the Internet, both groups were able to discuss via discussion forums already set up on the Salford server that offered the *shared technical environment* needed for their collaboration. Some groups supplemented this environment by use of ubiquitous technologies such as electronic mail, chat rooms and mobile phones.

Task and learning outcomes can help define the purpose that is generally recognised as an important factor in successful online communities (Kim, 2000; Preece, 2000). For Salford students the *task* and *learning outcomes* were clear: that they should collaborate with another group of students to receive external feedback on the prototype learning systems that they were developing as part of their group coursework. The *outcomes* were twofold: that the evaluation could help identify the improvements require to the group's

prototype; and that the activity would aid the individual reflection, both of which are required as part of their assessment.

For Almere students, the *learning outcome* was to improve their English language skills, and these were assessed by the tutor's inspection of the fact and quality of their participation. The *task* was less clear, as they were asked to evaluate the Salford prototypes, but were not given evaluation criteria until some way into the collaboration. Even then, the criteria did not fit the criteria that would be used in the assessment of Salford students' prototypes.

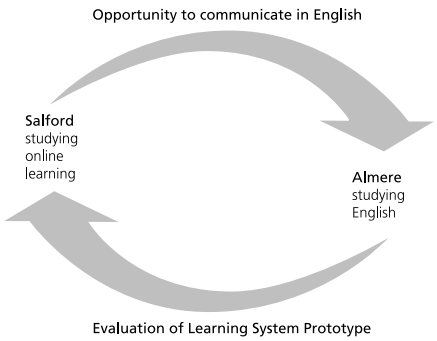

Figure 3 – Actual Collaboration

This first collaboration with Almere students was relatively successful, as compared with the second collaboration, and the Almere tutor attributed this to the fact that the collaboration was compulsory for the Almere students and that it was assessed confirms what has been a consistent finding; namely that students find such collaborations useful and beneficial, but that each group perceives the other as deriving more benefit.

	Salford	Almere
Did you benefit from this evaluation exercise?	Yes 76% No 24%	Yes 62% No 38%
Did you feel that the evaluation activity was of benefit to the team of students in S / A?	Yes 88% No 12%	Yes 100% No 0%
Do you believe that it is useful to collaborate with students in other centres?	Yes 92% No 8%	Yes 92% No 8%

Table 1 - Results of questionnaires from Almere and Salford students

Staff also judged the collaboration to be beneficial. Some students recognize the value of trans-national collaboration as a preparation for work in the European and Global context:

"One of the most pleasing experiences that I had was working with the Dutch students as it is the best example of the Internet and its abilities, as it allowed me and my team to interact with people that we never would have the chance to normally. The only thing was that the system was not that great, and this then meant that we were not able to evaluate their system. But we were able to check what they thought of our system by email. Though the language was a problem that we could not handle."

However trans-national collaboration is not without its problems. Although five weeks were scheduled for the activity, technical hitches and mismatch of term times interrupted this period. The discussion did not start until the third week, with most of the communication taking place in the fourth week. Although students were encouraged to engage in social exchanges early in the collaboration period, they rarely did, with many regretting this later. A significant issue is the complexity of organising collaborative activities in the face of different terms and semester times, different curricula and assessments and different group sizes.

Figure 2 gives us an indication of this complexity in the simplest case – that of two groups collaborating. Involving more groups further increases the complexity.

We have summarised our findings in the guidance points below but since we recognise that such guidelines tend to be reified (Lisewski & Joyce, 2003), we encourage readers to consult the full case study that contains many more insights from the two cycles of collaboration (Whatley & Bell, 2003).

1 The activity should benefit both sets of students in order to promote collaboration

Potential benefits should be real and apparent to all student groups involved in the collaboration, although our experience indicates that participants tend to see themselves as deriving slightly less benefit than their collaborating partners. Asymmetry of purpose has permitted interdependent benefits for students. We have found that benefits are available to participants, although variable and not always as planned.

2 Participation in the collaboration is affected by student motivation, assessment of the outcomes of the

collaboration being one significant motivating factor

We found that when the activity contributes to assessment, participation is encouraged but that other motivators may also play a part. We look forward to exploring this further in future work.

3 (a) The activity should be situated within the host module with a clear purpose, for example as a task component of an assessed activity or to satisfy a learning outcome.

(b) Plan the shared activity to take account of discontinuities between the host modules.

It has proved a real challenge to situate the activity in the host module for each group of students whilst taking account of the differences in pedagogical and organizational arrangements. Students are encouraged to build up an online relationship and conduct the collaborative activity within more complex time constraints.

4 The added dimension of a different language/culture offers general and pedagogical benefits

In trans-national collaborations, acquisition of foreign language skills is a pedagogical benefit but students also valued less tangible cultural benefits to be obtained with students from other countries.

Discussion on the use of trans-national collaborative activities

Trans-national collaborative activities can be used in a variety of settings to benefit students, to promote international staff networking, and to strengthen institutional partnerships. The work described in this paper was a pilot study (funded by the University of Salford Teaching and Learning Quality Improvement Scheme) that helped to build contacts and the concept for an EU Minerva-funded project, Collaboration Across Borders (CAB) that commenced on 1 October 2003. We are currently seeking participants in this project, who may seek to benefit in general pedagogical terms, and specifically by designing activities that will internationalise their curricula. By Summer 2003, we will have established an online presence for our CAB Staff Network that we hope can contribute to development of two of the other elements of Knight's typology, namely competency and ethos. We shall also seek to disseminate both the concept of Internationalising the Curriculum in general, providing one vehicle through the CAB project, at two workshops: firstly, a Symposium at Networked Learning 2004 Conference[1] ; and secondly, a Workshop at ILT Learning and Teaching Conference 2004[2] .

Salford's International Strategy is evolving but the University's Teaching and Learning Strategy already includes a commitment "to internationalising the curriculum both to reflect and draw upon the wide experience of our students and to prepare all students for future employment in the global economy." This the process element of Knight's typology is currently receiving attention.

We can examine some hypothetical scenarios and discuss what part trans-national collaborations can play in them.

Attracting international students and strengthening partnerships with institutions overseas

Links with institutions overseas can lead to and be strengthened by online collaborative activities. In our pilot project, we found that existing links with IvIE Almere allowed us to arrange a substitute activity at short notice. Activities will be easier to organise with partner institutions, and may encourage students to consider our Salford-based or distance learning masters. Another source of contacts is our campus-based international students who can put us in touch with their home universities and colleges. Many postgraduate international students are themselves lecturers and teachers.

Enriching the curriculum to educate graduates for a global business environment

Salford is renowned for the employability of its graduates, and the opportunity to converse and work with students from different countries, across time zones, can only enhance student skills at global working.

[1]Symposium: "Internationalising the Curriculum: a dubious concept, variously interpreted – what is going on in the UK and Europe?", accepted for the Networked Learning 2004 Conference, a research-based conference on networked learning in Higher Education and Lifelong Learning, to be held Monday 5th to Wednesday 7th April, 2004 at Lancaster University, UK, http://www.shef.ac.uk/nlc2004/home.htm

[2]"International Mission Impossible? Your challenge, should you choose to accept it: Designing Internet-based activities that contribute to Internationalising the Curriculum.", workshop accepted for ILT Learning and Teaching Conference 2004: Delivering Excellence, http://www.ilt.ac.uk/607.asp

Support for multi-cultural aspects

Increasingly, groups of students have diverse cultural backgrounds, even at one University. When groups of students collaborate across national boundaries they discover similarities and differences that cut across the boundaries of the country in which they are studying, that can provide interesting food for discussion and reflection.

Conclusion

We have offered a brief presentation of research done into trans-national collaborative activities that has led to a Minerva project. We hope that readers may be moved to look at our case study and consider using the pedagogical model and guidelines, presented in this paper, that we believe offer support for the design of trans-national collaborative activities, and we would welcome feedback on any or all of these. Those who would like to find out more about participating in the CAB project are encouraged to contact Dr Elena Zaitseva at E.Zaitseva@salford.ac.uk who has recently been appointed as researcher on the project. We have outlined some possible scenarios for such activities, safe in the knowledge that colleagues at Salford and elsewhere will not be limited by our ideas. It is an exciting opportunity to integrate activity-based approaches with broader strategies for internationalisation of the curriculum. Our pedagogical model is based on the concept of mutual benefit for students – a fitting concept for internationalisation that respects the individuality of one's own and other nations however we interpret the act of "belonging" to a nation.

Acknowledgements

The authors acknowledge the funding provided by the University of Salford Teaching and Learning Quality Improvement Scheme (TLQIS) in support of this pilot study which has helped to build contacts and the concept for an EU Minerva-funded project, Collaboration Across Borders (CAB) that commenced on 1 October 2003.

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Internationalising the Curriculum: From Policy to Practice

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The University of Salford's policy in respect of internationalisation is stated unequivocally in the Strategic Framework 2003-2004:

'…preparing students for careers that will be in the global economy, whilst at the same time enriching the wider student experience by integrating the knowledge and experience of its international students.'

Increasing numbers of international students are attracted to the University each year and programmes of study assume new international dimensions. Our perspective – perhaps unsurprisingly, given our respective roles - is an institutional one, seeking to understand how the University as a whole might 'concretize' its international mission. We concur with the view expressed by the American Council of Education:

'The internationalisation of the curriculum requires thinking about curriculum differently; it does not occur solely in a few courses or majors and does not serve as simply an additive to existing programmes. It calls for an interdisciplinary and multifaceted process that will affect all faculty and students'.

(http://athena.uwindsor.ca/units/international/Curriculum.nsf)

Our interim research to be published in the forthcoming proceedings of the *HERC Inaugural Learning and Teaching Research Conference 17-18 September 2003 'Education in a Changing Environment: Scholarship, Educational Research and Development at the University of Salford'* explores a number of strategies that are not necessarily mutually exclusive, forming a continuum along which institutions may progress from 'ethos' through 'activity' based on academic mobility or content, to 'graduate attributes' and ultimately 'infusion' approaches to internationalisation. We argue that whilst the 'graduate attributes' approach supports the University of Salford's goals in terms of graduate employability, a more holistic approach is required in order to 'enrich the wider student experience by integrating the knowledge and experience of our international students' (The Strategic Framework 2003-2004, University of Salford).

The University of South Australia has assumed the 'infusion' approach to internationalisation of the curriculum, using its defined 'Graduate Qualities' as a framework for curriculum development. A team-based approach to curriculum development for international teaching has been adopted which in itself provides clarification of what internationalisation means in different subjects within a discipline. A model of staff development based on small group reflective practice involving subject specialists, learning advisers and staff development consultants working together at school level is deployed as an integral part of the internationalisation strategy (Leask, 1999).

Those engaging with the collaborative strategy claim that as a result international perspectives permeate teaching methodology, the content of subjects and the structure and organization of courses. Programmes ensure cultural inclusivity and curricula develop multicultural awareness and cross-cultural communication skills, whilst achieving the specific knowledge and skills appropriate to the discipline (Leask, 1999).

In the light of our initial findings we suggest that further research should examine the University of Salford's existing programmes of study to ascertain where the institution sits in relation to the strategic continuum. In the context of the quality learning experience, research should also address the views of both home and international students, gathering and analyzing data regarding their perceptions and experience of the international dimension in their learning. Of equal significance are the perceptions of staff involved in student learning, guidance and support across schools, faculties and support services. Finally, the process of 'infusion' needs to be examined in greater detail within the local context with a view to determining the possibility of more firmly embedding internationalization through existing structures, such as the Communities of Practice, collaborative staff and curriculum development projects etc.

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Radiography: an international image

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Health Care Professions

As part of my remit as Senior Lecturer in Radiography at Salford I began a 6-week secondment to Oulu on the 26th January this year. My role was to assist in the development and delivery of the clinical element of the first Postgraduate programme in Medical Ultrasound for Health Care Professions in Finland.

Background to secondment

Medical Imaging is varied and includes a wide range of imaging methods, one of these being Diagnostic Ultrasound. In the U.K. radiographers have had a major role in this imaging field for a number of decades with formal training being established in the late 1970's. Salford has been involved in the delivery of such training from the beginning and now delivers a Masters programme in Medical Ultrasound which incorporates PGC and PGD levels. The programme enables radiographers and other health care professionals (usually midwives and doctors) to achieve qualification in the field of Medical Ultrasound.

Finland has no recognised formal education for Health Care Professions practising in this area of imaging, most of the examinations to date being performed by medical personnel. However, as in the UK role development is taking place where Health Care Professions are developing their roles into areas previously under the domain of the doctors. This has meant a more formal education is required in order to ensure a satisfactory standard of competency.

September 2003 saw the first cohort of students being recruited onto the first postgraduate programme in diagnostic ultrasound in Finland. The programme has been developed jointly between the School of Health & Social Care (Radiography) Oulu Polytechnic and Health Care and Social Services (Radiography) Helsinki Polytechnic, each institution being responsible for individual modules. The programme has a large clinical component where students gain clinical skills in clinical environments. This element of the programme requires learning outcomes to be developed and a formal standardised method of monitoring and assessing students' progress and achievements in order to ensure competency in the practice of obstetric and/or abdominal ultrasound.

The University of Salford's role

The Directorate of Radiography has for several years, had active links through the Socrates Erasmus Programme with the Polytechnics in Oulu and Helsinki for both tutor and undergraduate student exchanges. Each year, usually in the 3rd year, students from Finland and Salford spend 3 months of their undergraduate programme in partner institutions; tutors from Salford 1week.

The Directorate of Radiography was approached over 12 months ago for assistance with the clinical element of their Ultrasound programme and after months of discussion, at the end of January I spent a total of 7 weeks in Finland developing and delivering the clinical element of the programme; 6 weeks seconded to Oulu and 1 week through the Socrates Erasmus bilateral agreement at Helsinki.

This was an interesting experience which involved curriculum development, lecturing, clinical visits, assessment of students and liasing with academic, medical and clinical personnel. It was also an opportunity to experience a different culture, the freezing temperatures and deep snow in Northern Finland. Not altogether a first time experience as I have worked in Oslo, Norway as a newly qualified radiographer and have returned to visit the Scandinavian countries several times both on work-related issues and for holidays.

Nursing and international mobility: a structured approach

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If I may commence this short article with an element of artistic license - necessity is not only the mother of invention, but also of innovation. The amalgamation of the former Northern College of Nursing into the University of Salford in 1996 led to a number of operational and management changes for staff and students, not least those involved with international matters in the new School of Nursing. Initial ventures into the field of nursing outside the United Kingdom which we had commenced in 1995, had produced a number of active institutional links with associated teacher/student visits, and also the development of an elective international module for 3rd year pre-qualified nurses, with an offered placement abroad. Subsequent curriculum evolution and increased levels of external accountability and scrutiny of the School of Nursing's systems as a direct consequence of membership of the larger organisation however, resulted in a need to develop a structured process which would help promote the students' awareness of international nursing issues.

To this end, the International Student Mobility Award (ISMA) was designed and implemented. The aim was to offer (per intake) 10 pre-registration diploma and 5 pre-registration degree nursing students the opportunity to apply for funding from the school in their 3rd year, in support of an individually constructed project to explore an international nursing issue of their choice. In order to secure this funding, a two-stage application procedure now exists. Firstly, the student is required to submit an application form with a 300 word abstract in which they are required to provide an outline and overview of the goals, intended learning outcomes, location and perceived benefits of the proposed placement. Each abstract is then evaluated by members of the school's International Strategy Group, before those students whose abstracts have displayed the highest levels of innovation, structure, clarity and detail are invited to the second stage, a 15 minute seminar presentation to the team members who assessed their abstract. Within the seminar, the student provides greater detail regarding their project and this format also facilitates questioning on specific issues of interest or concern to group members. In order to help students through the application process informative presentations are made to each intake at the start of their 3rd year, at which documented guidelines on placement selection and seminar content are distributed. There are no restrictions placed upon the international location of placements, although students are naturally not permitted to go to areas which may be considered to be a risk in terms of health or personal safety. A dual purpose document to ensure parity in assessing the quality of the seminar presentation and the pre-departure provision of requested evidence regarding indemnity insurance, accommodation and health provision arrangements also contributes to the rigour of the process. Finally, upon their arrival back in the UK after their placement, the successful candidates are required to carry out a presentation on their experiences to their peers in the appropriate intake, in order to contribute to the system's aim of internationalising the curriculum.

In conclusion, the complex and competitive nature of the ISMA process recognises the importance of maturity, organisation and commitment amongst its applicants, and has thus been designed to assess these very qualities. ISMA commenced with the September 2000 intake, and over the past 3 years has proven to be both popular and rewarding, with students experiencing healthcare provision in circumstances as varied as a Methodist missionary hospital in Maua, Kenya, to alcohol/and drug detoxification regimes in the Thamkrabok monastery in Thailand.

Exploring Fashion Design in the Oceanic region: update on a research trip, Summer 2003

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As part of my continuing research into the internationalisation of fashion design programmes, (now the subject of my Phd), July and August 2003 were spent collecting data from selected institutions in Malaysia, Australia and Singapore building on previous research contacts in Singapore and Australia, and contacting others in Malaysia, specifically for the current project.

Semi - structured interviews were used to determine how students respond to and capture international aspects of the fashion industry; to identify any collaborative agreements between institutions and finally, to identify the needs and reflections of individual students of fashion design, and experts in industry and education.

One of the over-riding impressions gained from the recent trip was that internationalisation or internationalism meant different things to different people – no surprise here - the difference seemingly most pronounced between the academic and the student. However, there were some differences between academic and industry experts too. Australian academics have been aware of internationalisation policies in Higher Education since at least the early 1990's. Off - shore campuses, the delivery and validation of Australian degree programmes which then create further collaborative opportunities for participating institutions staff and students have been in operation for many years.

Interesting to report here is how Senior Fashion Staff at University of Technology Sydney responded to internationalisation directives by writing a specific programme in conjunction with the Institute of International Studies, (BA Fashion and International Studies). The programme is generic, open to any art and design students applying to the Faculty of Design, Architecture and Building (DAB). The initiative developed from a synergy of thinking within UTS at a time when the internationalisation of the University was high on the academic agenda in Australia.

"Across the Faculty, there are only 25 places on the International Studies course, but approximately five places are available to each discipline within the faculty of Design Arch, & Building [including] Fashion & Textiles, Industrial Design, Interior Design, Visual Communication, Architecture, Construction, and Property Economics."

Competitive and unique in its delivery, students study a language and cultural studies and complete a work placement overseas with the Institute of International Studies. They study Fashion and Textile Design in the Faculty of Design along with other fashion and textile design students on the four year pathway. International Studies students select from a list of eighteen countries for their educational collaboration. Although this is a lengthy degree programme (six years in total), it is viewed as being highly successful and responds to the needs and requirements of industry and current students.

"the OIS year really opens their eyes, broadens their minds, preparing them for the international nature of fashion and textiles, and for the final two years of the course at University .The entrance level for undergraduates in DAB is generally high – 95.4 entrance mark, however to get on to the International Studies programme, they must have a 98/99 UAI, so the best students – high achievers, brightest academically - are creamed off the intake for that international studies programme heightened by the competition across the faculty – five places per discipline.

The cost is sometimes prohibitive – this deters some students from applying – as they have to support themselves for six years – one of them being overseas."

The research trip revealed that Institutions in Malaysia and Singapore use several mechanisms for inter-University collaborations, Memorandum of Understanding (MoU), degree programmes validated by an overseas institution, and franchising agreements. Institutions usually begin their internationalisation strategies with MoU's using these as a platform on which to build collaborative relationships. In total, seven institutions were visited, and forty-seven interviews conducted, I look forward to disseminating the findings of this research project in the near future.

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