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Abstract

Internationalising the curriculum (IOC) in order to produce graduates with global citizenship skills is a common strategic goal in modern higher education. The extent to which this is achieved and the level of understanding amongst staff and students of what IOC involves and the benefits it imparts are varied. In this study, activities and attitudes across 15 subject disciplines delivered in a modern UK university were surveyed through an analysis of official course documentation, and semi-structured interviews with a range of academic staff. The outcomes are discussed in relation to the level of understanding and ownership that staff have of IOC. Through the modification of a process control model Barnett (European Journal of Education, 29(2), 165–179, 1994), suggestions are made as to how to move this top-down strategic imperative forward through empowerment of the academic staff involved in course delivery. (HRK / Abstract übernommen) Kirk, Sandra H., E-Mail: sandra.kirk@ntu.ac.uk