

Title	Internationalisation as inclusion	
Name	Hazel Horobin	Breakdown of associated recorded interview
Course/Module/other	MSc Applied Physiotherapy	
Level/s	7	
Student Numbers	100 (mainly international)	
Briefly describe the inclusive change you introduced? (This can be at any time in the past) Section of recording:	<p>There was a big focus on transition to support students to develop the academic skills they needed to engage with different styles of learning teaching and assessment and also their own time and self-management.</p> <p>We simplified the course with one instead of four modules at the beginning and extended the course from one year to 18 months. Students study 45 credits in the first semester, which means they don't have to juggle so many things at once. There are 60credits in Semester 2 with 15 credit catch up in the inter-semester break.</p> <p>The first semester deals with the 'taken for granted' basics- about who to touch and how, to engage with learning; information finding, developing a search strategy, presenting information in written and oral form, referencing and developing a critical voice. We give continuous feedback at all stages. It is important to offer safe, formative assessment opportunities as well as module retrieval.</p> <p>The second semester is the element of the course which the students have come for- the clinical specialisms are taught here and students want to be able to concentrate on these and their dissertation without the additional credit burden; having been well prepared early in the course by the early investment.</p> <p>The focus is on transition - helping students understand the academic requirements and to</p>	1 to 1:47

	<p>manage totally new demands; such as working in groups, learning with teachers as partners, managing their own time, participating in debates appropriately etc. We introduce different approaches gradually with continuous explanations for why we do it this way how it connects with their professional futures.</p> <p>It enables students to learn to develop different ways of listening and writing and develop the vital professional skills of reflexivity, independent decision making and autonomy</p> <p>We give students day long sessions which are what the students are used to. We have a more formal approach to make them feel more comfortable and we introduce different styles of learning and teaching by discussing ground rules, make our reasons clear for doing group work, for example; being explicit.</p>	
<p>What prompted you to make this change?</p>	<p>The numbers of international students interested in PG study grew very quickly and initially did not find the course easy because of lack of experience of the professional practices in the NHS. We had a growing number of students, mainly from outside the UK, 80% of the students are from India as well as Africa, Middle East and Europe, studying on the Master's degree. A few students have recently graduated in the UK. One third of the students failed to complete in the expected time in the first cohort.</p> <p>The course has been designed with an extended period of supported learning which introduces students to a style of learning which encourages reflexivity, original and critical thinking and helps students explore the collaborative, team based work and the less hierarchical practices common in the NHS.</p> <p>This requires acknowledging that students from India particularly, operate with a very intense group ethic and have been used to didactic teaching with a degree of distance from their</p>	<p>1:48 to 7:15</p>

	<p>teachers as well as a different kind of professionalism ultimately.</p> <p>Students were experiencing very high levels of anxiety when faced with different ways of learning and engaging with tutors- the familiarity, casualness and proximity of tutors was startling and made them uncomfortable and profoundly exposed and embarrassed by being asked to 'Call me Hazel'</p> <p>Preparing the dissertation proposal - reading to create an idea, developing something original was very challenging for our students and takes a lot of time.</p> <p>Even with carefully introduced and staged activities and modular retrieval, around half the students did fail first time round which is disappointing, but it seems that this concrete experience really challenges people's thinking about what they need to do now in relation to what they have done in the past.</p>	
<p>What impact did it have? (particularly for the student experience)</p>	<p>When people are confronted with things that are completely new in terms of what they are asked to do and also the way in which we ask them to do it - our teaching style, they become anxious. Students are much more comfortable with the way we do things now.</p> <p>The results are improving, fewer fail, although not quite as quickly as they hoped. It is better than it was. I think we need to remember that front loading is not enough- the demands on students are more sophisticated by the end of the course- the literacies change and the skills level steps up.</p>	<p>7:16 to 14:10</p>
<p>What additional resources did this change require, if any?</p>	<p>No, it involved different ways of working and planning. We front load the first modules but the time has been taken out of the dissertation. We still work a lot with students around the dissertation and this does mean extra work but it is more interesting teaching and very rewarding.</p> <p>Students are encouraged to do original research</p>	<p>14:11 to 15:23</p>

	<p>and have published a very successful journal themselves- Indian research for Indian people. The first edition had something like 6000 hits. It's amazing. We are incredibly proud of this.</p>	
<p>What student feedback have you had?</p>	<p>Students are happier. Unfortunately the things they want we are not able to give – more practicals, more placements. more access to patients</p> <p>I'm not sure that students are particularly aware of the journey they are on as they are in it. They are full of anxiety and concerns but rarely complain though as it is not in their culture to say 'you haven't done this for me'. I suppose from our very healthy recruitment, the things they say on ORKUT, Facebook and other social media sites and my contact with alumni they know that we try and they know that we mean well and are trying hard, even though we don't always get it right.</p>	<p>15:24 to 17:30</p>
<p>What resources do you think you have saved in the longer term?</p>	<p>What it did mean is that we spent less time dealing with confused and unhappy students and a 50% failure rate with resubmissions which is a huge and hidden cost in time and money and a major burden for busy teachers. We definitely saved money.</p>	<p>17:30 to 18:05</p>
<p>Do you intend to keep or modify this change in the future?</p>	<p>We have moved on a lot. I think though there is a sense in which we continue to label students as deficit ' they can't therefore we must' and we need to see them as 'transitioning'.</p> <p>We also need to look at the way we manage assessment and continue to be critical to assume that we are our narrative (UK based) is enough. The meaning of what we ask students to do may not have relevance everywhere in the world.</p> <p>This is even true of the way in which international students take on a culturally different understanding of concepts and ideas we are passing on present to them. An example is evidence based practice. Taking something like this back to India is a huge concern for students</p>	<p>18:05 to end of recording</p>

	<p>and in this case a student writing for the journal used the word 'bossing'. This is Indian English – should we penalise the use of Indian English or to treat this as original writing acknowledging different kinds of discourse.</p>	
<p>Has this experience made you more or less likely to introduce further changes?</p>	<p>We are directing our energies now into where they are going, rather than where they came from. Students are coming out of the course fit to work in the UK but we must start to create a course which makes people able to work anywhere, not just in the UK. as jobs are not available here. We have a distance learning course now and these students are never going to be here or come here. We need more work placements worldwide.</p> <p>Transnational provision is expanding and future recruitment suggests we are no longer going to be so monocultural.</p> <p>This means we need to develop a wider range of intercultural competencies as Chinese students are very different from Indian students.</p>	