

Institution: Glasgow Caledonian University		
Unit of Assessment: 23 – Education		
Title of case study: Intercultural competence development for students and staff in HEIs		
Period when the underpinning research was undertaken: 2011 – 2019		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Dr Dane Lukic	Senior Lecturer	2012 - present
Dr Colin Milligan	Senior Research Fellow	2007 - present
Dr Karen McFarlane	Lecturer	2015 - present
Professor Natascha Radclyffe-Thomas	Professor	2019 - present
Period when the claimed impact occurred: 2014 – 2020		
Is this case study continued from a case study submitted in 2014? No		
1. Summary of the impact <p>Our research on intercultural competence development has led to the redesign of learning, teaching and professional development practice in universities in several countries in Europe and Latin America. Our EMIC Toolkit, as a flagship set of resources to improve intercultural competence for students, has been adopted by universities in Spain and UK. Moreover, our leading work around the intercultural competence of university academic and administrative staff has impacted HEI staff development policies and staff training programmes in universities in Mexico, Argentina and El Salvador where intercultural competence was introduced as a professional development focus for the first time.</p>		
2. Underpinning research <p>GCU researched the concept of intercultural competence (IC) as a set of complex abilities of dealing effectively across cultures in academic, workplace and everyday settings. Our research found that existing intercultural competence models and proposed development often do not explore all the layers of culture and focus mostly on only national culture concepts, with limited empirical bases for developmental practices [R1]. Our work sought to address the topic holistically with inter-disciplinary and inter-sectoral collaboration through several studies.</p> <p>Our initial IC study focused on joint master courses as a particular underexplored context where multiple cultural transitions occur. The study was based on qualitative research and testing in four joint master degrees, comprising more than 20 European and International HEIs as part of joint master consortia. We have identified that there is a clear need for supporting postgraduate students in dealing with culturally complex situations that impact their academic and everyday life and their employability in a global world. Yet, current university support is not based on empirical work and often focusses only on culture-specific information rather than holistic and</p>		

transferable intercultural competence applicable across cultural contexts. Our research resulted in an updated and holistic intercultural competence model [R1] that helps students identify their strength and weaknesses as well as plan comprehensive intercultural competence development. Our research resulted in an intercultural competence model, tested in several contexts (Spain, Portugal, UK and Denmark). Our proposed development approaches built on our work around the importance of student identity in transitions [R2] and impact of developing students' intercultural abilities on employability and global citizenship [R3]. A crucial finding of our research is a recognition that HEI efforts around IC development should not focus only on students, and that academic and administrative staff also need support in order to develop their IC to allow them to support students' intercultural competence development and transitions [R1].

Following on from the research gaps identified in previous studies, we conducted a large-scale qualitative study exploring the perceptions and learning needs of university professionals (administrative and academic) in Latin America. The study involved research on staff development needs and challenges based on a sample of 7 Latin American institutions. Building on the student focused intercultural competence model from the previous study, the research resulted in a professional development model of intercultural competence specifically for HEI academic and administrative staff who support student development [R4]. The proposed professional development model was rooted in both our student-based studies and our research of how professionals learn online and relate learning to their roles [R5]. One of the important findings was that in addition to IC elements previously identified for students, staff IC need to include two additional abilities: pedagogic IC and supporting student transitions IC.

GCU teams has led a number of live and online events to further this research area and deepen the debate such as: Student Intercultural Competence Round Table, Porto 2015; Symposium on Boundary Crossing Education: Intercultural, International and Inclusion Perspectives, London 2019 and a number of invited keynotes.

3. References to the research

- R1 - Yarosh, M., Lukic, D., & Santib  nez-Gruber, R. (2018). Intercultural competence for students in international joint master programmes. *International Journal of Intercultural Relations*, 66, 52–72. A blind peer reviewed article on an international qualitative study examining for the first time intercultural competence needs of Erasmus Mundus joint master students in a leading journal for intercultural relations (JCR impact factor 1.981).
- R2 - MacFarlane, K. (2018). Higher education learner identity for successful student transitions. *Higher Education Research & Development*, 37(6), 1201-1215. A blind peer review article on a qualitative study in Scottish context exploring an important aspect of student identity coming from various cultural backgrounds in a relevant journal for higher educational development (JCR impact factor 2.129).
- R3 - Radclyffe-Thomas, N., Peirson-Smith, A., Roncha, A., Lacouture, A., & Huang, A. (2018). Developing global citizenship: Co-creating employability attributes in an international community of practice. In *Enhancing Employability in Higher Education through Work Based Learning* (pp. 255-275). Palgrave Macmillan. A blind peer review book chapter developing students' employability through intercultural competence in UK and China. A novel book by Palgrave Macmillan on the new frontiers of student employability.
- R4 - Lukic, D., Yarosh, M. & Cella, S. (2019). Baseline study – Development needs analysis report. PROFIC project report/Creative Commons. Retrieved from <https://www.profic.org/pdf/3-3BaselineStudyDevelopmentNeedsReport.pdf>. Project report on a qualitative baseline study. Not blind peer reviewed but shows relevant development and tests of the IC model in the professional development context in Latin America.

- R5 - Milligan, C., & Littlejohn, A. (2014). Supporting professional learning in a massive open online course. *International Review of Research in Open and Distributed Learning*, 15(5), 197-213. Blind peer reviewed qualitative study relationship between formal online learning and professional learning relevant for staff in professional development. A key journal on distributed learning (JCR impact factor 2.297).

4. Details of the impact

The research on intercultural competence led to several developmental projects as pathways to impact through close collaboration with HEIs and third sector organisations. Our research led to two types of impact: on students' learning and on professional practice (which also has a knock-on impact on student experience).

The impact on student learning was primarily achieved through the development project Erasmus Mundus Intercultural Competence which was funded by the European Commission Erasmus Mundus Action 3 funds (€155,000), for developing IC training for joint master programmes based on our previous empirical evidence. Based on our research we developed the EMIC Toolkit, released as an Open Educational Resource (OER) which offers a set of activities, educational tools, and guidelines for an integrated development programme for students [C1]. The impact on student learning continued after the project completion through independent use of our EMIC Toolkit as an OER and invitations for the GCU researcher team to deliver workshops. University of Glasgow (UoG) and Crossing Borders Education (CBE), as a non-for profit organisation providing services to educational institutions and individuals, invited members of the GCU research group to offer expert guidance and run workshops on implementing the EMIC Toolkit activities in the context of UoG joint master degrees. Based on that experience, in 2019 UoG decided to deploy elements of the EMIC Toolkit and its learning outcomes we developed to their IC provision at master level and it was found to have a profound impact on student learning experience [C2]. The University of Deusto (UD), Spain, has implemented the EMIC learning programme in their institution and has published on the beneficial effects of the educational tools we developed in our research [C3].

Impact on student learning was further amplified through CBE as a third sector organisation. Our research has impacted expansion of the CBE's portfolio of services and tools. CBE developed a Virtual Dialogue Methodology based on GCU's intercultural research (patent filed 2020) and implemented it with more than 500 students in the UK and USA with overwhelmingly positive feedback [C2]. Moreover, our research on IC also informed the development of a Virtual Peer Dialogue tool which CBE delivered to an estimated 200 students, 5,000 youth individuals and 20 staff members across the USA, UK, Netherlands, Morocco, South Korea, China and Pakistan [C2]. The novel intercultural programme offering also allowed CBE to impact other 600 educators' practice via the American Association for Colleges and Universities [C2].

Further direct impact of our IC research on practitioners and professional services was achieved through two distinct impact pathways developmental projects. The [Professional Development in Intercultural Competence in Higher Education Institutions \(PROFIC\)](#) project was funded by the European Commission Capacity Building in the Higher Education Action 2 (€687,663). This project was a follow-up to previous work with students and was based on our research on staff IC needs. An additional pathway to impact project was through the British Council funded [Inclusion and Innovation: social, wellbeing and economic aspects of interculturality](#) (£8,500) bringing together universities, industry, community groups and local government in the State of Veracruz, Mexico. Our impact on transforming practice and professional services was centred on Mexico, El Salvador and Argentina where we were invited to develop a customised professional development programme based on our empirical work. Seven universities (El Salvador - UTEC and UDB; Argentina - UNLP, UNLA and UNC; Mexico - UV and UdG) implemented our IC professional development programme with 120 academic and administrative staff so far, which was the first case of such training focussing specifically on IC in these institutions [C4, C5, C6]. A key and novel aspect of this impact is also including administrative and other non-academic staff that supports students as a key group for professional

development. Moreover, at least 3 institutions made IC professional development a core aspect of their policy on staff development and part of their institutional training offer for the first time [C4, C5, C6]. The training delivered to university staff based on our research as well as integrating our framework for professional development in IC into their institutional policies and practices, had a knock-on impact on an estimated 30,000 students and their learning experience [C4, C5, C6]. Moreover through our collaboration, outputs and webinars, UDUAL (a pan-Latin American network of universities that guides policy and practice development) had included IC as one of their new areas of work based on our results [C7] and in this way ensured further impact and re-envisioning of the internationalisation policies and initiatives to recognise internal cultural diversity, employability, social cohesion and innovation aspects of IC.

5. Sources to corroborate the impact

- C1 - EMIC Toolkit
- C2 - Evidence support letter Crossing Borders Education (CBE)
- C3 - University of Deusto publication on the institutional implementation of our programme: Lopes, L., Bezanilla, M. J., & Elexpuru, I. (2018). [Integrating Intercultural Competence development into the curriculum through Tele-collaboration. A task sequence proposal for Higher Education](#), Revista De Educación a Distancia, 58 (in Spanish)
- C4 - Evidence support letter Universidad Tecnológico de El Salvador (UTEC), El Salvador
- C5 - Evidence support letter Universidad Don Bosco (UDB), El Salvador
- C6 - Evidence support letter Universidad de Guadalajara (UdG), Mexico
- C7 - Evidence support letter Union de Universidades de America Latina y el Caribe, (UDUAL) – Latin American and Caribbean network of universities