

Global Citizenship – PSEQ Self-Assessment Rubric

“Global citizens see themselves as part of a community at every level from the local to the global, and recognise that this comes with responsibilities based on equality, respect and valuing diversity. Developing global citizens within the curriculum involves internationalisation, inclusion and diversity, and education for sustainable development (ESD). Internationalisation includes developing all students’ intercultural skills and embedding local and global perspectives. Inclusion and diversity and ESD enrich internationalisation, with an emphasis on belonging, social impact, justice and on developing critical approaches to the way we live.”

Emergent (Em)	Developed (De)	Extended (Ex)
<p>6.1a All students are provided with opportunities to engage with their local/regional/national disciplinary community(ies) and recognise shared and diverse values through informal discussions and activities.</p> <p>6.2a There are few opportunities within the curriculum for students to encounter and engage with disciplinary relevant issues related to ethical practice, social justice, economic and/ or environmental impact.</p> <p>6.3a <u>All students are provided with the opportunity to undertake a substantial work placement and/or experience a period of study abroad.</u></p> <p>6.4a Within the context of the programme (if applicable) there are few opportunities (e.g. within a few modules or programme components dependent on pedagogic choices of the module/ programme component lead) for students to encounter and engage with a breadth of diverse perspectives within the disciplinary area (e.g. local, global, LGBT, minority ethnic, disabled, gender, international) through their reading lists, example case studies and</p>	<p>6.1b All students are required to engage with their local/ regional/national and international disciplinary community (ies) and recognise shared and diverse values through structured learning activities.</p> <p>6.2b There are frequent opportunities (within at least 50% of compulsory programme credits) for students to encounter, engage with and critically reflect on disciplinary relevant issues related to ethical practice, social justice, economic and/ or environmental impact.</p> <p>6.3b <u>All students are actively encouraged to undertake a substantial work placement and/or experience a period of study abroad as part of the programme design.</u></p> <p>6.4b Within the context of the programme (if applicable) there are frequent opportunities (e.g within at least 50% of compulsory programme credits) for students to encounter and engage with a breadth of diverse perspectives within the disciplinary area (e.g. local, global, LGBT, minority ethnic, disabled, gender, international) through their reading lists, example case studies and other</p>	<p>6.1c All students are required to demonstrate critical understanding of the international community(ies) within which their discipline is situated and are able to reflect upon their own values and the diverse values of others within those communities through assessed activity.</p> <p>6.2c There are numerous opportunities within the curriculum for students to encounter, engage with and critically reflect on disciplinary relevant issues related to ethical practice, social justice, economic and/ or environmental impact and to undertake change orientated ‘real-world’ projects aimed to address elements of these as part of their studies.</p> <p>6.3c <u>All students do undertake a substantial work placement and/or experience a period of study abroad and this is embedded within the programme design.</u></p> <p>6.4c Within the context of the programme (if applicable) there are numerous opportunities (e.g. in around 75% of compulsory module credits) for students to encounter and engage with a breadth of diverse perspectives within the disciplinary area (e.g. local, global, LGBT, minority ethnic, disabled, gender, international) through their reading lists, example case</p>

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other learning materials and/or activities such as work placements, volunteering or study abroad opportunities. Criterion 6.5a does not exist within this document.	learning materials and activities such as work placements, volunteering or study abroad opportunities. 6.5b Students are provided with opportunities to critically reflect on the diversity of perspectives within the disciplinary area and consider how this impacts on disciplinary practice and development through international and/or local collaborative projects, placements, exchanges or comparison studies.	studies, other learning materials and activities such as work placements, volunteering or study abroad opportunities and reflect upon these perspectives within an assessed activity. 6.5c As part of formative and/or summative assessment students are required to critically reflect on the diversity of perspectives within the disciplinary area and consider how this impacts on disciplinary practice and development through international and/or local collaborative projects, placements, exchanges or comparison studies.